

CHAPTER 1: CHILD AND CHILD’S CONTEXT

Tomthin a 4-year-old boy, visits Ima Market for the first time along with his father and 6-year-old sister, Likla. Tomthin is mesmerized by all the things he sees around him. There are colourful toys, yummy looking food, different types of baskets, patterned clothes, and many other things. His father buys two hand-fans. They cross the road to explore a few more things in the market. Suddenly, Tomthin sees a statue and immediately gets excited. “Pabung! Pabung! Look! There is a *shamu* (elephant). But why is it not moving?” His father explains, “it is a statue, not a real *shamu*.”

Tomthin has seen elephants on TV and in storybooks, but never in real life. Immediately Likla says, “It is made of cement-concrete, isn’t it, Pabung?” Pabung replies, “Yes, good Likla! Likla remembered who told her “Let’s go nearer” Pabung says. They take a walk around the statue to get a complete view. This makes them both very happy. Likla says “I wish I could ride it home!”

When they return home, Tomthin shares everything he saw in the market, from Imas wearing colourful *phanek-phis* to the spicy *shingju* they had eaten. But the most interesting thing for him is the statue of *shamu*. He acts out how the statue stood, with long tusks and trunk. Tomthin picks up the new hand-fans and puts them around his head to show the big ears of the *Shamu*.

Likla comes up with an idea. She says, “Why don’t we build a *shamu* in our courtyard, then I can ride it every day!”

Q. Tomthin believes that shamu is a real elephant. He uses hand-fans to make the big ears of an elephant. What does this tell us about Tomthin?

Q. Likla wants to build a shamu of her own in her courtyard. What does this tell us about Likla?

Q. Have you made similar observations of children? What observations have you made?

Q. What does this tell us about children and how they interact with and view the world?

1.1. Who is a ‘child’?

What comes to your mind when you think of the word ‘child’? Who is a child? What does he do? What are his likes and dislikes? What is the role of adults in the child’s life? In other words, how do we characterise a child?

Usually, we understand a child as someone who asks unending questions, with immense curiosities and wonder about the world they behold and have a highly playful and imaginative nature. Being biologically young with physical and emotional vulnerabilities, we see the child as someone who requires the care and nurture of parents, family, and neighbours. We may view the child too as someone who is innocent and pure who needs to be protected from the world, and who is “the future”. We may also think of the child who needs guidance to know right from wrong, so that he inculcates the values we want to pass on as a family or society. We may also think of the child as someone who must be moulded to become a good human being. We generally view the child as someone who brings us immense joy and happiness in our lives.

These competing ideas and perceptions about the child reflect that understanding the child is a complex matter. The child is a dynamic figure and not a static, monolithic entity. Our context i.e., our society and culture, shapes our understanding of the child and how we view the childhood period to be. Even within a society and culture, for example, in Manipur, we find that children coming from diverse backgrounds experience their childhood in equally diverse ways, even as they take various roles in their everyday lives – *the child who comes from a typical middle-class family; the child of immigrants; the child whose parents are daily-wage earners, the child who is in boarding school and away from parents who are in the village; the child who has a single parent; the child with several siblings, the child who dislikes being told what to do; the child who is always rewarded in school; the child who is frequently scolded and punished; the child who has dropped out from school; the child who lives in a large joint family; the child who is the apple of the family’s eye; the child who has a disability; the child whose sibling has a disability; the child who does all the household work; the child who spends long hours alone at home; the child who lost a parent to an illness or disease; the child who frequently moves towns or cities; the child who is displaced; the child whose parents recently lost their jobs* – the list is endless. Multiple children, multiple childhoods.

It is important to understand who a child is since we are talking about teaching and learning in the Foundational Stage. Unless we understand the learners better, it becomes difficult to plan for their learning experiences. In our country, the National Commission for Protection of Child Rights (NCPCR) defines a child as a person below the age of 18 years. Over the age of 18 years, one is considered a legal adult. The United Nations Convention on the Rights of the Child (UNCRC) also defines “a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier”. The Right of Children to Free and Compulsory Education Act, (RTE, 2009) guarantees free and compulsory education to children between the ages of 6 and 14 and makes education a

fundamental right. In the childhood years, which are seen as the most formative years in life, children develop in different domains and are dependent on adults for care, guidance, and education.

1.2. How young children learn about the world

From Tomthin and Likla's example, we see how children are curious, imaginative, and expressive when they are presented with a stimulating and nurturing environment.

Tomthin, for instance, shows curiosity to know about the elephant statue and to touch it. As soon as he arrives home, he shares everything with his mother enacting everything he has observed and experienced. Children have their own set of capabilities, potential, perceptions, and perspectives. For example, Likla wants to ride the elephant, and she wishes to have a similar statue in their courtyard so that she can ride it and play with it. Children engage in various physical activities like running, jumping, pushing, and pulling, and are always ready to explore and experience new things and places. We see innumerable such examples around us in our classrooms, in our family, in our neighbourhood, and in media.

At the Foundational Stage, children learn through *observation* and experiences that stimulate their curiosity. For example, when Tomthin is curious about the elephant statue, he asks his father about it. Through his experience of observing the statue, he learns the difference between a real animal and its statue.

Children also learn through *exploration and investigation*. Tomthin uses the hand-fans as a tool to show the ears of an elephant, which displays his ability to compare and find similarities and differences between things in creative ways. It also shows that children learn through *imitation* though they find creative ways of doing so! Tomthin also connects his previous knowledge when he recalls seeing elephants in storybooks and TV; Likla recalls her father talking about statues. Both children come home and talk about their visit to the market in vivid detail. As we know, memory plays a big role in learning.

Children also learn through *play*. Tomthin's use of the hand-fans to mimic the elephant's ears shows his playful nature. Children engage in play with everything around them. They enjoy a variety of local games like chasing, throwing balls, climbing, jumping, and more. They often invent their games using toys, household items, and natural materials like mud, water, sand, pebbles, stones, sticks, leaves, and animals. Play, even when no tangible objects are present in the form of toys or other play material, is still done through imaginative and playful thinking, as we saw in the case of Likla, who wants an elephant statue of her own that she can ride and play with.

No two children are the same, and research has shown how even identical twins, though they share the same genetic material, are different in so many ways. Even so, we know from different child development theories that all children progress through identifiable developmental milestones in each domain of development, making the role of the environment critical. This has a bearing on how we design learning experiences for children in the Foundational Stage. However, it is also important to keep in mind that even in the same learning environment, children develop at their own pace. The necessary condition is to have a nurturing and supportive environment where children get opportunities to observe, explore,

investigate, and play.

1.2.1. Learning through play

From the above discussion, we know about children’s natural proclivities to observe, explore, investigate, and imitate through playful activities. Play is the child’s work – so it is said. Involvement in play is perhaps the biggest tool in the hands of the Foundational Stage teacher, as it makes learning effortless and natural for young children. It is interesting to note that we cannot “make” children play but can create the necessary support structures in the classroom that enable children to play and learn. The ‘pedagogy of play’ is thus central to all learning in the early childhood stage.

For example, in the Manipuri game *khutlokpi shanaba*, the objective is to toss one pebble in the air and at the same time with the same hand try to grab maximum number of pebbles. The game has various steps. As the game progresses, the difficulty level also increases. There are more twists and turns of the palms, and both the hands are used as the game progresses. This game is an excellent way for children to develop fine motor skills, hand-eye coordination, and decision-making abilities. Children also develop numeracy skills like counting and comparing through this game. The game also serves as an enjoyable method for children to engage in social interaction, practice problem-solving, and experience the traditional games of Manipur. Imagine a classroom where children get the opportunity to play *khutlokpi shanaba*!

SuloKpi saNnb

SuloKpi saNnmiNngdOrib miAolsiZ (AzaZsiZ) IEmald koln fMgni sanbd sijiNngdOrib nuZ mcapuMb AzaZsiZn Ikol koln fMlibdugi myald HMlb mtuZd mSol mseLgi mrKt knan haNn SuloKpi sanb hOgni Amdi mHx mHx sanrKkdOb sanrol SNdoKkni Amdi

sanb hOgni lhaN haNb sanrol Adun mhaKn AzMb nuZ mSE SuTnMd HMIb mtuZ AhaZbd IxSTlg tarKp nuZsiZ SuTpaKn AzMb nuZ loKn b hoTngni nuZ Sr SutpaKn loKlb mtuZ loKlib nuZsiZ Adu AmmMt Aoln sijiNndun AmuK IEmald tarib nuZsiZ SoMjiNnb hoTngniv IEmald tab nuZsiZ SomjiNnb mtMd AhaZbd IxSTSCrib nuZ Adun IEmald taSCrbdi mhaK Adu mSa tan sanb yahNdCre>

Here are the three main forms of play activities that all Foundational Stage practitioners must be familiar with.



Free play or unstructured play

Children choose what to play, how to play, and for how long. This form of play is completely child-initiated and self-directed, such as solving puzzles, role-playing with peers, or reading a book. Free play helps children develop autonomy, creativity, and social skills as they navigate their interests and interactions with others.



Guided play

Children lead the activity while adults actively facilitate. For example, if children want to play with clay, the teacher guides them on how to use it, roll it, and shape it. Guided play allows children to explore their creativity while receiving support to enhance their fine motor skills and understanding of the material.

Structured Play

It involves teacher-directed activities that are carefully planned to be fun and engaging yet follow specific rules and guidelines. For instance, the teacher may ask children to create a story by adding a line each in a playful manner, then organize a story card sequence after a read-aloud session. This type of play helps children develop specific skills while enjoying a structured and supportive environment.

Within each form of play are a range of play activities – the sky is the limit! In a typical day/week, children must get opportunities to engage in all three types of play activities. For more information on how to create a balanced daily/weekly timetable, refer to Chapter 8: Organising Time.

LEARNING THROUGH PLAY



Art, craft, music, and movement

Children express themselves, imagine, and create without inhibition. The open-ended and playful nature of the arts fosters self-expression, intuition, reasoning, imagination, and communication skills.



Conversation, poems, and stories

Children enjoy learning through conversations, stories, and poems. These activities help build on their natural curiosity, fostering deep thinking skills and values as they are encouraged to reflect, predict, question, and hypothesize.



Toys and other material

Playing with toys provides children with enjoyable and meaningful learning experiences. Toys can be any concrete objects that children manipulate or use in self-directed or facilitated play, enhancing their motor skills, creativity, and understanding of their environment.



Using the immediate environment

Children are naturally curious and need opportunities to explore, experiment, manipulate, create, and learn about the world around them. This exploration helps them develop a deeper understanding of their environment and enhances their cognitive and sensory development.



Outdoor play

Young children need to move around and explore, and outdoor play provides them with the opportunity to engage with the immediate environment for developing their physical and emotional well-being. Through outdoor play, they can test their physical limits, express themselves, and build self-confidence.

We have tried to understand the concept of ‘child’ and how children perceive and interact with the world around them. There are diverse ways in which children experience childhood, and these are shaped by children’s background and society. Children, like Tomthin and Likla, are curious, imaginative, and eager to explore, provided they get a supportive and stimulating environment. It is important that we understand each child’s needs in the Foundational Stage classroom to support their learning and development.

Chapter 2: Aims, Curricular Goals, Competencies, and Learning Outcomes

This section articulates the meaning of learning standards and how its various components are interlinked, from the Aims of Education to Curricular Goals, Competencies, and illustrative Learning Outcomes. The Curricular Goals within the five domains of development and their corresponding Competencies for the Foundational Stage are also detailed out here. Illustrative Learning Outcomes for one Competency per domain are also provided.



Figure: The ‘flow-down’ of new learning standards as per NCF-FS 2022

2.1. Definitions

Here are the definitions of the key terms used in this chapter.

Aims of Education: Aims are educational vision statements that give broad direction to all deliberate efforts of educational systems – curriculum development, institutional arrangements, funding and financing, people’s capacities and so on. Aims of Education are usually articulated in education policy documents. For example, NEP 2020 states that *‘The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.’* (NEP 2020, p. 4-5)

Curricular Goals: Curricular Goals are statements that give direction to curriculum development and implementation. They are derived from Aims and are specific to a Stage in education (e.g., the Foundational Stage). For example, *‘Children develop effective communication skills for day-to-day interactions in two languages’* is a Curricular Goal for the Foundational Stage.

Competencies: Competencies are learning achievements that are observable and can

be assessed systematically. These Competencies are derived from the Curricular Goals and are expected to be attained by the end of a Stage. Competencies are articulated in Frameworks such as the NCF-FS and SCF-FS. However, curriculum developers can adapt and modify the Competencies to address specific contexts for which the curriculum is being developed – in our case, Manipur. The following are examples of some of the Competencies derived from the above Curricular Goal – ‘*Converses fluently and can hold a meaningful conversation*’ and ‘*Understands oral instructions for a complex task and gives clear oral instructions for the same to others.*’

Learning Outcomes: Competencies are attained over a period. Therefore, interim markers of learning achievements are needed so that teachers can observe and track learning and respond to the needs of learners continually. These interim markers are Learning Outcomes. Thus, Learning Outcomes are granular milestones of learning and usually progress in a sequence leading to attainment of a Competency. Learning Outcomes enable teachers to plan their content, pedagogy, and assessment towards achieving specific Competencies. Curriculum developers and teachers should have the autonomy to define Learning Outcomes as appropriate to their classroom contexts, while maintaining the connection to the Competencies.

Concepts, skills, Values, dispositions, and emotional experiences

The NCF-FS 2022 and the NCF-SE 2023 highlight the importance of not only developing children’s knowledge but also developing their capacities, values, and dispositions. Let us better understand what they mean.

Knowledge	Capacities	Values and dispositions
Knowledge includes basic ideas/concepts that help children understand the world. For instance, recognising shapes like circles and squares or recognising and understanding words like ‘dog’ and ‘cat’ are important for early learners.	Capacities include the ‘knowing how’ or abilities that children develop. These include narrow skills too. For example, social capacities like sharing toys, cognitive capacities like solving simple puzzles, and emotional capacities like recognizing and expressing their own feelings.	Values can be seen as beliefs about what is right and wrong. Dispositions can be seen as attitudes and perceptions. For instance, believing that sharing is the right thing to do is a value. A child who continues to persevere after failing to build a tower of blocks is a disposition.

2.2. From Aims to Learning Outcomes

As per the ‘flow-down’ of new learning standards as per NCF-FS 2022, relatively abstract Aims of Education are “broken down” into Curricular Goals, Competencies, and Learning Outcomes. Each level becomes more concrete and usable for practitioners.

The reason for having multiple levels is simple. It is important to keep sight of the big picture of what we want young children to achieve after completing the Foundational Stage while also having a clear understanding of the small steps that help us reach there. These small

steps or Learning Outcomes guide all aspects of lesson planning i.e., pedagogy, assessment, and TLMs.

The attainment of Learning Outcomes leads to the attainment of certain Competencies, which in turn accumulate to the attainment of Curricular Goals. The attainment of all Curricular Goals of the Foundational Stage will still be one step towards the Aims of Education, as the child must go through subsequent levels of schooling of the Preparatory Stage, Middle Stage, Secondary Stage.

2.2.1. Curricular Goals

The Curricular Goals for the Foundational Stage are outlined in this Section. These Curricular Goals can be reviewed periodically, informed by the experience of implementation of the NCF, and development and changes in national aspirations. The Curricular Goals are numbered as CG-1, CG-2 and so on.

Domains	Curricular Goals
Physical Development	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.
Socio-emotional and Ethical Development	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 and care for the natural environment around them.
Cognitive Development	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.
Language and Literacy Development	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.
Aesthetic 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.
Positive Learning Habits	CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.

2.2.2. Competencies

The Competencies for each of the Curricular Goals are defined in this section. These Competencies are to be seen as guidelines for curriculum developers and should not be considered as prescriptive. The Competencies are numbered as C-1.1, C-1.2, and so on.

Domain: Physical Development

CG-1 Children develop habits that keep them healthy and safe.	C-1.1 Shows a liking for and 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-1.4 Practices safe use of material and simple tools. C-1.5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately. C-1.6 Understands unsafe situations and asks for help.
CG-2 Children develop sharpness in sensorial perceptions.	C-2.1 Differentiates between shapes, colours, and their shades. C-2.2 Develops visual memory for symbols and representations. C-2.3 Differentiates sounds and sound patterns by their pitch, volume, and tempo. 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.
CG-3 Children develop a fit and flexible body	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

Domain: Socio-Emotional and Ethical Development

CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms.	C-4.1 Starts recognising ‘self’ as an individual belonging to a family and community. 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 behaviour with other children. C-4.5 Understands and responds positively to social norms in the classroom and school. C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need. C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children.
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CG-5 Children develop a positive attitude towards productive work and service or 'Seva'.	C-5.1 Demonstrates willingness and participation in age-appropriate physical work towards helping others.
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 life forms.

Domain: Cognitive Development

CG-7 Children make sense of the world around through observation and logical thinking.	<p>C-7.1 Observes and understands different categories of objects and relationships between them.</p> <p>C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis.</p> <p>C-7.3 Uses appropriate tools and technology in daily life situations and for learning.</p>
CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.	<p>C-8.1 Sorts objects into groups and sub-groups based on more than one property.</p> <p>C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers.</p> <p>C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s.</p> <p>C-8.4 Arranges numbers up to 99 in ascending and descending order.</p> <p>C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system</p> <p>C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition.</p> <p>C-8.7 Recognises multiplication as repeated addition and division as equal sharing.</p> <p>C-8.8 Recognises basic geometric shapes and their observable properties.</p> <p>C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment.</p> <p>C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months.</p> <p>C-8.11 Performs simple transactions using money up to INR 100</p> <p>C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements.</p> <p>C-8.13 Formulates and solves simple mathematical problems</p>

	related to quantities, shapes, space, and measurements. C-8.14 Collects and records data (using pictures and numerals) and draws inferences in real life contexts.
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Domain: Language and Literacy Development

CG-9 Children develop effective communication skills for day-to-day interactions in two languages.	<p>C-9.1 Listens to and appreciates simple songs, rhymes, and poems.</p> <p>C-9.2 Creates simple songs and poems on their own.</p> <p>C-9.3 Converses fluently and can hold a meaningful conversation.</p> <p>C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others.</p> <p>C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say.</p> <p>C-9.6 Narrates short stories with clear plot and characters.</p> <p>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.</p>
CG-10 Children develop fluency in reading and writing in Language 1 (L1).	<p>C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables.</p> <p>C-10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks.</p> <p>C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words.</p> <p>C-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation.</p> <p>C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wants to say – on their own.</p> <p>C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination.</p> <p>C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material.</p> <p>C-10.8 Writes a paragraph to express their understanding and experiences.</p> <p>C-10.9 Shows interest in picking up and reading a variety of children’s books.</p>
CG-11 Children begin to read and write in Language 2 (L2).	<p>C-11.1 Develops phonological awareness and are able to blend phonemes / syllables into words and segment words into phonemes /syllables.</p> <p>C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences.</p>

Note:

- CG-9 should be the goal for most classrooms given the need for multilingualism, but in circumstances where Language 2 is very unfamiliar to the children, many of the Competencies (from C-9.1 to C-9.7) can be in the emergent stage for Language 2 by the end of the Foundational Stage and consolidated in the early Preparatory Stage.
- L1 is the home language/mother tongue/familiar language and L2 is the less familiar language. The idea of L1 and L2 are explained in more detail in Chapter 3.

Domain: Aesthetic and Cultural Development

<p>CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.</p>	<p>C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes.</p> <p>C-12.2 Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.</p> <p>C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the arts.</p> <p>C-12.4 Works collaboratively in the arts.</p> <p>C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage.</p>
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Positive Learning Habits

<p>CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.</p>	<p>C-13.1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals.</p> <p>C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments.</p> <p>C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions.</p> <p>C-13.4 Classroom norms: Adopts and follows norms with agency and understanding.</p>
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2.2.3. Illustrative Learning Outcomes

An illustrative list of Learning Outcomes for each Competency is given in the SCF-FS. It has been added as Annexure 1 in this document.

Chapter 3: Choosing, Organising and Contextualising Content for Teaching

Content selection and organisation are crucial for the Foundational Stage, which is guided by the Competencies and Learning Outcomes. Content includes the teaching-learning materials, books, and activities used to create a learning experience for children at this stage. Appropriate content selection facilitates holistic development of children in addition to proper pedagogical strategies. The content is also a reflection of the curricular approach adopted by the curriculum.

3.1. Current scenario of content selection in Manipur

The content used in the Foundational Stage across various settings in Manipur differs widely. The textbook-centric approach that is seen across our country is seen in Manipur too. Institutions across the state (both private and public) use a range of textbooks either by private publishers or by the state, leading to wide variation in the quality of textbooks.

At the state level, Samagra Siksha has undertaken the initiative called NIPUN Manipur Mission. This has led to the development of a range of materials, including comic books for classes 1 to 5, *Mahei Paitu* (an FLN TLM kit), activity books for classes 1 to 5, children’s literature, short story books, big books, thematic dictionaries, etc. *Mahei Paitu* contains materials for both literacy and numeracy skills development like alphabet blocks, matching cards, sequential story cards, word maze boards, operation board games, tangram, play money, etc.

When we speak of content selection, it becomes extremely important to keep in mind the principles of content selection because it helps in making the content relevant for children by representing their context. Moreover, the principles support syllabus and textbook developers to curate meaningful content of the children.

The following section lays out the principles of content selection as provided by NCF-FS 2022.

3.2. Principles for content selection

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| a. Content chosen should be sensorially engaging and/or be practically relevant in the context of the child’s experiences | b. Content should be derived from children’s life experiences and reflect the cultural, geographical, and social context in which the child is developing and growing. | c. Content should move from familiar to unfamiliar, simple to complex, and from self to others. |
| d. The content should reflect topics and themes which will acquaint children with the natural and human environment in which they are growing and developing, the social and the physical world, people, places, living and non-living things. | e. The content should be diverse and inclusive to accommodate the varied interests of individual children. | f. Special care should be taken to avoid promotion of stereotypes. |

3.3. Developing syllabus

Content is an area of concern for a syllabus developer. A syllabus developer considers the local context—the socio-cultural environment and practices, capacities of teachers, the infrastructure and material environment of the schools before designing the syllabus content. Following are the principles of syllabus development based on NCF-FS:

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| a. As per requirement, the syllabus should contextualise the Learning Outcomes for the Competencies outlined in the NCF. | b. The syllabus should make specific choices for content and materials based on the Learning Outcomes, the principles and guidelines of NCF along with considerations for the local context. | c. Based on the Learning Outcomes and content selection, the syllabus should articulate the sequence of activities and learning experiences that are to be facilitated by Teachers. |
| d. For the Foundational Stage, it would be appropriate to develop activity books and other handbooks for Teachers, that would guide them through the sequence planned in the syllabus. | e. The syllabus should design broad guidelines for assessments that check for the achievement of Learning Outcomes articulated in the syllabus. | |

3.4. Curricular approach

Curricular approach defines the way content is organised for its effective transition to achieve the expected learning standards in the Foundational Stage. NCF-FS suggests four approaches to content organisation. These are:

a. Project-based approach

Children are involved in short and simple projects where they get a chance to develop a wide range of skills in collaboration with their peers. For example, creating a model of the school, developing a garden in the school premises, creating a drama around a topic, etc.

b. Story-based approach

Stories are used to introduce children to a world beyond their immediate experience while fostering a holistic development that includes language, emotional, social and intellectual development. For example, the teacher doing a shared reading of a story and involving children in different pre, while and post reading activities around the story like conversations, extending the story, drawing a scene from the story and talking about it, etc.

c. Theme-based approach

In this approach of teaching and learning many areas of the curriculum are connected and integrated within a theme. Rather than learning different skills at different points of time or learning different subjects, children are helped to make meaningful connections through a theme and explore different topics or aspects within the theme. For example, introducing themes like *Me and My Family* where children get various opportunities to involve in activities related to self, family, home, etc.

d. Eclectic approach

This approach blends the thematic approach and pedagogical techniques like storytelling and project work giving teachers a broad range of developmentally appropriate strategies to apply within the classroom.

Among the four approaches, the SCF-FS, Manipur adopts **the eclectic approach** which is a blended approach to organizing content in this stage. A teacher can create a very personalized teaching method that is guided by the learning levels of children, their needs, interests, learning context, and challenges. This principle should be followed consistently and therefore, establishing the eclectic approach as the most appropriate approach for children attending early years of school in Manipur.

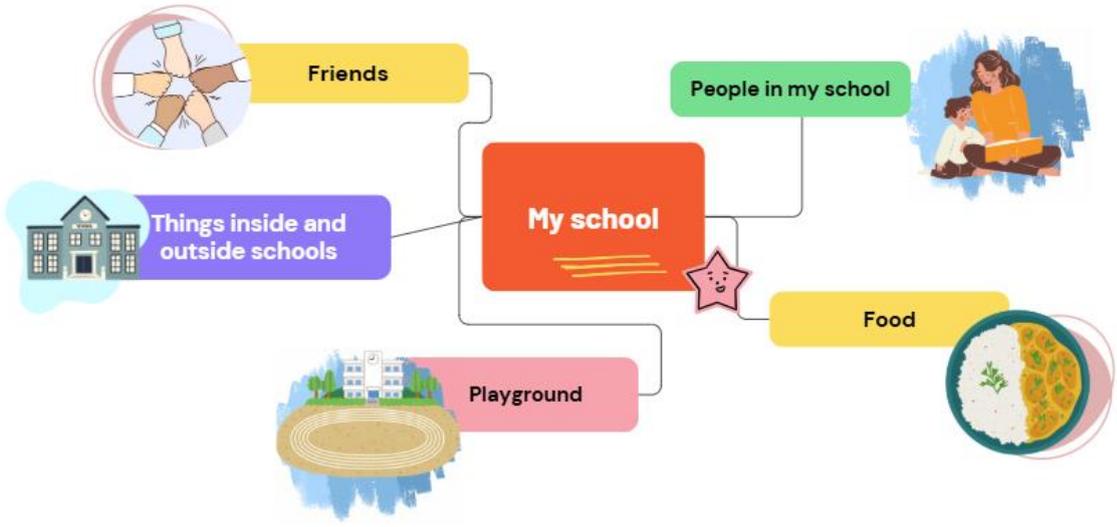
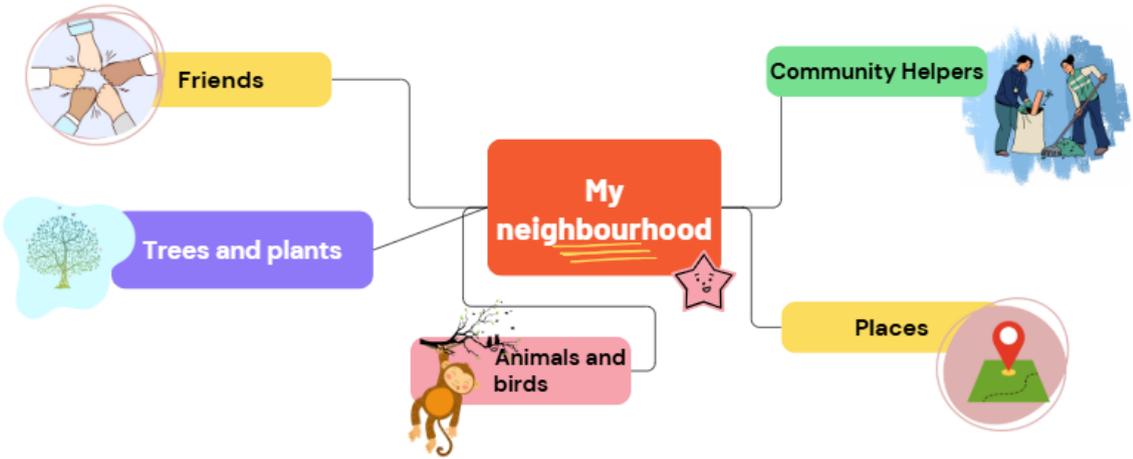
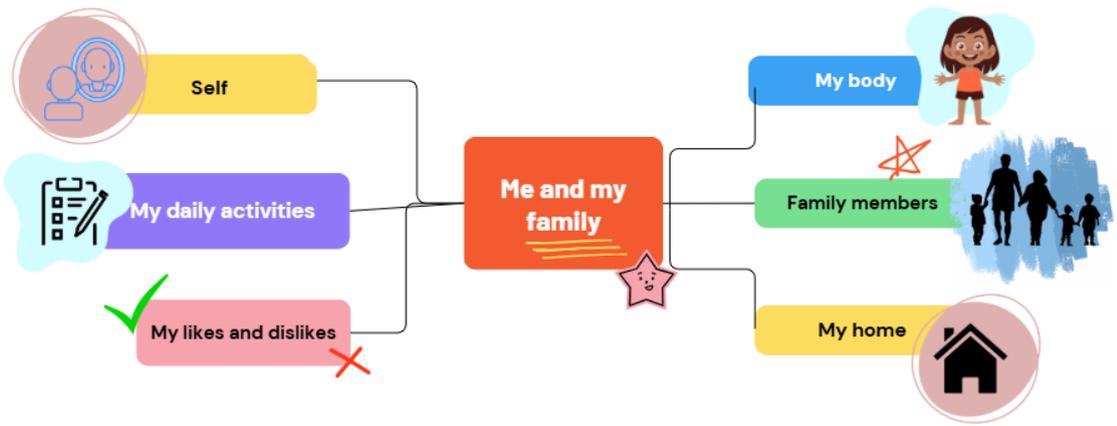
Several features can be identified that make the eclectic approach successful in practice, which are:

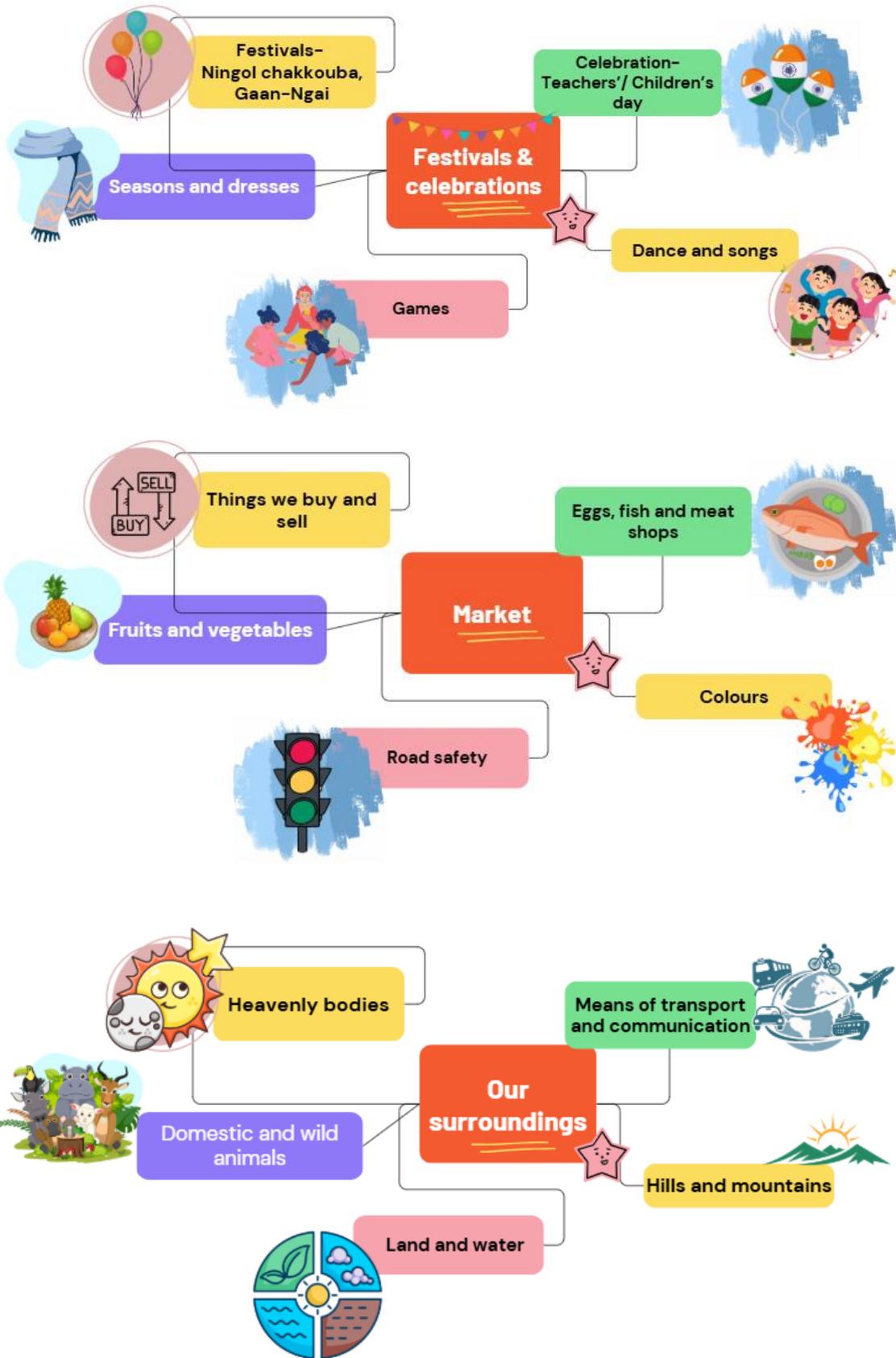
- The features of each method are integrated for the benefit of children.
- It supports the holistic development of a child through meaningful learning experiences.
- It is a flexible approach which gives autonomy to the teacher.
- It maintains the continuity of the entire learning process.

Six suggestive themes are introduced in this curriculum which closely relate to the lives of children. These themes are overarching topics or ideas that guide the development of specific learning experiences for children. This supports an integrated way of working on developing various skills, knowledge, and attitudes important for the overall growth and development of a child. Rather than learning about various concepts distinctively for a shorter time, themes meaningfully weave together related concepts for children to engage for a longer duration of time. Through themes, children's interests, diverse experiences, and thoughts receive a space of representation. Children get an opportunity to learn by involving in a wholesome experience.

The suggested themes and sub-themes introduced in this curriculum are:







The themes are sequenced according to the existing experiences of children. E.g., *family and home* are the closest settings in the life of a child, therefore, the theme *Me & My Family* holds

the first position in the order. One thing to remember is that these themes and sub-themes are suggested only. They can be modified according to the context of children. Moreover, the sub-themes can be repetitive across themes because the idea is that in each theme the related experiences of children will be different even though the sub-theme may be the same. For example, *food* as a sub-theme in school would bring out completely different discussions and activities as compared to food as a sub-theme in *My school*.

In the eclectic approach, organising the content is not merely seen as a bunch of isolated activities conducted one after the other. Rather, it is about creating an immersive experience for children that is interesting, follows a process, and represents a child's context to nurture cognitive, social, linguistic, and emotional development in relatable, meaningful, and concrete ways. These are known as **learning experiences**.

Let's understand it with an example.

In Preschool III, Sir Sanahal is reading aloud a colourful storybook on fishing to children. The story is about a brother and a sister who go for fishing with their parents. Their parents teach them about fishing and how it is done. In between the story, he asks children a few comprehension, picture-based and prediction questions to understand if they are following the story or not.

After the story, Sir Sanahal conducts a conversation, asking the children: *Do you like the story? What is the most interesting thing in the story for you? Do you also go for fishing? With whom do you go?* And so on... He observes that the children are excited to share their experiences. Each one of them has a story to share.

After the conversation, Sir Sanahal takes the children to a little pond near the school. But before leaving, he shares the details of the plan with the children and set some rules to follow on the trip. He had asked a few parents to accompany, who join them on the way.

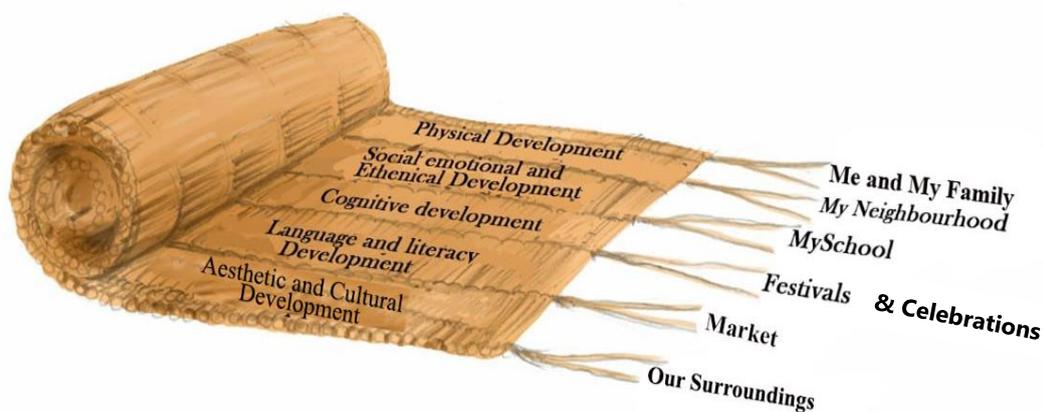
After reaching the place, Sir Sanahal meets the owner and caretaker of the pond. According to the plan, they had already arranged everything for the children. There is a bamboo stand on the edge guarded by a low bamboo fence for the children. A small bag of puffed rice is kept ready for the fish. Sir Sanahal asks the children to take a handful of puffed rice and throw it to the pond for the fishes to have. Every child does it one-by-one. Sir Sanahal asks them to count the number of fishes peeking out of the pond. Each child comes up with his own number.

After the trip they come back to school. Sir Sanahal asks the children to draw what they have seen and experienced during the trip. Also, he asks them to label their drawing. After the children complete their drawing, he pastes them on 'the art and craft wall' for everyone to appreciate each other's work.

As we see in this learning experience, children receive an opportunity to explore a complete experience rather than memorising facts about fishes. The focus is on the domains of:

Domains of development	Activities
Language and literacy	<ul style="list-style-type: none"> • Engaging in a read aloud activity (<i>reading</i>) • having conversations (<i>oral language development</i>) • labelling the drawings (<i>writing</i>)
Aesthetic and cultural	<ul style="list-style-type: none"> • Drawing their experiences • Maintaining the norms of the trip
Socio-emotional and ethical	<ul style="list-style-type: none"> • Feeding the fishes • Appreciating each other's drawings
Cognitive	<ul style="list-style-type: none"> • Sharing their experiences and comparing it to the story • Guess and count number of fishes drawn by your friend and check how close is the guess made by counting.

However, we can also see the integration of physical domain in some measure. For example, walking to the pond, and throwing and spreading the food for fish. Thus, the teacher is working around all the five domains in different measures. Moreover, there is an integration of different pedagogical techniques like storytelling, conversation and field trip.



The Kouna Phak mentioned above serves as a metaphor for the curricular approach outlined in this curriculum. The five domains of development are interconnected with the six themes of the curriculum. Together, these themes and domains create learning experiences that allow children to explore, experiment, and engage with their immediate surroundings. In a Foundational Stage classroom, the teacher integrates both the domains and themes in partnership with the children, families, and the community.

3.5 Teaching-Learning Materials (TLM)

Children in the Foundational Stage are more engaged in learning when they use multiple senses and actively use their hands. From simple toys for play to specific manipulatives for counting and numeracy, a variety of TLM is essential in this Stage Books in general, and children's literature in particular, are mandatory to make early childhood learning environments print rich and promote the excitement of reading. As children grow, use of workbooks and worksheets are also appropriate. Some of the important principles for the choice of TLM are:

- a. Material chosen should be attractive and safe to use by children of this age group. Since 3-year-olds put things in their mouth, it is important that the materials and colours are appropriately chosen and do not have components or paint that can be toxic.
- b. Material chosen should provide adequate opportunities for the children to explore and experiment with curiosity. Durable and well-made material would allow 'rough' use and still be available for future use.
- c. Material chosen should be preferably locally made or locally available. This would allow for easy replacement.
- d. The mix of TLM should include materials purchased, materials locally made, materials made by Teachers and even materials made by children.

Along with materials, books play a very important role in developing language and literacy. Having a small but good collection of children's literature completes the TLM set for the Foundational Stage. Some of the TLM are made of materials that might not be locally available. They might require more sophisticated tools and equipment to produce. These materials can be procured from the market.

An illustrative list of such material is given below:

1. Building block set (basic shapes that vary in colour, size, and thickness)
2. Colourful beads and wires
3. Modelling materials (e.g., dough, clay)
4. Lacing board
5. Balls of varying sizes
6. Simple puzzles (e.g., jigsaw puzzle, colour puzzle, body parts puzzle and shape puzzle)
7. Magnifying glass
8. Magnets of varying strength
9. Dot, number and Picture dominoes
10. Alphabet and number cards
11. Picture cards or flash cards
12. Picture books with one or two text lines
13. Story books - Thematic Picture Dictionary, Big Books.
14. Picture conversation chart
15. Sound Discrimination, Classification, Matching and Self Corrective Puzzle Cards.
16. Soft toys (e.g., dolls)
17. Kitchen set
18. Doctor set
19. Model fruits and vegetables
20. Plastic balance scale
21. Measuring cups of various sizes

22. Mats
23. Paste, Glue, Tape
24. Ropes
25. Blunt scissors
26. Variety of containers (e.g., bowls, buckets, jugs)
27. Variety of tools (e.g., spoons, funnels, measuring cups, spoons/cups, paint brushes)
28. Variety of paper (e.g., newsprint, glazed, recycled paper)
29. Crayons, markers, coloured pencils, coloured chalk

3.6 Usage Culture

As important as stocking of materials and books in the school, adequate attention needs to be given to the culture of care and maintenance in the use of these materials. Teachers should see this as part of their pedagogic practice and model careful use of material. Schools often swing from locking up material to careless use of material, in both cases the children are left with no material to work with meaningfully. A culture of care and responsibility in using and sharing material should be seen as an essential Learning Outcome for this Stage. These habits form early and are carried through the later Stages of schooling. Library books when borrowed and taken home should be returned by the due date and in good condition. Equally important to this usage culture is the actual and effective use of TLMs in the classroom.

3.7 Technology, Digital and Audio-Visual Material

Different types of Technology based TLM

A. Content repositories -

i. enabling wide and diverse access

- 1) Age-appropriate and relatable audio content as distinct from video content and audio-visual content will be a useful aid for educators, parents, and the community. They should be made accessible to Balvatikas, Anganwadis, and schools.
- 2) Unfamiliar ideas (e.g., dinosaurs, planets, or introducing the ocean to children living in the desert or vice-versa) explained simply in an entertaining manner will help build vocabulary and background knowledge in children which they can carry as they move along in their learning journey.
- 3) Themes such as family, animals, the universe and planets, food, natural elements, and several others may be explored.
- 4) Listening to a story a day or watching a video together and talking about the same will be able to generate lively interactions among children.
- 5) The Teacher or parent having access to a range of story books digitally will enable them to “read aloud” to their children; especially for those parents who may be unfamiliar with the language of instruction or not fluent in reading.
- 6) In addition to digital puzzles and games, using videos on “how to play” diverse games be it sorting, counting, or physical games indoors and outdoors are greatly beneficial for the mind and body of little children.

- 7) Content to develop digital literacy among children which is age appropriate without overexposure to screen time or undermining the central role of the Teacher.

ii. Leveraging digital infrastructure and platforms

- 1) Sourcing content through ecosystem contributions: The vibrant ecosystem of content creators may be encouraged to contribute content for children, teachers, parents, and the community by using NDEAR (ndear.gov.in) and VidyaDaan (vdn.diksha.gov.in) capabilities. Through these platforms, teachers have ready access to a variety of content in different formats. They can use digital material judiciously based on the needs of their classroom.
- 2) ‘Energising’ Teacher and student material using QR codes for ease of access to contextual curriculum-linked content. Leveraging QR codes also ensures that content linked can be updated/modified at any point in time.
- 3) Technology in multilingual situations, assist teachers so that they can take care of each child’s need to be engaged in their mother tongue. Bhashini (<https://bhashini.gov.in/en/>) and ULCA (<https://bhashini.gov.in/ulca>) programs can be leveraged for the translation of TLM in local/regional languages.

iii. Digital infotainment for children

- 1) Recognising the reality that children of all ages and backgrounds have become consumers of digital content and users of the internet, responsible creation of content even for entertainment purposes is essential. It is also an opportunity to invest in and develop quality materials catering to the diverse needs of children across the country. Songs, rhymes, riddles, puzzles, stories, movies, short films, and animation series are much needed in the early years.
- 2) TV and OTT shows have been educational and entertaining for children. There have been examples of specific channels and programming for early years in many parts of the world. India with its vast entertainment and creative talent could generate unparalleled materials in many languages based on scientific knowledge of the development of children in the early years.
- 3) Radio - public broadcast media, as well as community radio initiatives, could be very powerful allies to distribute content for children in the early years.
- 4) The Internet - children can have access to devices even for a short while using various forums to seek content for their entertainment. Generating bite-sized materials such as the 90-second stories are useful and can be easily shared on social media or content sharing applications.
- 5) A story being read aloud from a picture book or even access to an audiobook would be highly beneficial. While reading aloud is ideal in person, having access to a video of stories read aloud by an expert narrator would be just as beneficial. The ecosystem of publishers of books and content for children in the early years must be encouraged to develop and generate content on such ideas.

- 6) Tools in the form of apps for children to help them read along, access free digital books, and puzzles and games would be beneficial for cognitive development.

B. Technology for Inclusive Access (Divyang)

- i. Digital Content: All digital content must be accessible, inclusive, and usable. Usability in tech solutions must receive specific focus and attention. The need for developing language and numeracy skills for all Divyang children using any digital means for learning is critical.
- ii. Tools designed in accessible formats to quickly sense many words a child knows to identify and read; or a tool to assess the reading level and numeracy level of a hearing-impaired child available digitally to teachers could enable action and remediation. Often screening and assessment tools are not designed for children with special needs
- iii. Platforms to encourage the creation and curation of content must be representative of children of all kinds. Stories, songs, poems, and plays created digitally with the representation of Divyang children is required so as to counter marginalization or the lack of relatability.
- iv. Specially curated e-content to address the learning needs of Divyang students should be available on audio, video, ISL, and other digital formats like Epub, Flip Books, interactive, Digitally Accessible Information System (DAISY), etc.

3.8 Books and Textbooks

Children at the Foundational Stage need to engage with texts in a variety of forms (e.g., picture books, storybooks, graded readers, and worksheets). However, given the current ground realities, Teachers in Grades 1 and 2 are more familiar with the idea of using textbooks. Textbooks may be developed for Grades 1 and 2, but in accordance with the pedagogical ideas of this SCF, they must be completely different in their imagination and usage. This Section describes the development and use of all kinds of books including textbooks appropriate for the Foundational Stage.

3.8.1 Children's Books

Concrete materials in the form of toys and other manipulative items are essential for a classroom environment in the Foundational Stage. It is equally important to give children access to a variety of books and other reading material. The wealth of human heritage is captured in books, and it is an important function of school education to encourage young children to enter this world. Good quality children's literature plays a very important role in the language and literacy development of the child.

A wide variety of books that are appropriate for all children including 3-year-olds should be made available in schools. Large picture books, colourful graded readers, books with engaging stories and poems, all these would make reading books an exciting and engaging experience for children. Our state has a rich diverse heritage of stories, folklores and legends. These stories need to be translated into local languages. Further, more good children's literature can be produced and be made available to all.

Well-designed bilingual books can be used to promote competencies in multiple languages. Bilingual texts have been useful in certain contexts when Teachers have the capacities to use

them effectively. A sense and taste of *literature* can be encouraged in young minds by developing variety of books available in schools.

3.8.2 Importance of school Textbooks for Children Aged 6-8 years

NEP 2020 has made specific recommendation regarding school textbooks. NEP 2020 (4.31) states that “the reduction in content and increased flexibility of school curriculum - and the renewed emphasis on constructive rather than rote learning - must be accompanied by parallel changes in school textbooks. All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs. Where possible, schools and teachers will also have choices in the textbooks they employ – from among a set of textbooks that contain the requisite national and local material - so that they may teach in a manner that is best suited to their own pedagogical styles as well as to their student’s and communities’ needs.”

The role of textbooks for the Foundational Stage must be very clear. To develop school textbooks the following criteria should be fulfilled:

- A. In the first three years of the Foundational Stage for children from the ages of 3 to 6 years, there should not be any prescribed textbooks. The learning environment, the appropriate TLMs, simple worksheets are more than sufficient for meeting the curricular goals and pedagogical needs. Children in this age group should not be burdened with textbooks. While textbooks might be inappropriate for children of ages 3 to 6 years, activity books can guide Teachers to sequence activities and learning experiences.

Syllabus developers can develop such books along with handbooks for Teachers to plan and organize classroom experiences for the above age group.
- B. In the last two years of the Foundational Stage, for ages 6 to 8 years, simple and attractive textbooks can be considered. **Textbooks for this Stage should not only contain classroom instruction content but also act as workbooks** to give opportunities for children to work on their own and also as a record of their work.
- C. Utmost care needs to be taken to ensure that the content and activities in the classroom are not limited only to what the textbook contains.
- D. Particularly for language and literacy development, a wide variety of sources of text, including good children’s literature, needs to be brought into the classroom. Teachers should supplement the textbook with appropriate and necessary worksheets.
- E. Textbooks can be appropriately augmented with digital and audio-visual material references through appropriate QR codes.

Well-designed textbooks play a critical role in providing the teacher direction for classroom processes – the content in focus, pedagogy, and assessment. Areas for further exploration can also be indicated in textbooks. While providing Teachers the scope to use material of their choice (and this can be indicated in the textbook as well), they help the Teacher by providing a ready resource for organizing sequential, coherent, and meaningful learning experiences so as to achieve the expected learning outcomes.

Textbooks are often the only books many children will engage with. Their understanding of the world beyond their immediate surroundings is built through the illustrations in the

textbooks, the activities and assessments introduce them to the expectations from them, and the content of the textbook, as well as the language it uses, motivates them.

Given their centrality to the work of the Teacher and the learning of children, textbooks are often the means for bringing about change in classrooms. This is even more so when we consider that textbooks are an important medium through which the Aims of Education, Curricular Goals, Competencies, Learning Outcomes, principles related to pedagogy, content and as articulated in this SCF are translated into classroom processes.

With a shift of focus towards Competencies, the textbooks should also reflect coherent mapping of content towards enabling achievement of specific Competencies.

3.8.3 Principles for Textbook Design

The following principles for textbook design are a useful guide to textbook development.

A. Curriculum Principle: The textbook should be designed specifically to achieve the Competencies as articulated for the Foundational Stage. Textbook developers and designers should not only be aware of the competencies of the particular domain or subject area for which the textbook is being developed, but also of the Competencies for the whole Stage. This would allow them to bring in horizontal connections across the domains in the Foundational Stage.

B. Discipline Principle: Textbook developers should have sound knowledge of applied linguistics and mathematics. The content and sequence included in the textbook should be careful not to contradict some of the core principles of these disciplines.

C. Pedagogy Principle: Textbook developers need to have a clear understanding of the pedagogy that is appropriate for the Competency and content (e.g., in language the balanced approach of including oral language, phonics and word solving instruction and meaning making needs to be incorporated all together).

D. Technology Principle: Textbook developers should be aware of the current technology and audio-visual materials available for enhancing the learning experience of children. Activities that involve digital technology and references to external material should be embedded appropriately in the textbook.

E. Context Principle: The local context and environment of the child should be a very important consideration for choice of content in the textbook. Moving from the familiar to unfamiliar is an important aspect of learning and the textbook should contain a balance of both familiar contexts that is a comfort for the children and unfamiliar contexts that should generate curiosity and challenge to their thoughts and preferences.

F. Presentation Principle: The textbooks need to be attractive and should grab the attention of young children. For the Foundational Stage, the balance between visual material and text should be tilted towards visual materials. The colour schemes and design themes should be attractive and consistent. The fonts and size of text material should be both visible and least confusing for young children to decode.

G. Diversity and Inclusion: In the Indian context, it is important to maintain diversity and inclusion as an important principle in the choice of content for textbooks. Even within the state of Manipur, diversity and inclusion need to be maintained.

3.8.4 Process for Textbook Development

Applying the principles of textbook development, the process could be the following:

- a. **Creation of a syllabus document** – Drawing from the guiding principles of the curriculum, stated Competencies, Learning Outcomes, nature, pedagogy and assessment of a subject, the syllabus document could include the objectives of teaching the subject; approach to the content to be included (concept or theme); structure of the syllabus document (as questions, key concepts, suggested strategies or activities), choosing content that is cognitively and socio-culturally relevant. The syllabus document could also use literature from research studies, policy papers, Teacher experiences, subject matter expert opinions for deciding the extent and depth of the content.
- b. **Panel of textbook writers, reviewers, and designers/illustrators** - The people involved in textbook development could be:
 - i. **Textbook writers and reviewers** – Teachers must be part of this group – others could include subject experts, university faculty, teacher educators and research scholars.
 - ii. **Designers/Illustrators** – People/organisations that have both design understanding and understanding of the local context, preferably local experts, should be involved from the start of the process.
 - iii. **Technical expert** – A lot of content that complements the textbook can be made available through digital media, DIKSHA platform, etc. It is important for the technical expert to be part of the textbook development team from the start and media content should not be an afterthought.

The group should work together from the beginning to create a common understanding of the process and be open to feedback, suggestions, and multiple iterations of the textbook.

- c. **Choice of content, pedagogy, and assessment** – The topics/themes chosen would need to include the context of the learner (including previous experiences, language) and scope for further exploration. For example, the following lullaby could be used in preschool classrooms to initiate conversation, mainly in areas dominated by

1. Tangkhul

(Local Language)	(English)
<i>Kachango Tungphilu</i>	<i>Oh! moon please come down</i>
<i>Ina Khamui Samikei</i>	<i>I will make snacks for you</i>
<i>Sheithathaya Sheinaknaka</i>	<i>Sometimes crunchy sometimes chewy</i>

2. Meitei

ꯏ ꯏ ꯏꯊꯃꯅꯂꯃ
 ꯏ ꯏ ꯏꯊꯃꯅꯂꯃ
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The content at each Grade should be a precursor to the next. It is essential to ensure an alignment of the pedagogy and assessment with the content and the Learning Outcomes.

- d. Structure of the textbook and language used** – Considering that the textbook is an important point of connect between the Teacher and the child, it would need to be useful for both. Apart from the content, the textbook could include a note to Teachers and parents, Teacher notes that guide the Teacher towards the suggested pedagogy and Teacher pages that provide a brief overview of each textbook chapter, the pedagogic style and assessment opportunities with specific examples.
- e. Presentation and design** – The presentation of a textbook relies on the font size, images, sketches, the colours used, and on the amalgamation of the three e.g., textual content in the early Grades may be limited with a large number of images. Font size should be large, and the illustrations used should be sensitive and inclusive. The language used would need to be Grade-appropriate and relevant to the subject.
- f. Writing, review, and pilot run** – The writing of a textbook needs sufficient time, regular peer reviews and panel reviews. Regular sittings with the illustrators to define and reiterate the requirement of the content being worked on is necessary. This adds to the rigour of textbook creation and assists in avoiding repetitions in text, images, ideas across subjects as the illustrators work with all the writers.

The review provided would need to be constructive and encouraging. The feedback should include suggestions and alternative ideas. The writers should be open to multiple iterations and be cognizant of the principles of writing content. The review process must be done chapter wise and then for the textbook as a whole. Meticulous proof reading of the textbook is essential as it contributes to its quality.

Selected schools must be identified for the pilot run of the textbooks. During the pilot run of the textbooks, the writers must visit schools and schedule classroom observations, conversations with teachers, children, parents, and receive feedback about the textbook.

- g. Teacher orientation to the textbooks** – There must be provision for teacher orientation on the genesis of the textbook, its rationale, the approach to pedagogy and assessment to ensure its appropriate use in the classroom. This orientation must be followed up through school visits, webinars, sharing of best practices and regular interactions with the Teachers to understand the challenges being faced in the use of the textbooks.

3.8.5 Textbooks and Assessments

The textbook must provide teachers with concrete ways of integrating assessment with teaching-learning. A few possible ideas that could guide such assessment exercises in the textbook are listed below:

- a. The textbook should explicitly state the Competencies and Learning Outcomes that are meant to be achieved through the entire book, and the respective chapters. If needed, these outcomes can be simplified and presented in an easy-to-read manner for teachers and parents.
- b. Multiple opportunities can be provided in the textbook for the Teacher to assess learning. These could be in the form of questions and assessment tasks.

- c. Assessment exercises could be interspersed throughout the textbook. Guidelines for conducting these exercises and suggested assessment tools and rubrics could be provided in the textbooks.
- d. Providing timely, credible, and individualized feedback is a key component of effective assessments. Within the textbook, prompts and cues can be provided for Teachers to provide feedback on specific assessment tasks.
- e. Worksheets and activity sheets comprising simple exercises that children can do independently, usually accompanied by attractive visuals are of particular help not only in assessment but also learning.

3.8.6 Teacher Support for Meaningful Use of Textbooks

A textbook must contain guidelines for the teacher to indicate the broad approach to teaching-learning, as well as how to use the textbook optimally. It must indicate the Competencies children are to attain as a result of transacting a set of materials/activities suggested in the textbook, as well as expected Learning Outcomes for each chapter or unit or lesson.

The textbook must also provide the teacher guidelines on processes like learning tasks, activities, projects, field trips, simple experiments as well as assessment. It must contain tables, figures, flow charts, cartoons, pictures that enable attainment of Learning Outcomes while also providing inputs to the teacher on similar materials that can be sourced locally.

Notes to the teacher explaining the rationale for content or activity as well as suggestions, and dedicated teacher pages containing notes at strategic points in the textbook, as well as pages providing practical suggestions which can extend to both the Teacher's classroom transaction in addition to the scope of the textbook are some devices that can be used within the textbook.

If practicable, a teacher manual can be developed as a companion to the textbook, aligned to both its approach and content. While the Teacher manual is primarily intended for the Teacher, its use will benefit children as well. For example, the Teacher manual can include suggestions on accommodating diversity in the classroom, contextualizing content that may have been selected at the State level and linkages with other subjects. It can explain the developmental needs of children and how learning happens in the specific subject that will help the Teacher align pedagogy and assessment accordingly.

Chapter 4: Pedagogy



Every parent and caregiver want their children to grow into well-adjusted individuals who can contribute towards the society. To achieve this goal, the child would require a safe, secure and stimulating environment which will help in attainment of stage specific Curricular Goals, Competencies and Learning Outcomes. And these are the distinguishing characteristics of pedagogy for holistic development at the foundational year of learning.

Every child has equal potential and when given suitable opportunities and environment will achieve all the developmental capacities. Therefore, children need a wide range to discover and nurture their talents. This opportunity must be provided from the grass root level. Pedagogy for the Foundational Stage should be based on activities, experiences, conversations, stories, music and movement, art, craft, toys and games and different methods of play; and connecting the learning to real-life situations, so that every child learns to apply knowledge.

4.1. Principles of pedagogy

Principles of pedagogy underlie all decisions related to teaching strategies in the classroom appropriate for the Foundational Stage. The following principles inform classroom planning and instruction.

A safe and stimulating environment is fundamental to development and learning.

A safe and stimulating learning environment is very important. It is not only for children but also for teachers. A safe and secure learning environment makes children feel confident to share their ideas without fear of negative feedback from others. Meaningful learning

occurs when children participate actively in the learning process, and they will do so only when the learning process creates interest in them.

- Activities should be joyful and encourage the children to use all their senses to observe and explore the environment.
- Vibrant activity areas should be created in the classroom to provide a variety of learning experiences and challenging tasks.
- Physical safety and emotional wellbeing are the most important part of pedagogical strategies to be adopted in the foundational stage.
- Classrooms should be well ventilated, clean, and have adequate light. Colourful and meaningful pictures on the classroom wall and floor will make it look even more cheerful and will act as a pedagogical tool.

Play is central to learning and development at this stage.

- Play is universally regarded as a child's way of learning. It has been found that play prompts growth in each domain of development.
- Play can be free, guided/structured.
- Different kinds of activities such as conversation, stories, songs, movement, painting, drawing, clay work, toys, games, puppet play, role play are the methods to engage children in play.

Children should be given an opportunity to engage in daily outdoor play to enable them to explore the environment, play in groups, interact with each other and develop gross motor coordination. Local games that can be played in outdoor space should be encouraged.

Nurturing relationships between teacher and child are the basis of teaching and learning.

When nurturing positive relationships between teacher and children, one of the needed attributes is emotional support. Teacher has to show the children that he/she cares and will always be there for them.

- Listening carefully to children and 'being with them' fully is important.
- Recognising children's work and giving appreciation.
- Creating a fear-free environment where a child can learn and explore at their own pace.
- Supporting children's curiosity and learning.
- Accept, respect and comfort children.

Physical development is very important at this stage.

- Regular physical activity encourages growth and development and has multiple benefits for physical, cognitive and psychosocial health of children. Habits related to physical activity acquired in early childhood become an integral part of the child's future life.
- Classroom activities encourage gross and fine motor skills, and physical movement. This also helps socio-emotional and cognitive development.

Every child learns at their own pace and learning needs are addressed individually.

- Children in a classroom come from different strata of the society. Their learning needs, interest and abilities differ from one another. Every school offering early childhood education must ensure that each child is getting equal learning opportunity as per individual need.
- Different children respond to the same situation differently.
- The same child may, at different times, respond differently to similar situations. For example, when we ask a child what she likes about her best friend, the child might say that she likes that her friend shares toys with her. After a few months, in response to the same question, the child might share that she like her best friend because her friend helps her.
- Opportunities are provided for all children to participate in the classroom in ways that suit each child best.

Children at the Foundational Stage are most comfortable and learn best in their home language.

- Many studies have found that the most effective medium of instruction for early age is the child's home language/mother tongue. Children who attend early childhood education programmes conducted in their own mother tongue face lesser problems of comprehension as compared to children whose mother tongue is different from the medium of instruction. A few ways of incorporating home language in a multi-lingual setting can be used in different forms of audio-visual cues, pictures/ drawings of simple instructions, conducting word-web activities and activities like 'what do you call it in your language?' etc.
- Teacher should also attempt to learn commonly used words of the child's home language to communicate with the children effectively.
- Use of home language is celebrated and encouraged in the classroom.
- Transition into school languages, when different from home language, is gentle and always scaffolded by the home language.
- Never judge or reprimand for the language that children speak in the classroom. They should rather be encouraged to express in the language they are comfortable.

- In a multilingual classroom, children are encouraged to express themselves in their own language while also learning the languages of each other.

Learning experiences in the classroom are deeply connected to children's lives and their contexts.

The child's community and local environment form the primary context in which meaningful learning takes place. The local environment consists not only of the physical and natural world but also the socio-cultural world.

- The state of Manipur has diverse culture because of its pluralistic society; each community has rich cultural resources. All these resources, from the immediate environment of the child, can be used by the teacher during the teaching learning process. A multilingual classroom is a rich source in this regard and can be drawn upon by the teacher.
- Local stories, rhymes, songs, lullaby, local games, jokes, riddles, art and crafts (laiphadibi, clay work, block printing, kouna mat and basket, miniature hut of different communities inhabited in Manipur) materials (straw, yendhou pambi, leaves, flower petals, plant seeds etc), are used extensively.
- Children's home language is welcome and indeed encouraged in the classroom. Locally available objects that are part of the classroom decoration can also be labelled in words from different languages and dialects of Manipur.

Learning experiences are designed to build on children's previous understanding.

- Children's ability to learn something new follows from what they already know i.e. their previous knowledge. Learning becomes more easier when they are able to connect new knowledge with their previous knowledge.
- Planning moves from simple to complex ideas and concepts based on this principle which is facilitated by using the home language.
- Classroom processes address all domains of development. The domains of development are all interrelated. Children do learn in isolation or compartmentalisation within the subject areas; development and learning are integrated. Experiences from all the domains of development have to be provided to children every day in all possible ways.
- Balance should be maintained between activities pertaining to physical development, socio-emotional and ethical development, language and early literacy, cognitive development, aesthetic and cultural development.

4.2. Different ways of learning at Foundational Stage

Classrooms for young learners are vibrant and full of life. Children enjoy learning through several ways – talking, listening, playing with toys and friends, working with play materials, colouring, painting and drawing, singing, dancing, crawling and jumping. Teachers must use all these ways to work with the children and make learning more joyful and lively.

A. Conversation

Language is the medium through which children talk to themselves and to others, and it is with words that they begin to construct and get a grip on their reality. The ability to understand and use language clearly and cogently is essential for learning.

Conversations are very important for children’s ability to connect with people and things around them. Continuous conversations with children in the classroom help to build relationships of trust.

Conversations in the classroom can be of two kinds:

Free conversations: During free conversations, the teacher gathers a few children around and allows them to talk about interesting things that have occurred during the day, on their way to school or any information they wish to share. The task for the teacher is to draw children out with simple questions that will help them to talk about their experiences.

Structured conversations: Structured conversations are planned and organized by teachers. These typically occur in the morning hour to assemble children together and talk and think through a topic together. Topics are often about children’s daily life events and happenings, and their feelings.



When all the children sit in a circle with the teacher and talk, this kind of conversation time is called Circle Time. Children enjoy sitting in a circle and gain a feeling of togetherness, and the teacher can see every child during this period. It is good to have one session of ‘Circle Time’ every day. When a specific topic is chosen, there is a focus which helps increase children’s language, information and understanding of that topic.

Conversations around a specific topic (e.g., vegetables) can be held using real objects. E.g., while talking about vegetables, real vegetables can be used so that children can look at them, feel them, talk about their shape, colour, texture, and even taste them. The teacher can also use picture cards to explain further and even construct a story around vegetables. One other possibility is for the teacher to demonstrate small experiments at this time e.g., placing a bowl of water in the middle of the circle and putting small objects in to see what sinks and what floats. This helps children talk about why this would happen and hypothesize on properties of objects.

Questions with yes and no answers are not very helpful at this time. Questions that push children to speak, describe something using more words and sentences are useful. Children should never be reprimanded for giving incorrect answers. All children should get equal opportunities to participate and to express themselves without being judged.

B. Story telling

Stories are fascinating and beautiful. They can provide a view of the world beyond what readers may experience in their own life. So, stories are often said to be a window to the world. People of all ages love stories, especially, children love to listen to stories. Stories can help them learn and grow from the characters and story lines. Stories told with one's own self and facial expression are magical. Every word becomes an experience.

Storytelling is the art of using language, vocalization, physical movement and gesture to reveal the elements and images of a story to a specific audience. It's an art and science to create connections between human beings. This method creates interest by sharing true stories, myths and legends. It serves as a powerful tool for teaching children and helps the learners to develop imagination, creative thinking, emotional attachment, memory, attentiveness and enhances language development.

Children engage better with the characters, events and ideas of the story when they listen to them repeatedly. Hence, telling the same story again and again helps in enhancing their imagination and vocabulary skills.

Stories also play an important role in children's moral development. Stories with moral lessons can help the young curious minds in developing social skills and values like sharing, helping, cooperation, respect for one's right, interpersonal skills etc.

Children can also expand their understanding and attention span through listening stories which are neither too short nor too long. Other language and early literacy skills such as listening skills, creative use of language, ability to discriminate sounds, thinking and imagination skills can be developed through listening to useful and valuable stories.



Process of Selecting Stories

Selecting stories for children in the Foundational Stage is not an easy task for teachers. There are many factors/criteria to consider. The criteria of selection are given as follows:

- Select stories that are age appropriate and at the level of understanding. It can be local folktales (funga wari) like Sanjennaha Keina Chaba, The Flying Elephant, The Clever Hare, the Hare and the Tortoise, etc.
- Selecting stories that children enjoy will keep them engaged. So, the themes of the stories should be familiar and interesting to them. Such stories can also motivate them to listen.
- Avoid scary stories. Select stories that boost up moral values which can explore emotions, relationship, social situations.
- Fairy tales can increase imagination, creativity and a sense of wonder among children.
- Stories which contain diverse characters and cultures are beneficial to children. So, select stories that feature characters from various backgrounds and experiences.
- A few printed words should be written under the pictures.
- Children around the age of 6 years would love to read short chapter books. So, for them, opt for stories that are easy to read, with pictures that are bright and colourful.
- Select stories with colourful, attractive, clear and appropriate illustrations.

Story telling during play session of language and literacy development:

Exemplar

Teaching is my passion. I love my school, and especially those small children whom I spend time with. We have a strong, warm and respectful relationship which is very helpful in making them feel secure and connected. When they feel connected with me, they are more engaged in classroom activities and have more positive social interactions.

During play session of language and literacy development, I always allow them to pick up a story book of their choice, from the reading corner. Sometimes I used to tell them the story that was told the day before. I did not see any sign of boredom in their faces. I could see everyone with a wide smile and raised cheek as usual.

To begin the story, I sat in a slightly higher level than the children, and sometime stand in a position where all the children could see and hear me. Children would sit on their small chairs in a semicircle, sometimes on durries/Phak. Doll, cardboard puppet, finger puppet, glove puppet and sequential story cards are some play materials I used while telling stories. Sometimes I told the story using appropriate gestures and facial expressions.

After narration, I helped them recall the story by asking them to retell the story, or to illustrate the story. Sometimes I asked them simple questions like-

1. Do you like the story?
2. Have you ever heard a story similar to this one?
3. Which character in the story you like most and why?

4. Is there any character in the story that you don't like?
5. Tell me why you don't like that character?
6. Which part of the story is most fascinating to you?
7. What is the most interesting thing you learned from the story?

sji mma-mca

noZm sji mma -mca Anin Asxb napitn HNn hOb AhaZb sNjabuZ Amd sjiK cadun lErMmi> sji mcan mmad hal "Ima AEdi sjiKse numiT SudiZgi cabnin canizIKtCre mtM-mtMgi hE-rasiZ canizle" mcagi mtOdud nuZzaltCrdu mcbu hE-ra mSL sun hOb mfM Amd pubire> mfMdud hEkCru croZ-croZ paNb Ubd sji mcbu canizMnbn mtiN Aoro Aoro tarKle, sji mcan mmad hal "Ima Aadgi hEkCruse yaMn canizze, mtO krMn heKkni? yaMn waZn paLle> AESoln laMb fxlol>" Asi halrg sji mcbu mHCwal nuZzaltN, laMbd fxlroldCr SNdun wajbdu Ure> sji mman noKfeT tOrg halrK-l "krigi waribno? lcan canizbdu peNn pijgni>" Asi halrg sji mman mnaK nKn hOrib wa paMbi Am kKtun kEraK seMle> Adudgi mman kEraK Hadun mcan canizlib hEkCrudu heKle, mcbu mpuK peNn pijre> sji mcbu man canizb hEkCru mman peNn niibduD Aauki mtik peNire> sji mcan mmad zaHrdun nuZzein halrK-l "Ima

C. Toy-based learning

This is an important sub-set of play-based pedagogy. Young children learn from first-hand experiences and working with actual objects. They try out to explore and learn. The classroom environment should cultivate this spirit of exploration through playing with toys and manipulatives. Many local toys are available in every child's surroundings. These should be used as important resources for teaching and learning.

Whether a toy is simple or complex, it has a lesson for the child to learn. When a child holds a toy, and manipulates it, she is practising her motor skills and strengthening her hand-eye coordination. Toys that require children to push, pull, grab, pinch, turn, or otherwise use their hands and body to make it do something are instrumental in a child's growth. When a child builds a tower with blocks and eventually watches it fall to the ground, she learns concepts and thinks about a solution to stop this fall. A jigsaw puzzle helps a child explore patterns. When children use blocks, dolls, animal toys, balls, mini-cars, or pretend toys, they start creating stories and living out scenarios in their minds. Board games teach children to follow simple rules and enhance understanding of language and mathematics.



Puzzles encourage experimentation with cause and effect, strategic thinking and problem solving. The use of craft materials such as clay, beads, collage materials, paint, washable inkpads and stamps, washable markers, and blunt scissors support creative expression and aesthetic awareness. Complex construction sets and accessories allow children to experiment with shape, size, spatial understanding; increase their fine motor skills, and express

their creativity. Fitness and fun materials such as balls, beanbags and jump ropes help children gain self-confidence, exercise, release tension, have fun with others, and develop fine and gross motor skills.

Toys can also be made from readily available items such as fabric, bottles, cardboard boxes, yarn, cooking pans, bangles, pipe cleaners and pinecones.

Some examples of traditionally used toys are:

Laiphadibi (Doll): It is one of the traditional toys of Manipur. It is made of cotton and cloth of attractive colours and design. Some dolls also wear traditional dresses of different communities inhabited in Manipur. These dolls are available in small and large sizes. They can be used for dramatic play; they are also used by small children to nap with feeling of security.

Chakthongbi (Pretend Cooking): Chakthongbi sanaba is a play in which children pretend to cook food using a play set of kitchen utensils. It is commonly played by children in Manipur and many other parts of India. These utensils are made of clay or plastic and painted to look attractive and appealing.

Exemplar:

Sanatombi, a preschool teacher brought two ‘Laiphadibis’ (dolls) and kept them on the table so that all the children in the classroom could see them. She had 10 children in her class. She then introduced the dolls as *Chaobi* the mother doll and her daughter *Chanu*. Both mother and daughter dolls wore “*Phanek mayeknaiba*”. Sanatombi then asked the children the following questions-

- What are the dolls wearing?
- Have you seen such dresses before?
- On which occasion/festival do people wear such dresses?
- Do you have a traditional dress similar to this one?
- On which occasion do you wear it?

After a quick discussion, *Sanatombi* gave the children the dolls and asked them to play with it. In the meantime, she took detailed notes on children’s behaviour during the play. She observed that few students used the doll and pretended to celebrate ‘*Epan/Yupan Thaba*’.

D. Songs and Rhymes

Children love singing songs and rhymes, and dancing to music. Songs are also a wonderful means of learning language.

Songs can be selected so that they support the concept (like subtraction in the later grades) that children need to learn. For example, the song

*‘Five little monkeys,
jumping on the bed,
one fell down and hurt his head,
mama called the doctor and the doctor said,
no more monkeys,
jumping on the bed.’*

This song can be used to learn about animals, their movement, being careful, getting hurt, the work of a doctor and counting. Singing and acting on this song is also a lot of fun!

Children understand different concepts through songs and their vocabulary also expands. Physical movements accompanying the songs enhance gross and fine motor movements, and body movements and gestures help children in understanding concepts. Songs promote interaction among children and lead to cooperation.



Local context specific songs and rhymes are another good way to increase vocabulary, imagination, and expression in different kinds of songs. Songs of different languages provide children an ability to infer, make connections between common and different words in a language. Most of us in Manipur are multilingual, and it is important that the songs and rhymes promote children’s ability to remain multilingual.

<p>vldKgEe KgcgEeKg ap vldKgEe KgcgEeKg aFyfkjdw r KgcgEeKg [\bd ebiFgE ap abFGKg Ebagrki aAmqfr ap FkEKg TKgi vldKgEe KgcgEeKg aFyfkq vkifad KgcgEeKg SbGKk okAq mOTjx TKgi sOEcgE Fgiq skBxbAKg oEe KgcgEeq \kq TKgieg mlAe oldf oprOdsbAKg ap TKgi vldKgEe KgcgEeqe ap Wlrqyg [_kq TKgi Wlrqyg [_kq</p>	<p>vIEe vOie KkeKg B mkBqg KkeKg slsb mOGwg KkeKg vIEe vOie KkeKg akTsp ajg SlrOdKg eOiwOd akTsp eOivbN akTsp aSk akTsp [_ki akTsp akTsp ajg KgEq Fbie vIEe vOie KkeKg B mkBqg KkeKg slsb mOGwg KkeKg</p>
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spryZpr ak\OdejOT
spryZpr ak\OdejOT

The teacher could select a few rhymes or songs in two or three local languages, practise them and sing with children. Grandparents, parents, and community members can be wonderful resources for this. The teacher can choose songs that have rhyming words, those that have a few lines and those which are popular and known to the local community. Songs can be humorous because children enjoy funny songs.



E. Music and movement

Music is joy. Children grow up listening to lullabies and the humming of their grandmothers. There are so many sources of music around us - farmers singing in the field (khulang-esei), buzzing of the bees, cooing of the kokil or rain pattering on a window.

Music is also a strong stimulation for brain development and formation of synaptic connections. So, following rhythm and playing simple musical instruments, and singing should be encouraged. Body movements can accompany claps (khubak khuraga esei sakpa) or rhythm played on 'Pung', 'Kortan' etc.

There are different ways to use songs. The teacher can sing a song and have the children repeat it. This can be accompanied by actions, gestures, and body movements. The children can also sing songs by themselves in groups, pairs or individually. The teacher can sing the tune of a popular song and have children play a small game to identify it. Children can hum tunes of different songs without the words. The teacher and children can sing songs that have already been learnt in different tunes. Children can be encouraged to make simple songs.

Music and movement activities can also be done in different ways. Children could quietly listen to instrumental music or dance freely to rhythm or make body movements accompanied by rhythm. Children could also make simple musical instruments from available material e.g., utensils as drums, putting small bells on a ribbon and making a flute from bamboo. They could play with drum set made from empty tins. Children could also dance using props such as ribbons, small branches with leaves.

Children are naturally attracted to the sounds of musical instruments and enjoy playing drums, bells. Children can be involved in music making through body percussion and musical instruments, and by playing movement and musical games. A range of instruments, which are either local, homemade or purchased, should be made available to children for first-hand experiences in sound exploration and music-making.



Teachers could include a variety of music, dances, sound sources, rhymes, chants and songs with different moods, contexts, and languages for children to listen to and perform in the classrooms. Dancing, singing, rhymes, folk songs, action songs and finger plays provide opportunities for children to learn musical concepts.

F. Art and Craft

Children enjoy playing with colours and creating something that is of interest to them. Art and craft provide another medium for children to express their ideas, emotions, and feelings.

Different types of art and craft activities:

Drawing: It could involve the use of paper and crayons, sketch pens, colour or black pencils or charcoal. Children can also draw on slates, blackboards, or floors. The advantage of blackboards and the floor is that it provides lot of space to children to create large drawings. Paper too can be of different sizes, shapes, and colour. Instead of white paper and crayons of different colours, if children are given black paper and yellow or white crayons, the images that emerge are different and unique. Young children who learn to hold crayons for the first time begin to scribble and gradually move to drawing random shapes, and finally they are able to draw specific shapes and designs. Drawing is a valuable activity for expression as



well as fine motor coordination.



Painting: Painting is exploring the use of wet colour on paper, floor, or fabric. Children can use brushes that are available in the market, or the teacher can make brushes with sticks and fabric or cotton. Variations with wet paint are thumb printing, palm printing, printing with vegetable waste, printing with other materials like bottle caps, blocks, vegetables (e.g., potato or lady finger). Children also enjoy thread printing, finger printing, as well as finger painting.

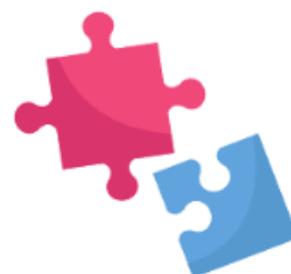


Pasting: Pasting involves use of glue and things than can be stuck on paper or fabric. The teacher or children can draw a shape on which children paste matchsticks or coloured paper, or it can be a free pasting activity. Different materials like sand, pencil shavings, saw dust, dry mud, coloured, or newspaper print paper can also be pasted on paper. A collage using different materials can also be created. Readily available glue as well as glue made by the teacher can be used for the same. Children can use empty cardboard boxes, sand, mud, and their cutting and pasting skills to construct new things e.g., vehicles, animals, buildings etc.



Clay Moulding: Potter's clay or wet mud with a little glue added to it can be used for clay moulding. Dough made by the teacher, with or without food colours added to it, can be provided. Play dough is also available in the market. Children should be encouraged to explore this medium and create different shapes and objects. As an extension of the activity, the clay objects created by children can be dried and painted on a later day.

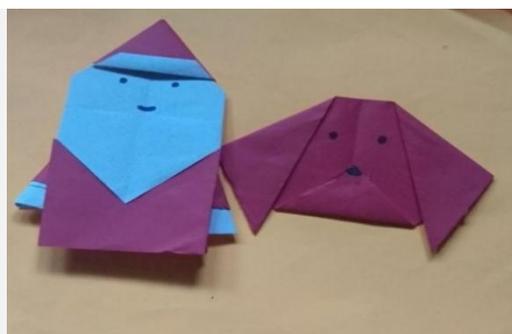




Paper Cutting: Children can begin by tearing paper of different sizes and thickness and then move on to cutting with scissors. Blunt scissors can be provided to 4+ and 5+-year-old children to snip at paper, and later on cut shapes and make designs. The cut and torn pieces can be used for pasting activities.



Paper Folding: Children can be taught the skills of folding paper, pressing it to create fine paper fold models. They can begin by folding paper in half and later a variety of folds can be taught. This promotes fine motor coordination and creativity.



G. Indoor Games

Just as exercising the body is important to keep it fit and healthy, so too is exercising the mind. Games of strategy, logic and word puzzles, and recreational mathematics like *fire in the mountain*, *musical chair*, *what time is it wolf* etc. are the best way to excite children about mathematics, and to develop the logical skills that are so critical throughout their school years and indeed throughout life.

Jigsaw puzzles, playing with blocks, and solving mazes help to develop a child's spatial reasoning; games of strategy (e.g., Cheising Kakpi, Marum Konbi and leading up to deeper games like chess) develop strategic thinking and problem-solving skills.

Playing games (e.g., *Paokhong chanbi*, *Kekru lotpi*, *Komla Laakpi*) is fun - it also teaches counting, strategy, collaboration, healthy competition, and bonding with peers. Riddles and jokes are questions or statements that are intentionally phrased so as to require out-of-the-box thinking in order to understand the answer or meaning - they are also generally presented as games.

Riddles and jokes are well known to be cognitively beneficial, as they help knock children and adults alike out of standard ways of thinking, thus encouraging creativity and innovation.

Word and logic puzzles are another fun way to teach deductive reasoning. Simple puzzles such as those in the box above help develop in children skills of logical and creative thinking in an enjoyable manner. The puzzles can get more challenging, and incorporate arithmetic and other elements, as children get older. Arithmetic puzzles and games can help develop a comfort with numbers and develop quantitative reasoning.



Making learning enjoyable through fun exercises, games, and puzzles can be a key aspect in ensuring that children stay engaged and at the same time develop mental capacity and creativity.

Puzzles and problem-solving activities that involve spatial reasoning, wordplay, strategy, logic and arithmetic, should be part of the classroom throughout the Foundational Stage, in order to develop a love for thinking, logical deduction, mathematical reasoning, and creativity. Examples relevant to Manipur and other states of India, and which incorporate India's rich local and national traditions of problem-solving and riddles should also be extensively incorporated.

H. Outdoor Games

Walking, running, jumping, chasing, kicking, and throwing balls, playing in water or sand or mud, jumping into puddles, crawling through tunnels, climbing over fallen trees or climbing small trees help children develop gross motor skills. Going on a nature walk and naming different sounds they hear, looking for birds or insects or plants and naming them is also part of outdoor activity of a different kind.

Old tyres can be used creatively to make play equipment. The teacher can use bricks to make children balance themselves and walk, provide play materials like big balls, rings, hoola-hoop and rope-jump. Local material such as bamboo can be used to make play structures.

Younger children can play group games with no rules or simple rules (e.g., run and catch, throw and catch, basketing the ball). As children grow older, they enjoy group games following simple rules.

It is important to keep an eye out for safety while playing outdoors. The teacher will have to watch children while they play and ensure that injuries do not happen.

In case there is no safe outdoor space, children can play indoor physical games that

promote gross motor development, but this is sub-optimal. Children at this age need to be out in the sun to help them develop and grow well.

I. Nature Walk

It is so much easier to understand what a fish is when you see it in front of you than only reading about it in a book or hearing about it in a story. And it is great fun too! There are so many bright and beautiful and interesting things out there that intrigue a child or encourage her curiosity. A visit to the local woods or small forest or local park and seeing all the birds around would leave a child awestruck.



Spending time with plants and trees and birds and animals or just being quiet around nature can develop the basis for Lifestyle for Environment (LiFE).

Ancient Indian texts have said that whether it is the individual human body or the larger cosmic body, it essentially is made of five elements – earth, water, fire, air, and ether. At this Stage, it is, therefore, important to introduce direct experience with water, air and earth so that children can experience this deep connection with the elements.

J. Field Trips

The local vegetable market could be an equally exciting place full of new sights and sounds! The doctor’s clinic, bus depot, post office and police station could all introduce children to an unfamiliar but interesting world, teaching them many new things. Small, local field trips as part of the learning process reinforce the knowledge the children have gained in the classroom and push them to ask more questions and build further connections with things that they already know. Children also learn to manage themselves and learn to be with others through these experiences.

Exemplar:

A DAY IN THE MARKET NEAR LOKTAK LAKE

I teach in an Anganwadi centre which is located inside the primary school campus. It is situated near the Loktak Lake, Manipur. Nearby the lake, there is a small market which is only about 30 footsteps from the Anganwadi centre. Food items such as heikak, lemphu, thamchet and fishes commonly found in the lake are sold in this market.

One day I made a plan to take the entire class to that market so that they could learn about the different food items available there. I asked a few parents to volunteer for the field visit. They were happy to help me. Before we went, I set some ground rules for the visit, such as, no running, listening to the teacher etc. Then, we went to the market. They were so excited and every one of them wanted to know the names and taste of the food items being sold. I bought some heikak, lemphu and thamchet. I washed the foods properly and distributed to the

children. I asked them to identify the taste of the different food items.

On our way back to school, I asked them to remember the names and shapes of the things they saw in the market as well as those seen on the roadside. Once we were inside the classroom, I provided them with pencil, eraser, chart paper, crayon, clay and water colour. They were asked to draw or make any 3 things they had seen in the market.

4.3. Planning for teaching

Teaching is a deliberate act carried out with the intention of bringing about learning in children. This deliberate teaching act needs to be well planned. Planning is central to good teaching. Planning includes construction and organization of classroom tasks as per competencies and outcomes to be achieved, pedagogy to be followed, resources to be used and assessment to be carried out. Planning also includes support activities for children, home assignments, and displays in the class relevant to what is being taught. Teachers need to plan for the entire academic year, for the term, for the week, for the day, and for a lesson. The State/District/School may have the responsibility for coming up with the annual and term plans.

4.3.1. Components of a Teaching Plan

My name is Luriang, and I am a preschool teacher of a village in Tamenglong district. All my children from preschool I to III (3-6 years) sit together.

I always arrive at school an hour before the class starts. This allows me to prepare for the day, clean the classroom, and arrange the Teaching Learning Materials (TLMs). I usually start the day with circle time, where I ask my students to share their day-to-day experiences.

This week I am beginning a new theme: *Festivals*. My plan includes doing a lot of fun activities around different festivals. The festival I have planned for this week is Christmas because the children living in this area mostly belong to the Christian community. Since today is the first day, I am keeping a common plan where we will read a story, talk about experiences of celebrating Christmas, and finally, children will draw their houses during Christmas.

I keep my storybook ready on the table so that when children see it, they become curious to read. It is a big book. I often use big books in my class which have big illustrations and texts with large font size. My children get very excited whenever I use this kind of a book and show each page as I am reading the book. They even repeat the common phrases that they see in the book.

Since my plan also includes a drawing activity, the drawing sheets, and other stationery materials are ready on the other table. I have separate baskets for all the materials. This helps my children to develop the concept of sorting and a culture of keeping their classroom organized. The classroom is well prepared to welcome my children for the day.

In the example above, the teacher is organising her day. She has planned to work on Christmas for the week and her first day includes shared reading of a big book in which teacher reads majority of the text and asks children to read the familiar words and phrases in the big book. This is followed by a conversation and sharing and drawing session. From her story, it is also understood that she gives equal importance to all her children in the class, and designs are planned accordingly. She has come with preparations and is clear about the proceedings of the day. Her clarity comes from the teaching plan she has designed.

A teaching plan requires to consider various components for a qualitative contribution to the development of a child. The points to keep in mind while designing a teaching plan are:

- Selecting the appropriate Competencies and Learning Outcomes.
- Keeping a balance between teacher-guided and child-led activities.
- Fixing a duration for each of the activities while keeping some extra time for any extension in the plan.
- Meaningfully sequencing the activities in an order that is contextual to children.
- As pre-requisite, noting the content and TLMs for the activities before the execution of the plan.
- Mentioning about the classroom arrangements, for example, seating, displays, learning corners, etc.
- Including specific strategies for children who need extra help. The teacher can create individualised teaching plans for specific children in the class.
- Identifying the strategies of assessment and detailing it with the appropriate assessment tools.

The Five Step Learning Process

The five step learning process is a good guide to formulating the sequence that a teacher may adopt in planning for instruction.

1. Introduction/ Takpiba houba:

As a first step, the teacher introduces a new concept/ topic by establishing a connection with the child's prior knowledge. Children gather relevant information regarding the new topic with the help of the teacher by asking questions, exploring and experimenting with ideas and materials.

2. Conceptual understanding/ Mamut-Tana Khangba:

Children try to understand core concepts through play, enquiry, experiments, discussions or reading in the second step. The teacher observes the process and guides the children. The teaching plan has the list of concepts to be learnt by the children.

3. Practice/ Thabak oina pangthokpa:

The third step is about practice to strengthen understanding and skills through a range of interesting activities. Teachers can organise group work or small projects to reinforce conceptual understanding and attainment of competencies.

4. Application/ Lousing Sijinnaba ngamhanba:

The fourth step is about applying the acquired understanding in the child's everyday life. This can be accomplished through various activities and small projects.

5. Expansion/ Pakthok chaothokpa:

The fifth step is about expanding the acquired understanding through conversation with friends, telling each other new stories, singing new songs, reading new books together and playing new games with each other. For each new topic learnt, a neural pathway is created in our brain. Sharing knowledge strengthens our learning. A neural pathway is incomplete if we don't teach what we have learnt. Teaching makes learning clear and long-lasting.

4.3.2. Other Important Considerations for Planning

a. Planning for Differentiated Instruction

How can a teacher plan her class in a way that engages children with varying interests and capabilities meaningfully, and encourages better learning? One way to think about this is differentiated instruction i.e., tailoring the teaching process according to the individual needs of children. Content, methods of learning, material, and assessment may be different for different children. It is often difficult to do this for individual children, especially in a large class. In that case, the teacher could identify small groups of children who have similar needs and interest and address them differently as a group.

Before planning for this, it is important for the teacher to observe the children carefully and gather as much information as possible about them (e.g., how they interact with each other, why they choose to play a particular game, what kind of conversations they have, how they work with material, how they use oral language and their response to the written word). Some possibilities for planning:

- If the teacher is planning a session on playing with blocks, she could plan for different children doing different things. Some children build towers, and the teacher can ask them why they are building a tower, how many blocks they have used, what colours they have used, and why. Some children can be asked to identify blocks of the same colour or the same size and compare blocks of different sizes and colours. Other children can be encouraged to use blocks to make something e.g., bed, house, or to use them individually for play e.g., mobile phone or car.
- If the teacher plans to show children plants in the garden or potted plants in the classroom, some children can be prompted to point out differences between plants in terms of size, texture, smell, and colour. Other children can be asked to touch the plants and name their parts. Others can be asked to draw the plant. Children who can read could help other children place labels appropriately once the picture is done.

- While planning a session about butterflies, the teacher could use a storybook on butterflies for one group of children, a small audio-visual clip for another, an interesting butterfly puzzle for a third group and a butterfly model for a fourth.
- For children who are at different levels of reading, the teacher could plan to use different texts or reading material.
- The teacher could plan to use worksheets of varying levels, starting with simple worksheets and progress to more complex ones according to what different groups of children in the class are able to do.

b. Scaffolding and Gradual Release of Responsibility

Children can easily learn new knowledge when systematic support from experienced children or adults is provided. Learning new knowledge should be a challenge, but the challenge should be within the reach of children - something that relates to their existing knowledge and can be done with the support of an experienced person.

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

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

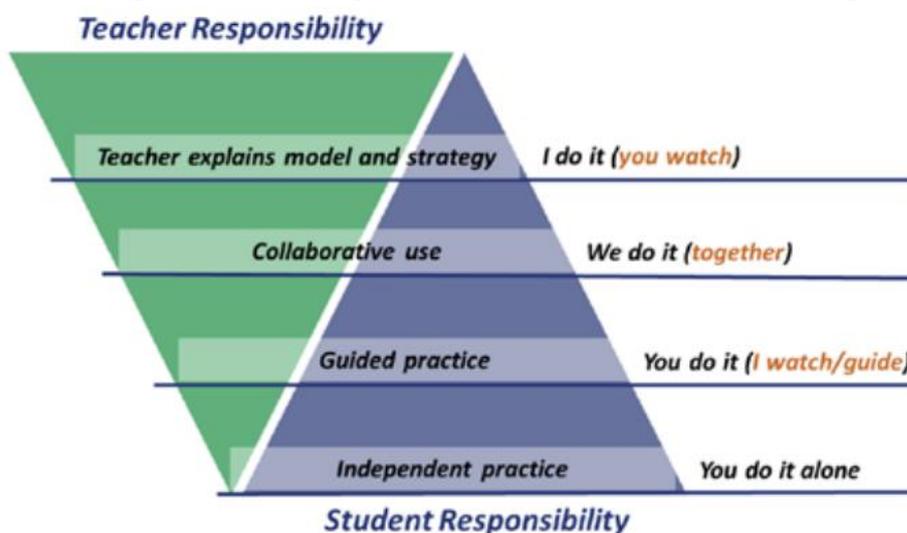


Figure: Gradual Release of Responsibility

Source: NCF-FS 2022

This method works well for literacy and numeracy learning but it is important to remember that every skill of literacy or numeracy cannot be learnt in this way. Teachers may use their judgement on what could work best in their classroom and build it into their teaching plan.

c. Homework

Homework in the Foundational Stage should be fun and provide a different kind of interesting challenge. It can be a good tool to connect school with the child's home. Children should not be over-burdened with tedious and monotonous work. Homework should maintain the element of fun and excitement among the children. Some examples of what children could do at home are given below-

- Ask your grandparents their names and the names of their parents – talk about it at school.
- Observe your family members and see how they contribute to household chores – talk about it at school.
- Help your mother or father or aunt or neighbour – talk about it at school.
- Look around near your home and see the different colours of flowers – talk about it at school.
- Borrow a story book from the class library, spend time with it at home, look at the pictures, try to read the words and understand the story.

The teacher may plan for this only after children are well settled in school and have got into a comfortable routine. While doing this, the teacher must also ensure that children can do these tasks on their own and they do not require parents or others to do anything on their behalf.

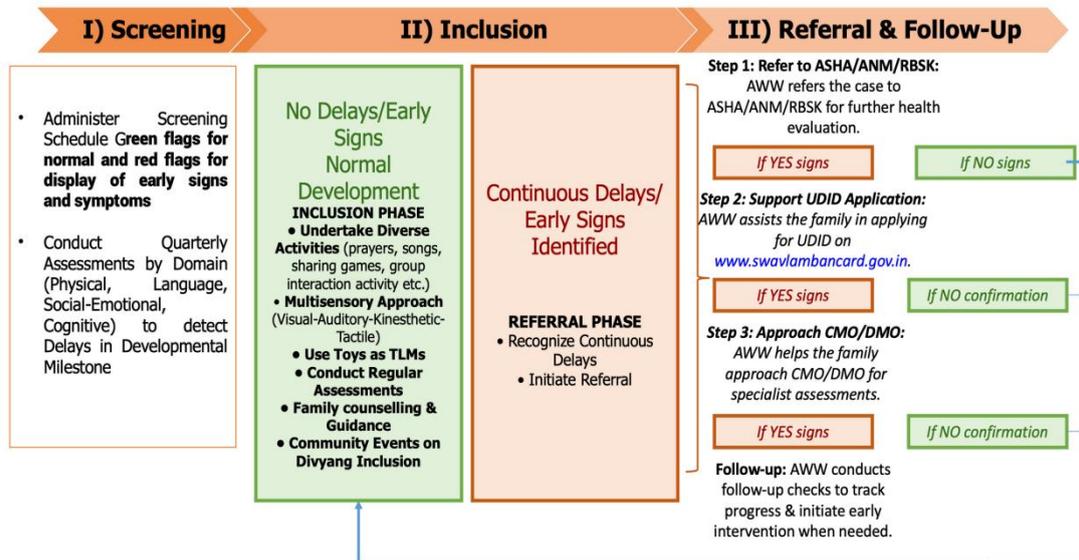
4.4. Divyang Inclusion

The Anganwadi Protocol for Divyang Children was released by the Ministry of Women and Child Development in 2023, providing for screening, inclusion and referrals of children with disabilities. Screening The Disability Screening Schedule (DSS) in Annexure 2 of Aadhar Shila 2024 is a broad-based tool for screening disabilities in early childhood. Community workers can use the DSS to conduct a preliminary screening to identify 'warning signs' or 'red flags' of having a disability or being at risk of developing a disability through interactions with children from three to six years and their immediate caregivers, whether at home, at the Anganwadi centre, or in the creche. The DSS is not a diagnostic test and cannot be used to diagnose disability. If a child shows one or more of the warning signs detailed in it, then the steps for referral as per the Divyang Protocol must be followed. Every three months, all children should be screened using the Schedule provided in Annexure 2. In case of any warning signs (developmental delays or early signs of disabilities), referrals may be undertaken. Flow chart of responsibilities is given below. As per the Divyang Protocol, if children are consistently not meeting their milestones, or there are visible signs and symptoms of disabilities, the community worker should support the parents and families in accessing support through referrals. Three Steps for Referral:

- Refer to ASHA/ANM to determine and assist in escalation to Primary Health Centre.
- Support family to apply on www.swavlambancard.gov.in for UDID and Disability Certificate.
- It can be issued by home district hospitals as well as the hospital where the PWD is taking medical treatment, as per RPWD Act 2016.

- Support family in approaching Chief Medical Officer (CMO) or District Medical Officer (DMO) for verification and assignment of specialists for assessment.
- After the Medical Board decision, the card is dispatched to the family via Speed

Screening, Inclusion and Referrals of Children with Delays and Disabilities



Post.

Source: *Aadharshila*: National Curriculum for Early Childhood Care and Education 2024 (p. 47)

4.4.1 Screening of Foundational Stage learners: Ensure all foundational stage learners be screened, tested by competent authorities of the state in different areas of learning disabilities (dyslexia, dysgraphia, dyscalculia, autism, ADHD etc.) and learning difficulties during the foundational stage and its reflection on the HPC for remedial measures.

4.5. Gender Equality

Ensuring gender equality from an early age is crucial, because gender initiation and internalization start early, influencing children’s self-concept, aspirations, and behaviour. The Anganwadi educators can play a pivotal role here in shaping children's perspectives towards gender equality by introducing concepts of fairness, respect, and equal opportunities. They can also help in mitigating gender biases and foster an environment of equality. To ensure gender equality in the Anganwadi, teachers and teacher educators can:

- Ensure that both boys and girls are treated equally, with the same level of attention, respect, and opportunities.
- Ensure that boys are not provided food before girls.
- Alternating or random order may be followed.
- Choose books, plays, and activities that do not perpetuate gender stereotypes.
- Use language that does not favour one gender over the other, that is, opting for gender-neutral terms.

- Incorporate stories, songs, and activities that portray both genders in various roles, including as leaders and problem-solvers in various professions.
- Actively engage in sensitizing parents about the importance of these practices and encourage them to continue this support at home, emphasizing the elimination of discriminatory behaviours.
- Encourage equal participation in all classroom activities by avoiding the segregation of tasks based on gender.
- Provide a mix of toys and play areas that do not reinforce gender stereotypes, allowing children to explore interests freely, and also encourage them to play with all kinds of toys. For example, boys can play with dolls or the kitchen set, and girls can play with cars.
- Praise and reinforce behaviours that demonstrate gender equality and challenge stereotypes.
- Stay aware and step in if there is teasing or bullying related to gender. Use these situations as chances to raise awareness.
- Undergo regular training and sensitization to stay informed about the integration of gender equality into teaching methods and activities.

Things to remember while dealing with children from 3-6 years

- ✔ **Promote Gender-Neutral Language:** Use language that is inclusive and avoids reinforcing gender stereotypes. Eg: Rather than “boys and girls,” or “guys”, refer to pupils as “students,” “children,” or another non-gendered term for the group.
- ✔ **Language that challenges:** Use language that challenges binary messages about gender and “de-genders” objects. Eg: Colors are just colors. They don’t have a gender. You can like any color you want.
- ✔ **Pronoun Preference:** Provide an opportunity for every child to identify the preferred name of pronoun at the beginning of the year. Invite students and parents to let you know if they have a preferred name or pronoun by which they wish to be referred.
- ✔ **Address and question limited Gender portrayals of gender:** Eg: Who decided what things are for boys and what things are for girls?
- ✔ **Teach empathy and respect:** Eg: How do you think you would feel if people were always asking you about your own gender? or Have you ever been teased? How does it feel when you are teased or treated as an outsider?
- ✔ **Provide Equal Opportunities and celebrate diversity:** Provide equal opportunities for all the children to learn and explore different activities.
- ✔ **Seek Support:** Seek support from parents, community members, and organizations to promote gender equality in the classroom.

Source: *Aadharshila*: National Curriculum for Early Childhood Care and Education 2024 (p. 46)

Chapter 5: Foundational Literacy and Numeracy

Foundational Literacy and Numeracy (FLN) is an integral part of the Foundational stage curriculum which includes the ability to read and write, and to perform basic operation with numbers. It is a necessary foundation and indispensable prerequisite for all future school and lifelong learning. However, various governmental as well as non-governmental surveys indicate that we are currently in a learning crisis; a large proportion of students in our country who are currently in elementary school- estimated to be over 5 crores in number, have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with Indian numerals.

Therefore, attaining foundational literacy and numeracy has become an urgent national mission, with immediate measures to be taken on many fronts and with clear goals that will be attained in the short term (including that every student will attain foundational literacy and numeracy by Grade 3).

5.1. Language context of Manipur

Manipur is a linguistically rich and diverse state, so children are exposed to a multilingual environment from their early years. They bring this linguistic diversity to the classroom which is an excellent opportunity for children to be exposed to a multilingual environment in the classroom. As NCF-FS also recommends, children at the Foundational Stage should be exposed to multiple oral languages. Thus, children should be encouraged and given opportunities to converse and express themselves in their mother tongue/familiar language/home language, which is referred to as L1.

Familiar language can be understood with an example. In Imphal, Manipuri is the most widely used and thus, the familiar language of the people residing here. So, Manipuri can be the primary language for instruction, communication, and conversation in the Foundational Stage classrooms of Imphal. Similarly, any other language most commonly used in different regions of the state can be the medium of instruction in the respective schools. Mother tongue/familiar language as L1 should be given primacy and a gradual introduction of L2 should follow as suggested in the NCF-FS.

5.2. Teaching language and literacy

The skills, knowledge and attitudes that children develop about reading and writing before they become conventional or fluent readers and writers is known as emergent literacy. When children get adequate exposure to print, opportunities to read and write, opportunities to observe others and in a supportive environment, children start learning to read and write from a very young age and much before they are able to decode and write conventionally. Emergent literacy skills can include emergent reading skills and writing skills.

Emergent reading skills include print awareness, developing print concepts, pretend reading and reading words as pictures. Concepts regarding print include understanding that print

coveys meaning which can be used for different purposes and the written texts and books have different features, forms and conventions.

Emergent writing skills include drawing and scribbling to represent something. Children tend to express themselves in the form of writing and talk about what they have written. Emergent writing skills are related to their talk, experiences, drawing, reading and pretend play. In later stages, children make letter-like shapes in their drawing, invent spelling before gradually understanding the relationship between sound and symbols and moving towards conventional spellings.

5.2.1. Components of emergent language and literacy

The components of early language and literacy include:

- a. **Emergent literacy skills:** Developing awareness about print, pretend reading (reading pictures), logographic reading (reading words as pictures), drawing and scribbling to represent and express something. Concepts about print include:
 - Knowing printed words are symbols for words in a spoken language, which helps to see the interconnectedness between oral and written language.
 - Functions and forms of print e.g., in a storybook, in notices and advertisements, posters, for writing letters and communicating thoughts to others.
 - Knowing that writing mostly has a left to right orientation (with exceptions e.g., Urdu); that a word is preceded and followed by a space; that there are letters, words, and sentences in a printed text; knowing punctuation marks and how words differ in length.
 - Book awareness and ways of handling a book.

Strategies that support emergent literacy

- a. Encouraging children to engage with books and to pretend reading (look and say) illustrated storybooks that they have listened to being read aloud by the teacher.
- b. Encouraging children to draw and write or scribble on the floor, on their slates or notebooks to express themselves (e.g., after a storytelling session).
- c. Creating a print-rich environment in the classroom through use of print resources displayed or kept within the reach of children in the classroom.
- d. Setting up a 'reading corner' and 'writing corner' in the classroom and allocating a dedicated time in the routine so that children get to spend ample time in these corners.

- b. **Oral language development:** Improved listening comprehension, oral vocabulary development, and using talk and conversation for learning with peers and knowledgeable others (e.g., older students, Teachers, parents)
- c. **Phonological awareness:** Phonological awareness is the understanding of the sound structure of language, i.e., sentences which are made up of words, syllables, and smaller units of sound. This knowledge is first developed orally. Phonological awareness and print concepts are the two most important foundational skills for learning decoding.
- d. **Decoding:** Deciphering written words by sounding them out, based on understanding

the relationship between symbols and their corresponding sounds. It is the ability to associate sounds with individual letters and letter combinations (aksharas) and blending the sounds together to pronounce (or read) the whole word and identify the meaning (if the word is known).

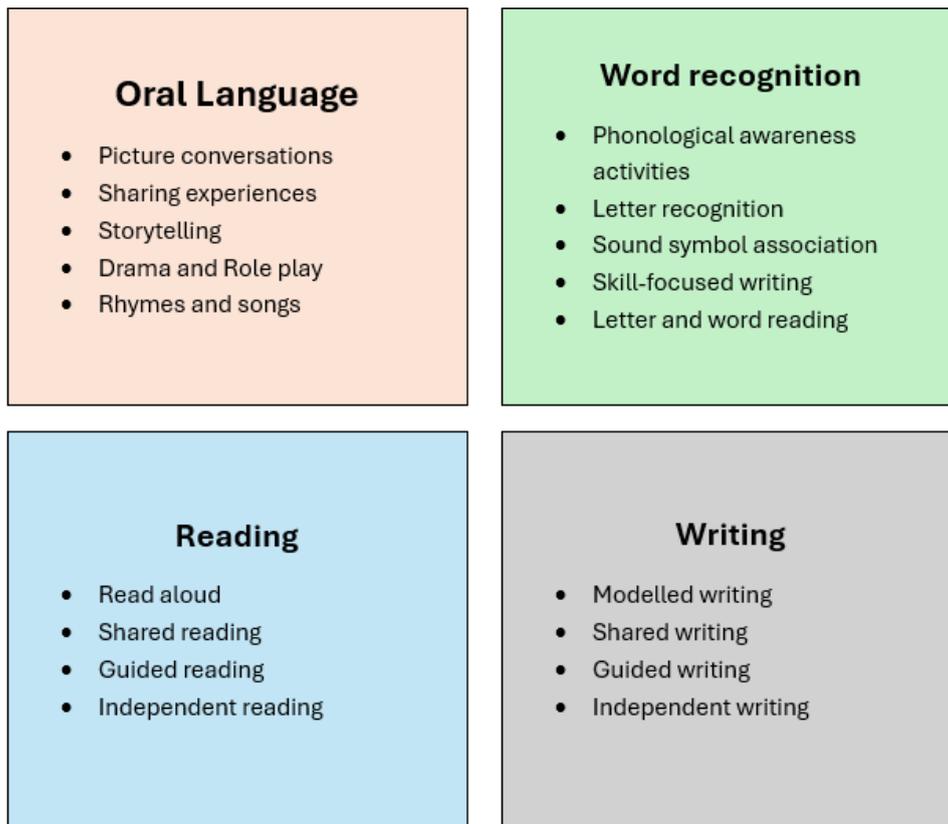
- e. **Reading with comprehension:** Constructing meaning from a written text and critically thinking about it.
- f. **Fluent reading:** Accurate, automatic recognition of words and reading with expression.
- g. **Writing:** Ability to write words correctly, along with presentation of thoughts or information in a logical and organized manner.
- h. **Developing a desire or habit of reading:** Engaging with a wide variety of books and other reading materials and developing an appreciation for literature.

5.2.2. **Balanced Literacy Approach**

A guiding approach for language and literacy development has been suggested in the NCF-FS, which is called the **Balanced Literacy Approach**. This approach comprehensively balances oral language along with reading and writing, and has proven to be an effective approach, especially for young children.

The Balanced Approach guides the **Four Blocks Model of Language and Literacy Development**. The four Blocks are oral language, word recognition, reading, and writing. While activities for the four Blocks may be implemented simultaneously, it is important that children spend dedicated time working on each Block regularly.

The Four Blocks Model of Language and Literacy Development comprises:



Oral Language Development: Oral language refers to the ability to understand and use spoken language effectively. Strong oral language skills provide a solid foundation for reading, writing, and overall communication

It can include storytelling and discussion, conversation on picture and themes, opportunities for children to talk and share their experiences through big picture reading; conversation questions after stories and poems for children to share their views, opinions, and experiences, and listen to others; picture conversations; re-arranging pictures to narrate or enact stories; telling stories from imagination or daily life experiences; and communication-based activities such as role play, skits, and drama. Chapter 4: Pedagogy (section 4.2.) describes multiple pedagogical strategies which contribute to oral language development.

As classes 1 and 2 fall within the Foundational Stage, it is very important for a teacher to give space to children to express in their home language(s) and have a plan for smoothly transitioning to English from the Preparatory Stage onwards. Do not expect children to speak completely in English from the very beginning. Use gestures and expressions, pictures, and rich contexts such as rhymes, stories, and conversations to help children transition to English.

Word Recognition: This block concentrates on strengthening sound-letter correspondence (or phonics), spelling, vocabulary, and word study skills. Students engage in activities that strengthen their understanding of letter-sound relationships, word patterns, spelling rules, and word meanings.

It refers to explicit instructions to establish letter-sound relationships. Decoding instruction should follow activities of phonological awareness, where attention needs to be directed to sounds in words (beginning, middle and ending sounds). Letters and sounds should be introduced simultaneously so that meaning making remains at the centre of language and literacy instruction (since words are fundamental units of meaning). Phonics instruction would mean paying attention to specific letter combinations that represent sounds in English, rather than sequential introduction of the alphabet.

Reading: This block focuses on developing the ability to read with accuracy, speed, and expression with comprehension. It is very important to adopt the four types of reading in the pedagogical processes in order to develop fluent readers. These are – read aloud or modelled reading, shared reading or collaborative reading, guided reading, and independent reading.

There can be multiple strategies of reading such as- read aloud, shared reading, guided reading and independent reading.

- a. **Read aloud:** Read aloud are opportunities to introduce children to good literature and familiarise them with vocabulary, language use and meaning making. The teacher reads aloud to the children from well-chosen children’s literature. The text selected for read aloud should not be limited to textbooks.
- b. **Shared reading:** Teacher selects a text with large prints or uses a big book which is visible from a distance and encourages children to read along with the teacher. Shared reading exercises can also be conducted using textbooks in grade 1 and 2 where both teacher and children read the textbooks together
- c. **Guided reading:** The reading responsibility for reading shifts from the teacher to children in guided reading. The children read while teacher supports them as and when needed. In this process, strategies and techniques used by the teacher during read-aloud and shared reading are reinforced and practiced by children.
- d. **Independent reading:** Children should be given the opportunity to read independently or with a partner. This practice can develop their habit of reading quietly, begin to value the act of reading, and of reflecting on and experiencing a book for pleasure. It follows that children should have the freedom to choose the book they would like to read independently.

Writing: This block focuses on developing the ability to express thoughts, ideas, and information through written language in the form of sentences and coherent texts. Just like reading, there are four types of writing which a teacher must adopt in his/her pedagogy to develop writing skills among the children. These are – modelled writing, shared or collaborative writing, guided writing, and independent writing.

There can be multiple strategies of writing such as- modelled writing, shared writing, guided writing and independent writing.

- a. **Modelled writing:** Teacher needs to demonstrate the writing process to young children who are learning to write. Teachers, by modelling the writing process, encourage young

children to begin seeing writing as an expensive activity along with speaking.

- b. Shared writing:** Shared writing is like shared reading where the responsibility is shared between teachers and children. The teacher assists children in the writing process. One example of shared writing exercise can be fill in the blank activity in which majority of the sentence is written by the teacher and children write one or two words to complete the sentence. In the later stage, collective story writing can also become a shared writing experience. For example, the teacher writes the first sentence then one child adds a line and pass it to the next child to complete the story.
- c. Guided writing:** While free writing by the children is desirable, it doesn't emerge on its own, by just giving writing task to young children. Setting appropriate tasks for writing, which combine elements of purposiveness, functional and imaginative would sustain the interest of young children to write. Guided writing could include peer writing and multiple drafts of writing with teacher feedback.
- d. Independent writing:** Children should be given time to write on their own. Encouraging them to write stories, poem, messages, instructions, recipes, etc., gives them opportunities to use their creativity and imagination as well as engaging with functional aspects of literacy.

How I Worked on My Children's Communication Skills

I am a preschool teacher in Manipur. Most people visiting my class are amazed by how fluently my children can communicate their thoughts and opinions.

What do I do differently in my class?

Although I must focus on various other aspects of learning, I still make sure to prioritize activities that contribute to my children's language learning. Here are some strategies I use:

I talk with my children every day. Each day, I ask a question that becomes the "conversation question of the day." The children think about the question and share their thoughts. I don't force them to speak only in English; instead, they observe me and often use a word or two in English during their responses.

I do a daily read-aloud session. Every day, students select a book from the reading corner, and I read aloud. I ask many questions before, during and after the read-aloud session. I ask questions through which they can connect the text/ story with their life.

I have a vibrant reading corner in my classroom. This corner includes age-appropriate storybooks, picture books, big books, and even a few books that I have created with my students. This is a cozy corner in the classroom, so students often sit comfortably and flip through the story books which we have read collectively and try to recall the story. This increases their interest in reading books. Sometimes they pick new storybooks and ask me to read them.

I play many word games in class. These include phonological awareness games, word recognition games, word webs, word wall etc. I also maintain a classroom wall dictionary in a corner, where we write new words that we have learned together.

We watch movies, songs, and videos online. This helps expose the children to a variety of English/ local language contexts in a fun and engaging way.

I use a variety of TLMs. In my classroom, I use flashcards, posters, and common phrase cards ('*thank you card*', '*welcome*', '*good morning*', '*how are you doing?*'), picture story cards, story chart etc.

Rhymes and songs are an essential part of our daily routine. We do action rhymes and then collectively write these rhymes on a chart paper and display it in the class

During art and craft activities, I ask the children to explain the things that they have created. This not only enhances their communication skills but also validates their work, boosting their confidence.

Although these strategies have significantly helped improve my children’s communication skills, this does not mean every child can communicate fluently in English. Before, introducing the second language (English), the focus should be to develop communication skills in their language of comfort. Every child learns at their own pace, and as teachers, we should assess progress based on each child’s individual abilities rather than comparing them with their peers

5.3. Teaching Mathematics

Children bring various mathematical skills from their surroundings and culture into the classroom, which must be the basis of learning mathematics.

Mathematics learning goals can be categorised into higher goals such as mathematisation of a child’s thought processes (e.g., ability to handle abstract thinking, problem-solving, visualisation, representation, reasoning, and making connections of mathematics concepts with other domains) and content-specific goals (those related to different concepts in mathematics (e.g., understanding numbers, shapes, patterns).

Children achieve content-specific goals once they are mathematically proficient in it. So, teaching and learning in the early years must emphasise achieving both higher goals and content-specific goals as both goals are interdependent and interconnected.

Learning mathematical skills must follow the simple to the complex path. It means that in the initial years, children learn mathematical vocabulary (e.g., matching, sorting, pairing, ordering, pattern, classification, one-to-one correspondence) and mathematical concepts related to numbers, shapes, space, and measures. These skills gradually move to more complex and higher skills (e.g., quantity, shapes and space, measurement) at later ages. In the mathematics teaching-learning process, those mathematical skills which are more focused on applying mathematical skills in a real-life situation to understand, solve, reason, communicate, and make decisions need emphasis.

There are various mathematical processes which help children achieve both higher and content-specific goals. These are problem-solving i.e., solving mathematical problems both realistic and ‘pure;’ reasoning i.e., justifying and reasoning about solutions and processes; connection-making i.e., connections between one concept and another; representation i.e., using concrete, visual diagrams to represent mathematical concepts and ideas; communication i.e., explaining and communicating mathematical ideas; and estimation i.e., using approximation to quantify and solve.

Incorporating these processes in the classroom helps children to get a comprehensive mathematical experience and achieve mathematical proficiency as part of conceptual understanding, procedural understanding, application, adaptive reasoning, and a positive attitude towards mathematics.

5.3.1. Approaches to teaching numeracy in the Foundational Stage

The following approaches could be used in Mathematics classroom based on the nature of the subject and process and skills to be developed:

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

Mathematical concepts are abstract e.g., learning to understand numbers, doing operations, and drawing 2D shapes. So, it is important that children learn these abstract concepts through concrete experience and gradually move from the concrete to the pictorial then to abstract notions.

When children engage with a concrete experience, they can understand the meaning of mathematical concepts easily. The following sequence can be followed to teach the abstract mathematical concept.

An example of learning numbers through ELPS

E - Experience: The first step is engaging children with ‘real world’ situation and use of concrete materials to gain experience of the concept. For example: Use of real objects, counters to count.

L - Language: The next step is describing the experience in spoken language. For example – Use of mathematical vocabulary ‘more’, ‘less’, this collection has five pencils etc. while describing a situation.

P- Pictures: In the third step, the child should be able to represent the mathematical concept by using images and diagrams. For example – draws 2 eggs to show number of eggs eaten.

S - Symbols: At this step, children make use of abstract symbol and language to communicate mathematical concepts, such as 1, 2, 3, etc. to count the numbers of figure.

b. Connecting Mathematics learning with children’s real-life and prior knowledge

Learning Mathematics must relate to children’s real life and their prior knowledge. Real life examples also help children to understand a mathematical concept, develop the ability to apply mathematical skills in real life and, more importantly, see mathematics as worth learning and doable. So, while teaching mathematical skills, teachers should use real life examples to build conceptual and problem-solving abilities.

c. Mathematics as a problem-solving tool

Problem-solving is an important higher goal of mathematics learning and children must quickly understand that mathematics can be used as a problem-solving tool to solve a real-life mathematical problem. So, learning should not only focus on developing concepts but also on problem-solving skills. Problem-solving abilities provide children an opportunity of making meaning of skills and knowledge as well as an understanding of where they can apply their knowledge or skills. Setting up rich mathematical tasks, understanding the

problem, devising strategies, solving, and checking the solution and justification are important steps to help children build problem-solving abilities. The following steps could help develop problem-solving abilities among children:

- Understand the problem - What is known? what is unknown?
- Devise a strategy/plan - Do I know a related problem? What strategies could be useful to solve it?
- Solving the problem - What steps I am taking to solve it? Am I taking the correct steps? Can I argue about why and how I solved this problem?
- Looking back/Checking the solution - Did I do the right thing? Did I answer the question?
- Encouraging flexible thinking and use of multiple strategies for problem-solving. Children should learn more than one way of problem-solving. For example, what would be different strategies to solve $8+7$? Children can count on 7 more from 8 or some children can split 7 into $5+2$ and add 2 in 8 to make it 10 and then add both 10 and 5 to arrive at 15. Hence, teaching-learning must be focused on helping children to invent multiple strategies to solve the problem and not only a single way of problem-solving. Children must be encouraged to invent their own strategies but for these strategies, children need a strong understanding of mathematical concepts and processes.

d. Using Mathematical talk, communication, and reasoning.

Mathematics has its own language, different from everyday language in many ways. It has its own unique vocabulary, symbols, and sign systems which are often not used in daily lives e.g., addition, multiplication, $+$, $-$, $=$.

A child may be encountering these for the first time in a mathematics classroom. There is a need for rich conversation between teachers and children around mathematical concepts, processes, applications, and reasoning. This discussion must also focus on mathematics that children encounter in their real life and provide an opportunity for children to explain their mathematical thinking, reason, justify and listen to other mathematical ideas and the opportunity to listen to the teacher's explanation, reasoning, and justification. So, an oral math talk must be encouraged in the classroom rather than engaging in written tasks silently. Developing a positive attitude towards learning mathematics is important. There is vast research on the strong dislike and negative attitudes children may develop towards mathematics even as early as Grade 3. Early learning should not only focus on developing mathematical competencies but also on supporting children to develop a positive relationship with mathematics as a domain. The system needs to generate awareness of the strong affective responses mathematics as a subject can generate, and the pivotal role a strong foundation in early mathematics can play in pruning the negative image the subject has for many. Children should learn to enjoy mathematics.

5.3.2. Components/Areas of Mathematics Learning in the Early Years

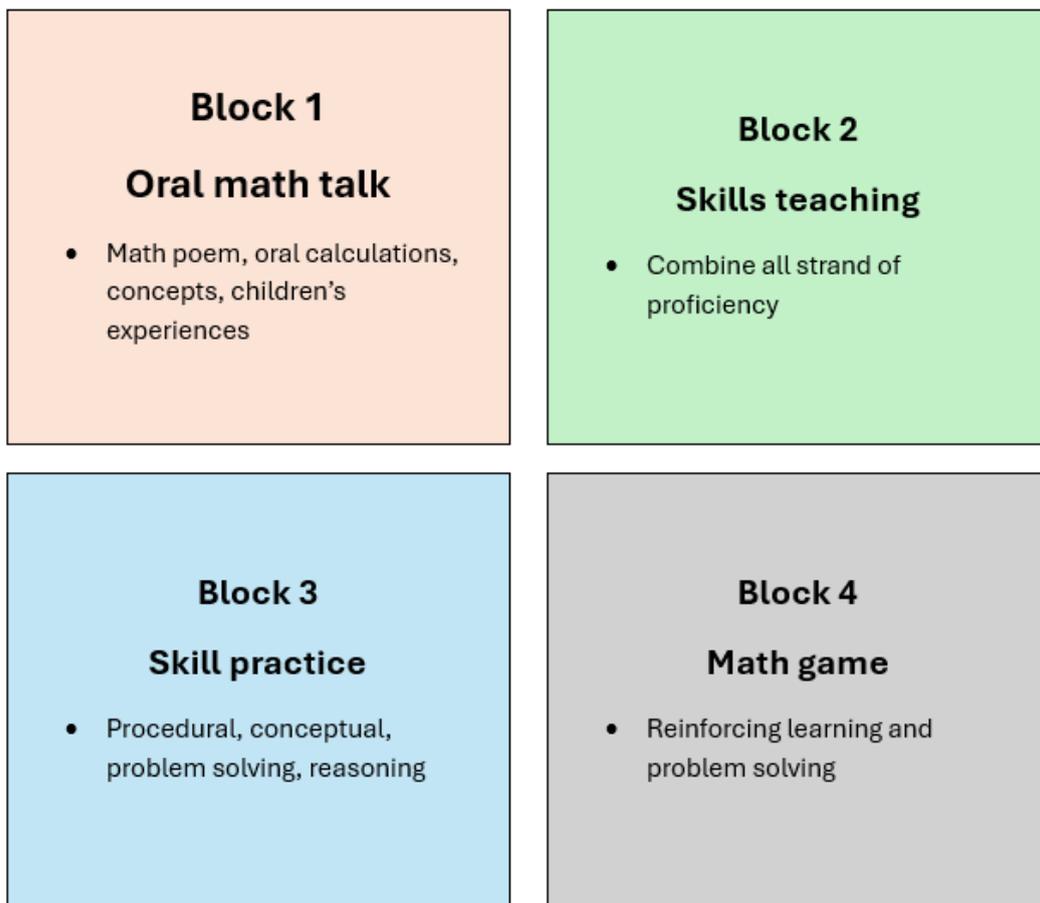
- a. **Number and its Relations** refers to understanding number concepts (Sound, Symbol, and Quantity) in various contexts, counting, representation, and its relation.
- b. **Basic Mathematical Operation** refers to understanding concepts of calculation and developing strategies to solve their day-to-day problems.
- c. **Shapes and Spatial Understanding** refers to developing an understanding of shapes and making and classifying shapes as well as develop spatial sense of understanding.
- d. **Patterns** refers to the understanding of the repeated arrangement of numbers, shapes, and designs and making a generalisation based on some rules and structure.
- e. **Measurement** refers to understanding units of measuring something and using it to quantify objects or materials.
- f. **Data Handling** refers to understanding the collection of data, collecting and analysing it.

5.3.3. Blocks of Teaching for Mathematics Instruction

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

- a. **Block 1: Oral math talk:** At the beginning of class, for 5-10 minutes, children could sing a poem with numbers or discuss their experiences with mathematics or problems they encounter in their life. Discussion can also be on oral calculation, concept, strategies, and reasoning. It works as a warm-up activity before going into the formal teaching process.
- b. **Block 2: Skills teaching (combining all strands):** This is teaching mathematical concepts, problem-solving, and communication through concrete experience, systematic activities, and instructions that follow the Gradual Release of Responsibility (Please see section on Gradual Release of Responsibility) approach, though not necessarily in the same sequence for every activity or mathematical task. Teachers could also anticipate a mathematics task and let children solve it independently before providing guiding support. Every child must get an opportunity to learn, explain, and be given feedback.
- c. **Block 3: Skills practice:** Providing children with various kinds of rich mathematical tasks based on concepts, processes, problem solving, reasoning, and communication for practising mathematical skills. This can be through a workbook, textbook or a teacher-created task set.
- d. **Block 4: Math game for reinforcing learning/problem solving:** Children enjoy playing games. There could be various kinds of mathematical games which help children to strengthen their learning in various ways. These games must be based on problem-solving, concepts as well as reasoning. Group-wise games can also be planned according

to the learning levels of the children.



Sample Lesson Plan on Numbers (Subtraction)

Blocks		Objectives	Suggested Strategies and Approaches	Suggested time
Blocks 1 & 2	Math Oral Talk	As warm-up activities for encouraging oral math	Open-ended/large group discussion Singing, poems, talk about children's real life math experience, concept, oral calculation, reasoning. <ul style="list-style-type: none"> • Reciting poem Five little monkeys jumping on the bed • Conversation and discussion on number of rotis prepared by their mother • Comparing the number of rotis eaten amongst friends and discussion on that 	5-10 mins
	Skills teaching (Combining all strands)	Helping children to achieve mathematical skills through structured instruction/ activities	GRR/ELPS/Problem-solving approach Conducting activities to build concepts, processes, application, strategies and reasoning. <ul style="list-style-type: none"> • With counters or seeds get children to do subtraction (take away model) • Writing the subtraction fact based on the activity done. 	20-25 mins
Blocks 3 & 4	Skills Practices	Helping children to master skills through skills practice	Providing math tasks through workbooks or worksheets Individual, peer, group practice <ul style="list-style-type: none"> • Children do the worksheet problems 	15 mins
	Math game for reinforcing learning	Reinforcing taught skills through games Focusing on problem solving	Playing math games with children to reinforce learning and supporting children who are struggling. <ul style="list-style-type: none"> • Use of the game Fire on the mountain to reinforce learning subtraction. 	15 min

Chapter 6: Learning Environment

Children are in constant interaction with their environment. Children learn through observation, imitation, experiment, etc. Safe, responsive, and nurturing environments are an important part of supporting the learning and development of children. Environment also acts as a third teacher. The learning environment for the children should be welcoming, safe and predictable, offer variety of developmentally appropriate material for children to explore and experiment independently. Through a variety of activities and material, children explore the physical, social and natural environment by manipulating objects, asking questions, making predictions and developing generalisations. All children, especially those with special needs, develop positive self-image and self-confidence when they are appreciated, encouraged and responded to. An inclusive, welcoming, colourful, and joyful environment that supports every child's participation is very critical for achieving the Competencies outlined in the SCF.

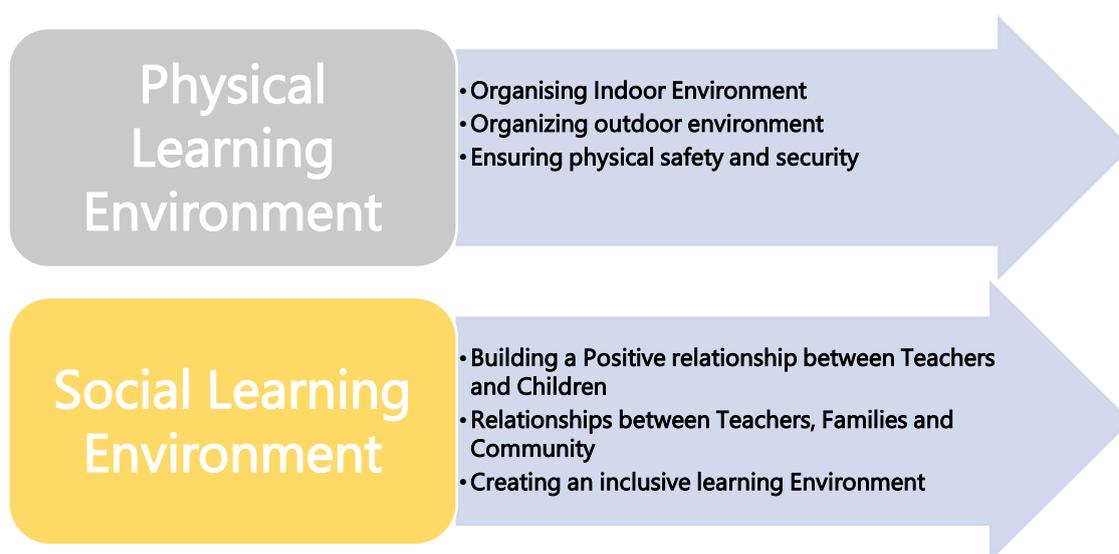


Figure: Elements of learning environment

6.1. Physical Learning Environment

Physical learning environment includes everything that is in the physical surrounding i.e. from the sitting arrangements to Teaching Learning Materials (TLMs), indoor setup of classrooms, outdoor environment, infrastructure and other facilities available in the school premises for the learner.



Source: NCF-FS, 2022

6.1.1. Organising Indoor Environment

Indoor environment must provide a creative and comfortable place for children. The indoor environment needs to be well-lit and well-ventilated. It should feel safe and inviting for the children. It needs to be inclusive. It should have balance of both familiar and novel experiences for the child and balance of materials that encourage different domains of development. It should allow for both individual work and cooperative work. It should include displays of children's work and allow for children's work-in-progress to be preserved. Sometimes children need quiet individual time, sometimes they work in pairs or small groups and sometimes they work with the whole group together. Seating can be organized in different ways, giving children variety and choice while ensuring that pedagogical requirements are met. Teachers need to have the autonomy to arrange their classroom environment based on the dimensions and shape of the classroom, local conditions, and materials available, but arrangements must be based on the fundamental principles of ECCE.

Some of the important arrangements of indoor environment are detailed below:

- a. **Running Blackboard:** Any classroom within the Foundational Stage should have 2-3 running boards. Running blackboards can be painted on the bottom of the three walls of the classroom after leaving half a foot of space at the bottom of the wall as children can't write in that space. Each child needs at least 3 feet of space on the blackboard. The running blackboard can be put to use in multiple ways for children to express themselves in the arts as well as for literacy and numeracy activities. Before

introducing to formal and structured writing habit, children need opportunity to scribble which will help in developing writing skills along with developing fine-motor skills. Writing on the board or wall, is much easier for the hands of a child than writing on a notebook. This is because writing on a notebook has proven to strain the developing hands of young children. Moreover, children love to imitate their teacher. A running blackboard gives children the opportunity to act out according to the exposure that they receive. In addition, children's work becomes immediately visible for both the teacher and other children in the classroom.

Running blackboard can be used in multiple ways inside the classroom. Teacher can use it during free play time, where students can draw, write and scribble on their own. Teacher can use this space to display big posters for children to read, so that it is at their eye level. Teacher can also organise group activities, where multiple children work as a team to draw, write and scribble together.

- b. Circle/Classroom sitting:** Sitting together is one good way of learning to be together in a simple and natural manner. Sitting together encourages friendships, bonding, and being with other children. Sitting arrangement often highlights the power dynamics between teacher and children. In a classroom, where the teacher sits in a big table and chair, whereas children sit on the floor or cramped up in a small desk/bench together can depict that teacher is more important than children in a class. Often children are asked to face the board, implying that whatever the teacher writes in the board is more valuable than the sharing done by their peers. Children in such setting are expected to quietly follow whatever is said by the teacher. This sitting arrangement is not appropriate for young children in the Foundational Stage.

In this stage, we want children to talk, share experiences and listen to their peers and teachers. We want them to sing, dance, take part in group activities etc. Therefore, our sitting arrangement should enable us to have a vibrant classroom. Sitting in a big circle, where teacher is also part of the group, can be used during circle time, conversation time, rhyme, music and movement activities. A semi-circle is ideal for storytelling. Small circles can be created for group activities where students work together. So, to conduct different activities, the sitting arrangement should be different. Therefore, having flexible furniture in the classroom is extremely essential in the Foundational Stage. Having flexible sitting arrangements such as rugs, cushions, age-appropriate furniture for children are very important.

- c. Corners set up:** Learning Corners help to organize spaces in a way that is inviting, provokes children's thought, interest, and curiosity. They provide flexibility and freedom to participate in a variety of activities along with opportunities for independent and collaborative play. They also enable quiet play in an area that is separated from active play. They promote both independent learning and Teacher-guided interactions, providing opportunities for holistic development through various types of play encouraged in different Learning Corners. There can be multiple learning corners created in a classroom. Some of the most commonly created Learning Corners include Corners for Dramatic Play, Blocks/Puzzles, Math,

Learning corners are flexible in nature, the teacher can also create theme specific corners. After the theme gets over, the teacher can change the corner into the next theme to be covered. The corners can be demarcated by cardboard boxes or low height shelves and the appropriate materials can be kept within them. This could be of various kinds, illustratively:

- i. **Dramatic Play Corner:** This corner could be covered with transparent curtains on two sides. Along with masks and puppets, different kinds of material sets can be placed in the corner. These materials can be gathered or prepared with the use of low cost and locally available material. Here, children get the opportunity to play without hesitation and imitate what they observe adults doing.

Exemplar: The teacher allocates an hour for corner time and asks the children to explore the dramatic play corner, as she has planned a surprise for them. As all the children enter the corner, they find a basket of new materials. The materials include two long dupattas, a comb, a few empty containers, a kitchen set, and more. The children become very excited to see these items and immediately start playing their game. The teacher silently sits in the corner and lets the children play. Each child takes on different roles: one uses the kitchen set to make pretend food, another fetches water for the food, one pretends to go grocery shopping, and another reads a pretend newspaper.

The teacher observes each child carefully. After the play, she asks questions to relate their imaginative world to their own realities. For example, she asks the students where they learned to make food in this manner, who makes food in their homes, whether they help their parents with daily chores, and how they assist them.

- ii. **Blocks/Puzzles and Math corner:** In this corner, all the blocks, puzzles, beads, pegboards, matching, classification materials etc. could be arranged systematically. Materials would need to be changed often. Activities for sensorial development as well as numeracy are very effective using such material. Children can also use blocks and other materials to build models and talk about these models to develop their imagination and oral expressions.

Exemplar: The teacher can provide blocks for different shapes, size, and colours. Teachers can draw a picture or provide a picture of a house which includes different colours. The teacher helps children to build blocks according to the picture provided. This practice will help the children to understand colours, shapes, sizes, improves creativity and imagination and improves finer motor development.

- iii. **Art and Craft corner:** This corner would give opportunities to children for free drawing and expressing their views and emotions. Cloth, thread, origami paper, cardboard sheets would also enable 3D expressions through craft work. Engagement in this activity would help children to develop their fine motor skills as well as their creativity and imagination.

- iv. **Library corner:** This corner can contain picture books, picture charts, picture cards, and children’s literature, TLMs, games board and writing activities. This corner gives children the opportunity to browse through books, read books quietly on their own, talk about the picture cards and share their thoughts with other children in the group, and so on. Through these activities children gain oral language competency, print awareness and reading abilities.
 - v. **Tinkering corner:** Additional corners can be added based on the space availability. A tinkering corner where common household devices that are safe for young children to dismantle and put it back together would be ideal to challenge young minds.
- d. Classroom Display:** A specific place in the room to display both children’s and teachers’ work is important to keep the classroom lively and dynamic. The display can be arranged with the use of a cardboard piece with a white sheet pasted on it. The display needs to be hung on the wall, not very high, but at the eye level of the children. It is important to make sure that all children’s work is put up for display by rotation.

Some examples of classroom display are mentioned below. The teacher can create similar displays which are relevant for this age group.

- i. **Weather chart:** The daily and weekly weather along with the day of the week information can be displayed in this location. Use a cardboard attached on a chart paper as the background and the weather for the day can be indicated pictorially and through text.
 - ii. **Timetable:** It is important that the timetable is displayed clearly in the classroom, and this guides the teacher as well as the children. Children of this age appreciate structure and sequence.
 - iii. **Teacher prepared charts:** This location in the classroom can display charts prepared by the teacher. It can contain relevant stories, or picture of objects found in the vicinity of the school or in the children’s homes that is relevant to the topic being learnt. Teachers and children can prepare these charts together for display.
 - iv. **Norms charts:** It is important to prominently display classroom norms. These charts should not be mere sequence of instruction, but should be conveyed creatively through pictures and stories.
- e. Portfolio Bags:** It is important to record and store children’s work. Making it accessible and visible to other children is equally important. This becomes relevant for assessment too. Portfolio bags can be hung on a wire/rope and should be neatly labelled with each child’s name.

Along with these display areas, every classroom should have a mirror, clock, allotted spaces outside to keep footwear and a dustbin.

The labelling of these locations, the text in the displays and the reading corners should make the environment print-rich, colourful and a happy place.

6.1.2. Organizing Outdoor Environment

Outdoor environment must provide safe open space where children receive proper physical, motor, cognitive, socio-emotional development, etc. Some of the important arrangements of outdoor environment are detailed below:

- a. **Sand pit:** If adequate space is available, a sand pit would be an excellent play area for children. Sand provides tactile experiences helping children develop fine motor skills. It encourages children to explore, discover and learn through hands on experiences.
- b. **Clay box:** A small box built with bricks and containing claying soil would allow children to mix and knead clay and make clay figures and toys. This is a very good exercise of both their gross motor and fine motor abilities.
- c. **Water:** Very young children find playing with water calming. Pouring water without spilling helps coordination of multiple muscles and increases attention. Water is useful for measurement too. A simple arrangement of buckets, mugs and a tub for water activities should be kept along with the sand and clay areas.
- d. **Kitchen garden:** A small kitchen garden adjoining the indoor environment with a variety of plants (e.g., flowers, climbers, roots, vegetables, leafy vegetables) gives children sensorial experiences, opportunities to work with their hands and concepts about the natural environment. Group work, physical labour and other such positive attitudes towards work can also be achieved by children working in a kitchen garden.
- e. **Outdoor play equipment:** Slides, see-saws and swings are some essential outdoor play equipment. If the slides have a ladder to climb, that gives opportunities for very young children to climb, which is an important developmental activity, especially if they don't have access to small trees to climb. Otherwise, short ladders can be placed in the outdoor area for them to climb. In later years, simple rope ladders can be set up for a more demanding climbing experience. Simple swings can be fabricated by using used tyres.

6.1.3. Ensuring safety and security

As children are very young at this stage, ensuring safety and security should be our utmost priority. In an ECCE centre, there can be multiple things which can cause harm and endanger children's safety such as sharp tools like knife, scissors, nails or sharp edges of furniture, breakable materials, etc. Open pits, rusty play equipment like slides, see-saw, stones and pebbles, thorny plants, concrete floors, lack of railings or guard walls, busy roads outside the school campus etc. can also be a risk towards children safety. During nature walk or field visits, teacher can take help from their colleagues, or they can ask a parent to volunteer to support them during these events. It is very important to orient children about safe and unsafe touch. Teachers should also ensure that children are not left unattended or unsupervised.

6.2. Social Learning Environment

Usually when one thinks about the learning environment, one only thinks of the physical learning environment. Very less significance is given to social learning environment which influences or supports the interactions between the learners and the teachers. A well-planned social environment helps to develop child teacher relationship, peer relationship and also provides ample opportunities for the teacher to support the learners to achieve their goals.



6.2.1. Building a positive relationship between teachers and children

For many children, at the Foundational Stage, it could also be their first experience of spending several hours away from their home. This new experience can be very stressful for a few children. Children require a lot of love, care and affection. Here, the role of teacher becomes extremely important. Providing a safe space with supportive adults around them will nurture their educational journey productively.

Children must feel that they belong, they can trust, they must feel free to try out and explore and, therefore, learn better.

6.2.1.1. How can teacher build a positive relationship with children?

It is the role of teachers to ensure that children settle and enjoy their time at school. A safe and positive relationship between the teacher and the child enriches both emotional and cognitive development.

Some important ways to build such a positive relationship are:

- a. Getting to know each child individually** - their homes, their families, their interests, things they do outside school, their pets, their favourite people - this helps to understand each child and plan learning experiences for each of them.
- b. Listening to children** - their stories, their narrations of what happens at home, their opinions and views on everything that interests them - this conveys care and respect, builds trust, helps children think and communicate, and gain confidence.

- c. **Observing children** - consciously observing while continuously interacting with children - this helps to discover how each child thinks, reasons and responds to different situations, which is critical to planning for teaching and learning.
- d. **Encouraging children’s intuitional responses** - words, actions, solving a small problem, analysing what happened - this helps to meaningfully build on children’s naturally creative and resourceful selves.
- e. **Recognizing and responding to the emotions and moods of children** – through conversation, music, storytelling, art, playing together - this helps children to settle better, learn better, learn to slowly regulate their own emotions, and begin to understand and respond to the emotions of others.
- f. **Visiting their homes regularly** - this is important to understand children and their home environment and build trust and a positive bond.
- g. **Fear free environment**- Usually a teacher has the tendency to use punishment as a tool to discipline a child. It is very important to understand that fear of punishment and use of harsh language especially during the early years have negative implications and should be avoided.

Morning routine in preschool classroom

Every morning, I get excited to see my preschool children. They enter the class with a smiling face, and I greet everyone with a high-five, fist bump, handshake or a hug!

My preschool children spend one hour every morning in the corner area. Some children play, some scribble on the wall, some flip through the big books while others engage with blocks and puzzles or explore the tinkering corner. In this period, children get to explore their interest and choose to get engaged in the activity they love.

Free play is followed by a clean-up time where children organise the corner. I also assist them in the process. After that, circle time begins with free conversation. Here, they share about their day, interesting news and stories from home, things they observed while coming to the school. Then we do a warm-up exercise and officially start the day.

I introduce the topic for the day, using pictures, stories, rhymes and for some topics, I also bring TLMs and real objects to the class. This helps me in building their excitement. Next, I try to understand their pre-existing knowledge regarding the topic. I always end the circle time with an action rhyme, song or a dance!

6.2.1.2. How can teachers support children to learn better?

Early learning classrooms aim at enhancing children’s learning and development through activities and play. Teachers play a critical role in supporting children through this in many ways, most importantly:

- a. **Listening:** Teachers need to carefully listen and attend to young children’s conversations, enquiries, questions, and theories about the world. For example, if a child says, ‘a spider has many eyes,’ the teacher may need to repeat and emphasize the same, ‘yes, you are right, a spider has many eyes - how did you know that?’ This tells the child that the teacher has heard, acknowledged, and is helping to extend the topic.

The teacher may further guide them to a book on insects, share a fact, or show a video expanding their curiosity and learning.

- b. Modelling:** One of the ways through which children learn is through observation and imitation. Teachers need to consciously model different behaviours for children to pick up new concepts and skills. For example, while teaching one-to-one-correspondence for pre-numeracy, the teacher can take five coins and five stones and show exactly how every coin corresponds to a stone and tell the children the corresponding number. She can say: One stone - one coin, two stones - two coins and so on while counting and pointing. Children will see and repeat this. Similar modelling would occur in all routine behaviour - songs, actions, clay work, word pronunciations, and so on. Teachers must, therefore, be alert to what they are saying and doing in the presence of the children.
- c. Solving problems:** Children are curious, constantly engaged in trial and error, and exploring new things. When children play with blocks, cardboard, or even in sand, they are trying to solve simple problems. How much water to add to the sand to make a good sand mould? How to stick cardboard such that it can form a curve, or not get unstuck? How to place blocks or dominoes such that the tower or domino sequence does not break? The teacher then provides scaffolds to the child in the form of questions (e.g., can you think about it in a different way?) or physical support (e.g., holding the cardboard while the child puts glue on it) or an idea to solve the puzzle (e.g., perhaps putting in the red piece first may help). Such scaffolding helps children imagine and think through solutions on their own.
- d. Questioning:** Children think while verbalizing their ideas. Questions and query from the teacher will help them think through a particular subject in depth while responding. This also supports language development. For example, asking ‘why did you put the big block at the base?’ will help children verbalize the reason behind a choice they have made. It is important for the teacher to be attentive to what children are doing in their play activities and ask relevant questions.
- e. Stimulating:** Challenging children’s ways of knowing, thinking, and doing deepens their understanding of the world around. Children tend to pick up stereotypical notions based on what they see and hear around them. The teacher needs to be proactive to question, to provoke and provide alternate perspectives e.g., picking a story that talks about the capabilities of a child with disability or women as bus drivers or pilots.
- f. Researching:** Teachers need to provide children with tools and skills to learn how to understand their inquiry into a topic - where to look, whom to ask, what to use for solving questions and arriving at some understanding. Teachers themselves need to practise researching in order to understand children better, respond to their queries, and develop and conduct new activities to enhance children’s learning.
- g. Making children independent:** To begin with planning well helps teachers take active steps with children to make them independent - first, closely work with them, then gradually release support to make them confident in a new skill or a new understanding.

6.2.3 Relationships between teachers, families and community

Families are children's first Teachers. Children are, therefore, a shared responsibility between schools and families in supporting their learning and development. Families equally hold responsibilities along with teachers in the child's learning and development. It is important for families to understand and support what happens in school as well as for the teacher to understand the child's situation at home. Communication between the teacher and the home should be continuous - this could be accomplished by families visiting the school regularly or by the teacher visiting the child's home on a regular basis.

Teachers and families should work together to understand the child better and together create a more positive experience for the child. When families ask questions and clarify doubts in their minds, they learn more about school processes. When teachers understand a child's home environment, they can plan better learning experiences for the child. By sharing and working together, teachers and families support the child's development across all domains. This kind of involvement helps families to support the learning that happens in school through good practices at home as well. Families could also contribute to assessing the child's progress and areas of need. They would also gain further confidence in their own parenting abilities through this process.

Families and members of the local community can also be involved in other ways in the functioning of the school e.g., sharing their knowledge and experiences; planning and celebrating special days together; joint forums to ensure regular attendance of children; responses to specific situations such as simple resource requirements in the school.

Parent-teacher meeting

The parent-teacher meeting is conducted every month at our school. In the meeting, before sitting with each parent individually, I first address the entire group. I share the activities that have taken place during the month and display the children's work in the display corner. During this event, my children perform songs, rhymes, dances, and dramas they have learned in class.

After the performances, I organize an open session where parents can share their feedback, suggestions, or concerns. This fosters open communication with parents and builds trust. I also thank the parent who took an active role in the teaching-learning process such as going on a field trip, introducing a new skill, sharing interesting stories, etc. Following that, I sit with each child's parents to discuss their progress and show them the child's portfolio. I focus not only on areas needing improvement but also highlight the strengths and accomplishments of the child. I provide a holistic view of the child's progress to the parents.

These monthly meetings help parents stay involved in their child's learning process and keep them in the loop.

6.3. Inclusive Learning Environment

Inclusive learning and teaching recognize all children's entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a

variety of learning needs and preference. It can be promoted by designing and supporting environments that encourage each child; full participation. Inclusive learning environment should ensure the learning materials, activities and resources reflect diversity, gender, culture, ethnicity by:

- Providing resources and materials in various formats to accommodate different learning styles and abilities, visual aids, hands on activities and digital resources easily accessible to all children.
- Fostering a classroom environment where respect, empathy and inclusivity are valued. Encourage children to appreciate each other's differences and learn from one another.
- Promoting collaboration and peer interaction to facilitate learning from one another.
- Teaching strategies and activities to meet the individual needs of children.

A safe, secure, comfortable, and joyful classroom environment can help children to learn better and achieve more. Necessary facilities for doing activities should be provided and made available. The classroom must be an inclusive enabling environment that provides every child freedom, openness, acceptance and meaningfulness.

Exemplar:

Safe and secure learning environment

Jonathan's school is located in a place far away from the noisy heavy traffic area. The hedge plants growing all around the school compound is the beauty and natural fencing of the school. A variety of water plants growing in the large shallow container along with a few kinds of water animals adds to the beauty of the school compound.

The trees growing in the school compound provide shaded area that makes children comfortable during outdoor play activities. Jonathan never misses out even a single working day of the school. He loves his teachers, helpers and all other staffs in his school. He has good relationship with all his classmates, teachers and school staff. He is always eager and happy to go to school. He gets freedom to express and share his feeling with his friends and teacher. Whenever the teacher wants to introduce a new concept to the children within the curricular goal set for a particular grade, he/she will do so through role play, game, puppet show, quiz, discussion, project work etc. Every day the teacher tells stories to the children to boost up their quality of mind, language and literacy skills. Singing song with action is another activity we could see in Jonathan's school. It would not be exaggerating to say that Jonathan's school is a place every child between the ages of 3 to 8 would love to come and learn joyfully. The inclusive play materials in the different learning areas, the ramp that could be seen in the school building shows that this school welcome all children with different abilities.

Unsafe and insecure learning environment

Thoinu's school is located in the middle of a market area where there is heavy traffic all day in this area. There are many children in the school and very less infrastructure. There is neither proper fencing nor playground in this school. The large muddy ditch on the back side of the school also has stinky smell. The classrooms are very congested, not well ventilated thereby blocking the sunlight. It looks almost suffocating. Neither the teachers nor the children look very active and enthusiastic. None of the children get opportunity to explore, interact and play.

One day Thoinu was trying to pluck the mangoes growing in the backyard. She suddenly fell down in the ditch. There was no one to attend to her to clean off her clothes or check if she was hurt. She cried for a while but there was no one to console her. When she returned home, she ran towards her mother and hugged her. Her mother found out that Thoinu had a minor injury and was not happy about what happened with Thoinu in the school. So, she decided not to send her daughter anymore in the school. As the teacher and the helper in the school were busy with lots of other work, they were not able to come and visit Thoinu's house.

Non- Negotiable Indicators as stated in Quality Standards for early childhood care and education (ECCE) by MINISTRY OF WOMEN AND CHILD DEVELOPMENT

- An ECCE programme of 4 hours duration with snack/break time of half an hour.
 - 1 classroom measuring at least 35 square meters (carpet area) for a group of 30 children and availability of adequate (at least 30 square meters) outdoor space for a group of 30 children
 - Adequately trained staff.
 - Age and developmentally appropriate, child centric curriculum transacted in the mother tongue/local vernacular.
 - Adequate developmentally appropriate toys and learning materials.
 - The building should be structurally safe and within easy approach. It should be clean and should have surrounding green area.
 - Adequate and safe drinking water
 - Adequate and separate child-friendly toilets and hand wash facilities for girls and boys
 - Separate space allocated for cooking nutritionally balanced meals and nap time for children
 - Immediate health service in terms of First Aid/ Medical Kit available at the centre
- The adult/ caregiver: child ratio of 1:20 for 3–6-year-old children and 1:10 for under 3s should be available at the ECCE Centre. Children should not be unattended at any given point of time.

Chapter 7: Assessment

Assessment is an integral part of the teaching-learning process. It helps to make children aware of their progress and inform the parents, teachers, and the entire schooling system about their planning and implementation process to maximize the learning. It involves a systematic process of collecting, analysing and arranging information about the learning progress of diverse children. There are three types of assessment conducted in a school: formative, diagnostic and summative assessments. Among the three, NCF-FS suggests that formative assessment is appropriate for the Foundational Stage.

According to NCF-FS 2022, assessment in the Foundational Stage should be an ongoing process based on teacher's observation and analysis of artefacts created by children. Through this approach, assessment and pedagogy goes hand in hand and assessment becomes a part of everyday routine which removes the stress related to term end examinations and maintains the joyful learning environment.

There are also large-scale assessments conducted at the state or national level to understand the quality of the overall school system. For example, NAS (National Achievement Survey)/ PARAKH Rashtriya Sarvekshan, FLS (Foundational Learning Study), or SEAS (State Education Achievement Survey). Assessment is integral to ensure that the educational process is dynamic and responsive, ultimately leading to holistic development of children and a more effective learning experience.

This chapter provides an overview of guiding principles for assessment at the Foundational Stage, methods and tools of assessment for the Foundational Stage and illustrating how the evidence gathered from the assessment can be analysed, documented, and informed to the stakeholders.

7.1. Current scenario of assessment in Manipur

The trends in assessment practices for the Foundational Stage have changed in recent years with the introduction of policy documents like the National Educational Policy, 2020, and the National Curriculum Framework for Foundational Stage, 2022. However, these new trends are not reflected in how assessments are conducted in Manipur at present. In the state, assessments are mainly summative, focusing on rote learning and measuring multiple skills through a single paper-pencil test. Formative assessment techniques, such as oral tests, project work, worksheets, etc. are rarely used. This approach increases children's workload and reduces the joy of learning.

There are several reasons why assessment is not conducted in its truest sense.

- Teachers tend to use the same assessment methods they have followed for many years. The same assessment method is used across all the stages, including Foundational Stage which relies on the traditional paper-pencil tests.
- Teachers do not receive enough in-service or pre-service training related to assessment for the Foundational Stage. So they are compelled to practise what they

know.

- It's not just teachers who have limited knowledge about Foundational Stage assessment; school authorities, educational functionaries at the state level, and even parents also lack understanding. As a result, the expectation to conduct examinations this way comes from higher levels, leaving teachers with little choice but to comply even when teachers realize that paper-pencil tests for preschoolers add little value to their learning.

The situation in Manipur is similar to that in many other states across the country, where assessment is often viewed mainly as a means of certification rather than to support children's learning. Currently, assessment means to grade and to give marks to children. The practice of providing detailed, holistic progress reports is not being used.

The state has multiple prospects to improve the status of assessment in this stage by supporting teachers. Focusing on conducting teacher professional development trainings on Foundational Stage assessment, creating resources like handbooks, teacher guide manuals, etc. would bring change in the formative assessment scenario in the state.

7.2. Guiding Principles for Assessment

Nature and Purpose of Assessment

In a Competency-based curriculum as proposed by the NCF-FS 2022, assessment is, simply, ways and means through which evidence of the learning achievements of children is gathered. Assessment in the Foundational Stage can serve the following purposes:

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

planning and organising content and pedagogy to achieve Curricular Goals for all children.

- Given the different socioeconomic backgrounds of children and differences in the pace of learning, gaps in learning among children in the same class begin to emerge early and could get pronounced by Grade 2, if not addressed in good time. Ongoing, well-designed assessment can help a teacher design appropriate additional learning experiences for children who are not learning adequately.
- Give early signals about possible developmental challenges or learning difficulties the child might be facing - while this is particularly important in the Foundational Stage, equal care must be taken not to label children especially based on poorly designed assessments.

Adopted from NCF-FS, 2022, (p. 171)

7.3. Methods and Tools of Assessment

The two broad methods of assessment that are appropriate for the Foundational Stage are **observations of the child** and **analysing artefacts** that children produce as part of their learning experience. Observation of children means taking note of the learning that a child shows while engaging in an activity. Analysing artefacts is when anything created by a child like a greeting card, origami toy, etc. is used to analyse the child's learning or development.

This section elaborates how these methods and tools can be put into use in the Foundational Stage. Other tools and methods that are created should follow the principles of assessment as articulated in the previous section.

7.3.1. Observations of the Child

Observation across time provides teacher with a comprehensive understanding of the child's learning. There can be several contexts where children exhibit their behaviour, attitudes, and their learning.

Children show their understanding by doing, showing and telling. Observations can help teachers see the child's achievement of different Competencies which children can exhibit in many possible ways. The teacher can also make a note of the factors influencing this. Sometimes, specific situations or objects can stimulate the child to act in a certain way. For example, if the teacher wants to find out the child's ability to share toys and take turns, then a particular circumstance must be created so that the child is able to display his/her ability to share or take turns. The teacher may ask a child to play with something that requires taking turns with another child in a quiet corner of the classroom.

7.3.1.1. Steps of systematic observation for assessment

Planning

- Identify a few children for observation in the classroom.
- Make a list of Competencies and Learning Outcomes you would like to observe.
- Determine and prepare the observation tool which will be used.

Gather evidence

- Find out a time where the selected Competencies or Learning Outcomes can be exhibited by children. For example, if it is related gross motor development, then outdoor play would preferably be a good setting for observation. If it is about social development, then children can be observed in group activities or in the dramatic play corner.
- Keep recording exactly what you observe, e.g., if you see a child being able to take turns independently and you may mark a tick on your checklist and note down the exact observation as evidence.

Reflect and assess

- Read the evidence and the records to track the progress of each child over a period of time. Every concrete evidence would inform the teacher how to plan and modify her teaching for the children in future.

Some illustrative points for observation during a few common pedagogical processes are given below:

a. Story telling:

- Is the child getting involved in the story?
- Is the child describing the pictures?
- Is the child asking questions about different characters of the story?
- Is the child connecting personal experiences with the events of the story?
- Is the child recalling familiar words from the story?
- Is the child expressing likes or dislikes about the story?

b. Guided conversation:

- Is the child listening to others during Circle Time?
- Is the child waiting for his/her turn to speak?
- Is the child expressing his/her pleasure or displeasure listening to others?
- Is the child able to predict what is going to happen next?

c. Play - Free, Guided, or Structured:

- Is the child solving simple problems?
- Is the child able to use large and small muscles to engage with play material?
- Is the child able to express different emotions?
- Is the child able to respond appropriately to the emotions of others?

7.3.1.2. Tools to record observations

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

a. Anecdotal records

An anecdotal record is a record, in detail of a specific episode or event that is of particular interest or concern.

When a specific event catches the attention of the teacher, she/he writes a narrative account of the event as soon as possible. An anecdotal record is an observation of what children say and do while they are engaged in a particular activity.

SAMPLE ANECDOTAL OBSERVATION RECORD

Sample Anecdotal Observation Record	
Context: During physical education class I observe a group of 8-year old boys practising Thang-ta. Among the group my attention was caught by a certain boy.	
Name: Tomba	Age: 8 years
Date & Time: 29.11.2024, 11:00 AM	Setting/Area: Ground
Purpose of observation: Physical, social and emotional skill	
Observation: During the games period Tomba, Rakesh and some other friends were engaging in a game of Thang-Ta, a traditional Manipuri martial art. At the beginning, Tomba happily joined the group practice. But after a while he struggled with some basic moves and started to draw away saying he had got a headache. Rakesh said, “C’mon Tomba, let me help you and let’s continue to practise.” Another friend also tried to convince him and encourage him to continue practising. But Tomba got angry and went away.	
Interpretation: <ul style="list-style-type: none">• Tomba seems to have been embarrassed when he found it difficult to keep up with his friends.• The efforts made by Tomba's friends to include him in the group practise only angered him further.• Tomba displays a tendency to make excuses instead of continuing to practise with his friends.• It must be found out why Tomba prefers to give up instead of trying and performing better, and why he finds it difficult to accept the support of his friends.	
Action Plan: <ol style="list-style-type: none">1. Meeting parents: Talking to Tomba's parents to find out possible causes of such behaviour may be added.2. Provide Individual Attention: Offering him opportunities to engage at his own pace to build his confidence.3. Foster Collaboration: Create a supportive environment for Tomba to work with peers, helping him develop teamwork and communication skills.	

Follow-Up:

- Schedule bi-weekly check-ins to review Tomba’s progress in individual and group settings.
- Encourage Tomba’s involvement in diverse group activities to broaden his social interactions and experiences.
- Continue collaborating with peers like Rakesh to provide consistent support and feedback.

By maintaining this approach, we aim to enhance Tomba’s social skills, self-confidence, and overall participation in group activities.

b. Checklist

A checklist is a tool for identifying and recording whether a child has accomplished a listed Learning Outcome. It usually offers a yes/no format in relation to the child’s demonstration of the outcome.

Checklists are usually based on a sequential approach to learning and assume that all children will proceed through the sequence in the same systematic order. Checklists are used when many outcomes are to be observed. They can be used quickly and easily. Teachers should use checklists and questionnaires for the purpose of improving and not as a ‘report card’ of children’s achievement. When using checklists, a ‘mix and match’ approach that combines checklists with another data collection method is preferred (e.g., checklist with observation record to take a decision).

A sample checklist for observation for the domain of Physical development is given below which can be used for an individual child and a group of children.

SAMPLE CHECKLIST

School:				
Class:	Preschool I			
Term:				
Domain	Physical Development (Gross motor skills)			
Learning Outcomes	Attempts to catch and throw a large ball with basic control.	Begins to catch and attempts to throw a large ball with basic control.	Begins to catch and throw a large ball with basic control.	Catches a large ball and throws it forward with good force.
Name Of the Students				
Pibaren				
Thaja				
Thambal				
Puja Thapa				
Hriyio				
BD Thumhring				
Morung				

Developmental checklist

A developmental checklist is a tool used for assessing the performance of task, skill levels, procedures, processes, qualities, quantities, or end product. Developmental checklists have the same usage as simple checklists except that they indicate the degree of accomplishment rather than just yes or no. Here is a sample checklist designed with reference to *Aadharshila*.

AGE GROUP: 4-5 YEARS									
		1st Assessment		2nd Assessment		3rd Assessment		4th Assessment	
Domains of Development	Assessment month								
	Height (cm)								
	Weight (kg)								
Developmental Indicators		Needs Help	Performs well						
Physical and Motor Development	Participates actively during play time (indoor/outdoor)								
	Can throw, kick and catch a big ball								
	Can run at a fast and slow pace								
	Can thread beads in a given sequence								
	Can join dots to form a shape/figure								
Sensory, Perceptual and Cognitive Development	Can classify different objects based on odours, tastes and textures, etc.								
	Can classify objects on basis of two concepts (shapes and colour), e.g. classify yellow circles								
	Can complete a simple pattern								
	Can solve a maze/puzzle of 5 pieces								
Language, Literacy and Communication	Can count objects upto 5 in numbers and match these with the numerals								
	Listens with attention to spoken conversations and stories								
	Can express feelings and ideas in simple sentences and asks questions								
	Can narrate an already heard sequence using appropriate vocabulary								
	Enjoys exploring books and other printed material and shows interest in decoding printed words								
Personal – Social and Emotional Development	Can recognise the first sound of a given word								
	Enjoys playing with a group of children								
	Interacts comfortably with familiar individuals								
	Shares with friends/peers								
	Waits for turn while playing or in other situations								
Creativity	Can recognize and express simple emotions such as joy, sadness and anger								
	Shows curiosity and interest in learning new things								
	Enjoys engaging in pretend play								
	Shows creativity in daily activities (e.g. experiments with objects/words in new and different ways)								
Overall Opinion	Participates in dance, drama and music activities								
	Uses imagination in drawing, art work and problem solving								

Source: Child Assessment Card: 3–6-Year-Olds, Ministry of Women and Child Development

c. Event sampling

Event sampling allows for a combination of anecdotal records and a checklist. Each time a targeted event occurs, the teacher may capture, in writing, as many details as possible from the beginning of the event until the end.

Event or frequency sampling is especially useful when teachers want to redirect children’s unacceptable behaviour or action. Recording can take the form of a simple table where the teacher checks off the number of times the unacceptable behaviour or action occurs. Details such as events leading up to the behaviour, time of the day and the presence of another person and situation can also be included.

Similarly, if the teacher wants to assess certain behaviour or actions at regular intervals to understand the intensity of the problem, she can do it in ‘time sampling,’ like recording an action in the span of 10 minutes throughout an activity, over two morning sessions (e.g., if the teacher wants to observe the aggressive behaviour of a child, she can record every 10 minutes, during free play time for two days on the same activity, she will get a clear sense of tantrums and conflicts of the child and understand his/her socio-emotional behaviour in a particular situation).

SAMPLE OF EVENT SAMPLING

Student’s name: Safina Age: 6 years Class: PS III		Date of observation: 18 th October 2024 Time of observation: 1-1:30 PM Setting: Classroom (art and craft activity)	
Context: My name is Memthoi. I teach in a preschool. This is the record of observations I made of Safina every 10 minutes during an art and craft activity inside the classroom. Safina frequently disrupts others from doing their work.			
Time	Description of event before the concerning behaviour	Concerning behaviour	Consequent event
1:10 PM	Safina was placed in a group with Khamjailun and Rubina for an art and craft activity. Each group had to cut and paste pictures of domestic animals inside a carton box to represent a farm. Each child had their own pictures to cut out. Safina busied herself by cutting the pictures first.	As soon as Khamjailun and Rubina started cutting their pictures, Safina got up from her seat, took their pictures kept on the table, and threw them on the floor.	Safina ran away from her table and went and sat down with another group.
1:20 PM	Safina continued cutting her pictures while sitting with the other group.	Safina kept turning around and calling out Khamjailun and Rubina. When they looked up	Safina finished cutting her pictures while sitting with the other group.

		from what they were doing, she stuck out her tongue repeatedly at them.	
1:30 PM	Safina went back to her original table to bring her remaining pictures to her new table.	Safina picked up the glue bottle which Khamjailun and Rubina were using. They called after her, but she did not look back.	Safina used the glue bottle to paste her pictures even though there was a glue bottle on her table already.
<p>Interpretation: My earlier observation was that Safina disrupts everyone sitting around her whenever they do any work. However, today I observed that Safina specifically disrupts only Khamjailun and Rubina. I could also see that Safina does not let her own work slow down when she disrupts them. I will observe the relationship between Safina, Khamjailun, and Rubina more frequently and closely in the coming days to learn more about this issue.</p>			

7.3.2. Analysing Artifacts

An artifact in Foundational Stage classroom refers to an object created by a child during teaching-learning process. Artifacts provide a rich source of information about a child's strengths and weakness. Recording of children's performance is done by observing the child's work and seeing how the child's work reflects the process of achievement of any learning outcome.

Teacher may keep children's completed work or photographs of their work in a folder. Some examples of Artifacts:

- Art and craft work like drawing, painting, collage, origami, greeting cards, posters, models, etc. (These artifacts are collected by the teacher with the purpose of analysing specific learning outcomes. Children may create these artifacts as a part of an activity or independently during free time).
- Worksheets that contain tasks attempted by children. (These tasks are designed by the teacher to achieve specific Learning Outcomes. Analysing responses of children in worksheets can give the teacher a clear understanding of the learning level of the child).

7.3.2.1. Analysing children's responses for effective teaching-learning

Assessment provides us with several insights into children's learning. These insights help us plan and design classroom pedagogy that is better aligned with children's needs and interests. In any classroom, assessment should typically follow a cyclical and iterative process to meet their purpose as illustrated below.

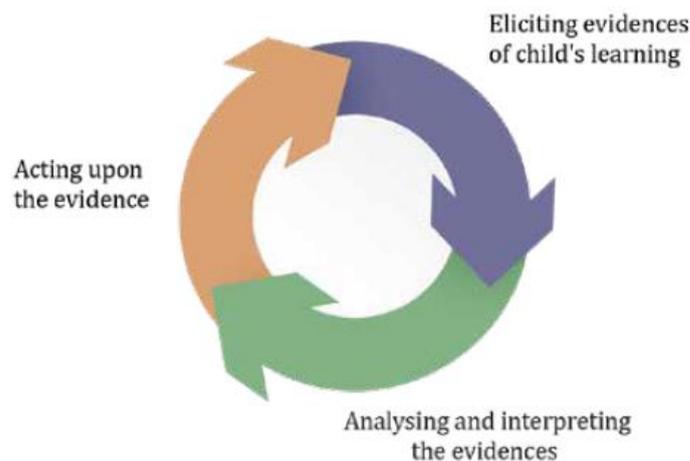


Figure: Flow for analysing children’s responses
Source: NCF-FS 2022 (p. 180)

7.3.2.2. Pre-requisites for analysing evidence from assessment

- Teachers should be unbiased and open-minded towards the children they teach. Their opinions about children and their abilities or capabilities should not be influenced by other factors (e.g., caste, gender, religion, socioeconomic status).
- Assessment should be well-designed and aligned to the Learning Outcomes and Competencies of the Foundational Stage. Only then will they provide accurate and useful information about children’s learning.
- Assessment should be formally and informally integrated through the course of the day in the classroom and out-of-classroom activities. These assessment instances should be used as evidence of children’s learning. Teachers should be able to glean such evidence from children’s behaviour, responses, moods, likes, and dislikes.
- There should be a system of collecting and documenting evidence of children’s learning from various assessments (e.g., observations, worksheets, artwork).

7.3.2.3. Principles for analysing evidence from assessment

- Teachers should not focus on what children don’t know and can’t do. For their assessment to be fair and accurate, they should focus on what children know and can do.
- Teachers should analyse evidence to judge the extent to which children have demonstrated understanding and acquisition of skills - completely, partially, or incorrectly.
- Teachers should be able to identify misconceptions or alternative conceptions, or gaps in children’s learning while analysing such evidence.
- Teachers should use multiple sources of evidence before making conclusions about a child’s learning. For example, they should integrate information from classroom responses, written work, and observed behaviour to form a reliable and coherent interpretation of the child’s learning.
- Evidence gathered from assessment should be utilized to plan or alter instruction for meeting children’s learning needs. Such instruction may take the form of targeted

activities, ability grouping, and independent homework assignments.

7.3.2.4. Acting upon the analysis

One of the most important and critical aspects of assessments is utilizing the information from observation or children's work to provide scaffolding for their learning.

Some strategies that can be used are:

- Revision or practice of skills that have not been learnt by most children.
- Organising learning experiences through strategies and methods of a different kind (if the earlier pedagogy was not effective).
- Identifying children who need extra attention and support for specific Competencies in order to be able to work with them separately for some time.

7.4. Documenting and Communicating Assessment

While assessments can be ongoing, even daily, in the Foundational Stage, it is important to periodically aggregate, summarise and analyse all the assessments during a term. The school should maintain a portfolio for each child which contains children's work that are designed to demonstrate successes, growth, higher order thinking skills, creativity and reflection.

Key considerations of a portfolio

- Portfolio maintained for each child in the school.
- A cover page of portfolios with school name and class.
- Child's personal details along with a photograph.
- Information sheet and feedback from parents discussing children's interests and strengths.
- Medical health record.
- Children's artwork, drawing and writing samples
- Photographs of models made by a child and children at play.
- Notes of interesting discussions held with the child.
- Ongoing developmental progress checklist form.
- Copies of teacher's narratives summary and HPC which can be used to communicate to the parents and families of the child.

a. Teacher Narrative Summary

The narrative summary is a description of the child's learning with qualitative information about the child's progress based on interpretation of multiple sources of information (e.g., anecdotal records, event samples, checklists, portfolios, worksheets). A teacher narrative summary helps parents and other teachers to know about the child's learning progress in detail. The narrative summary covers the following:

- Child's strengths and challenges, development and learning progress
- Child's interests
- Areas that need strengthening

b. Holistic Progress Card (HPC)

The HPC is a detailed report that shows the progress and uniqueness of each learner in five domains of development, along with positive learning habits. It not only includes assessments from teachers but can also include comments and observations from parents, as well as simple self-assessments and peer assessments from students. The HPC provides an individualized and comprehensive overview of a child's progress based on evidence collected from his/her learning experiences over time. As per recommendation of NEP-2020, NCERT has developed holistic progress card (HPC) for Foundational Stage. The data or information about each child's performance is not entered in mark rather it is written in a descriptive manner. For implementing HPCs in the state, the states can adapt or adopt the HPCs developed by the NCERT.

The state will adopt/adapt the HPC designed by NCERT and the competent authority will review and decide for adopting or adapting the HPC whenever required. The competent authority will also translate the HPC in Meetei Mayek and will be encouraged to use wherever feasible.

Features of Holistic Progress Card (HPC)

- Presents a picture of a student's progress that provides evidence as well as an opportunity to the child to understand his/her growth over the years.
- Helps teachers gain a clear and comprehensive picture of children's learning and development so that they can plan appropriately across learning goals and help children achieve all the learning outcomes.
- Communicates the strengths and areas of improvement for each child identified with participation and discussion between the teacher, the child and where possible, the parent.
 - Provides teachers and parents with valuable information on how to support each student in and out of the classroom.
- Help teachers to identify not only the gaps but also assist in solving multidimensional issues in schools ranging from child-teacher engagement, progress in learning, drop-out rate and barriers to learning.
- Provide a baseline level for each student in various learning outcomes and competencies before the beginning of each term/session.
- Provide opportunities for the child in consultation with the teacher to set future goals thus providing direction to both the teacher and the child in terms of future action.
- Build an important link between home and the school and should be accompanied by a parent teacher meeting in order to actively involve parents in children's holistic education and development.

Adopted from Holistic Progress Card for Foundational Stage, Centre for Excellence in Assessment, CBSE)

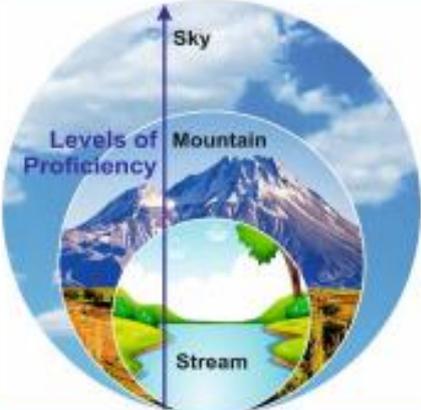
7.5 Credit and APAAR ID

This curriculum framework will follow the guidelines provided in National Credit Framework (NCrF) 2023, a unified, inclusive system designed to integrate credits earned across school education, higher education, and vocational and skill education. It aligns with qualification frameworks such as the NHEQF (Higher Education), NSQF (Vocational Education), and NCF/NSEQF (School Education),

ensuring seamless credit accumulation and transfer. NCrF fosters flexibility, mobility, and academic equivalence between general and vocational education, removing distinctions and enabling progression and re-entry across streams. By mainstreaming vocational education and integrating experiential learning and professional proficiency, it supports lifelong learning and skill development. The AUTOMATED PERMANENT ACADEMIC ACCOUNT REGISTRY (APAAR ID) simplifies credit recognition and transfer from school onwards, facilitating streamlined academic progression. This framework is pivotal in realizing the vision of NEP 2020 by promoting inclusivity, flexibility, and lifelong educational opportunities. Foundational Stage learners must register for APAAR ID and a minimum of 27 credits must be earned with 800 hrs/year. It will co-operate with the existing



journey of POSHAN Abhiyan/Tracker by creating the finest ecosystem for eradication of malnutrition in India.

TEACHER'S FEEDBACK															
NOTE: For each ability, mark the appropriate level	Observational Notes														
															
<p>Circle the picture that shows how you worked on this activity.</p> <table border="1"> <tr> <td rowspan="2">Self Assessment</td> <td>I liked doing this work.</td> <td>I found this work easy.</td> <td>To do this work, I needed...</td> </tr> <tr> <td> yes no do not know </td> <td> yes no do not know </td> <td> Classmate teacher books computer none </td> </tr> </table> <p>Circle the picture that shows how your friend worked on this activity.</p> <table border="1"> <tr> <td rowspan="2">Peer Assessment</td> <td>My friend liked doing this work.</td> <td>My friend found this work easy.</td> <td>To do this work, My friend needed...</td> </tr> <tr> <td> yes no do not know </td> <td> yes no do not know </td> <td> Classmate teacher books computer none </td> </tr> </table>		Self Assessment	I liked doing this work.	I found this work easy.	To do this work, I needed...	yes no do not know	yes no do not know	Classmate teacher books computer none	Peer Assessment	My friend liked doing this work.	My friend found this work easy.	To do this work, My friend needed...	yes no do not know	yes no do not know	Classmate teacher books computer none
Self Assessment	I liked doing this work.		I found this work easy.	To do this work, I needed...											
	yes no do not know	yes no do not know	Classmate teacher books computer none												
Peer Assessment	My friend liked doing this work.	My friend found this work easy.	To do this work, My friend needed...												
	yes no do not know	yes no do not know	Classmate teacher books computer none												
Parents/Caregiver/Guardian's Observation	Comments/Remarks														
<p>Circle the relevant response</p> <table border="1"> <tr> <td>Learning Teaching resources at home</td> <td> books/magazines newspaper toys/games/sports phone/computer internet </td> </tr> </table>	Learning Teaching resources at home	books/magazines newspaper toys/games/sports phone/computer internet													
Learning Teaching resources at home	books/magazines newspaper toys/games/sports phone/computer internet														

Source: PARAKH, 2023, Holistic Progress Card (HPC), Foundational Stage, NCERT (p. 6)

The teacher can mark against each Competency based on the child's current stage in the learning trajectory. Further, each stage can be marked for different levels (I, II, III, IV) of achievement as given in the table below:

Grading children	Level I	Level II	Level III	Level IV
Description of gradation of the children to support their learning and development	Tries to achieve the Learning Outcomes with teacher	Achieves the Learning Outcomes with teacher	Achieves the Learning Outcomes on their own	Achieves the Learning Outcomes Helps and supports others to achieve the Learning Outcomes Requires more challenging tasks
DESCRIPTION	BEGINNER	PROGRESSING	PROFICIENT	ADVANCED

Sample self-assessment tool

Self-Assessment

Self reflection on inter-disciplinary activity done by the child. Example: Clay work, drawing, playing a game, colouring, puppet-making, model making, etc.

The teacher must help the children to fill this sheet:
(For young children, teachers may fill based on observation and discussion)

	Term 1	Term 2
1. Activities that I enjoy the most		
2. Activities that I find difficult to do		
3. Activities that I enjoy doing with my friends		

Source: Holistic Progress Card for Foundational Stage, Centre for Excellence in Assessment, CBSE

Sample peer assessment tool

The graphic is titled "Peer-Assessment" and features a pink header box with the text "Peer feedback from classmate(s)" and a sub-note: "Collaborative game/activity such as colouring together, playing a game, etc. done in pairs/ groups". Below this is a table with three rows of criteria and two columns for "Term 1" and "Term 2". Each cell in the table contains three smiley faces: a red one with a frown, a blue one with a neutral expression, and a yellow one with a smile. The background is light blue with decorative elements like a house and a ladder.

	Term 1	Term 2
1. Helps in completing task/activity.	☹️ 😐 😊	☹️ 😐 😊
2. Likes to play with others	☹️ 😐 😊	☹️ 😐 😊
3. Shares stationery (crayons/ glue/chalk) with classmates	☹️ 😐 😊	☹️ 😐 😊

Source: Holistic Progress Card for Foundational Stage, Centre for Excellence in Assessment, CBSE

Standardised Assessment Framework such as SEAS in the state should be aligned with the principles of the NEP-2020, NCF-FS 2022 and the SCF-FS, Manipur 2024. This assessment would inform the status and health of the education system in the state. The purpose and objective of this standardised assessment will be done in the same line and spirit as NAS which is done at the national level. Competent authority in the state can take up this responsibility and oversee its implementation.

Chapter 8: Organising Time

Planning and creating a well-organised routine are very important in the foundational stage. Effective organisation of time schedule is a key component of achieving learning standards. Since, this is the first time, the children are coming out of the comfort of their home, a well-designed routine provides them security and comfort, where they know what is coming next and how their day is going to be. This also establishes a culture of doing certain things in a certain time.

This routine becomes an integral part of the school culture contributing to a child's aesthetic and cultural development. For example, if the child knows that in the lunch hour, children will have to bring their meals and sit together in a common space and enjoy their lunch and after lunch they must clean up the space, then this becomes a part of their classroom culture and gives children a sense of responsibility.

Following a well organised routine can also help the teacher in classroom management as we have seen in the example above that when children are familiar with the set pattern of the day, a teacher doesn't have to keep repeating the task. It helps in classroom management because children know when they will get to play, have lunch, read etc. They know that their teacher will give them certain amount of time for their favourite task, this predictability is very important to settle their curiosity and restlessness.

A well-organised and planned day provides space to focus on a range of experiences for holistic development of a child. It ensures that we focus on each domain of development. While activities of each domain are connected with other domains, for example, a play conducted for physical development will also contribute to language development, however, we must ensure that children get exposure in every domain of development. Having an organised routine ensures us to focus on each domain and ensures a variety in the pedagogical approaches used in the classroom.

Proper organisation and management of time by all the teachers, parents, students and system functionaries will help in appropriate curriculum planning to check students' learning progress, maintain continuity and finally to achieve the long-term curricular goals.

8.1. Daily routine

The organisation of the day depends on the state's institutional setting and the number of working days and daily working hours for each day. While planning, teacher must keep children's attention span in mind and the activities conducted should have a balance between child-initiated and teacher-guided activities (i.e., different forms of play activities – free or unstructured play, guided

play, and structured play), opportunities for group activities, pair work and individual tasks. The plan should also have alternating activities, for example, group activity after doing an individual task, adequate art, craft, indoor and outdoor play, nature walk etc. The plan should also consider children’s energy level. For example, a child after engaging in a physically extensive activity will not be able to concentrate on reading a book. The duration of each activity should also be kept in mind while designing a daily routine. The consideration for designing a daily routine should also consider the local context and constraints in mind.

Sample daily routine for Preschool I-III (3-6 Years)

Adapted sample – 1: This illustration is more appropriate in context where experience like Circle Time, Story Time, Concept Time/Pre-Numeracy are Teacher-guided and Free Play and Corners Time are independent activities for children. This sample can adapt differently for summer and winter season.

From	To	Duration	Activity
6:00	6:30	30 minutes	Morning Routine/Free Play/Corner Time
6:30	7:00	30 minutes	Circle time/Conversation
7:30	7:40	10 minutes	Snack Break
7:40	8:00	20 minutes	Rhyme/Song/Music/Movement
8:00	8:30	30 minutes	Concept Time/Pre-numeracy
8:30	8:50	20 minutes	Arts/Craft/Free Play
8:50	9:15	25 minutes	Corners Time
9:15	9:45	30 minutes	Lunch Break (Ages 3-4 go home)
9:45	10:15	30 minutes	Emergent Literacy/Story Time
10:15	10:35	20 minutes	Outdoor Play and Wind Up

Adapted sample – 2: This illustration is more appropriate in context with fewer children and a range of appropriate material available for them to use. Emphasis is on self-learning and children learn to use materials independently and with care. This sample can adapt differently for summer and winter season.

From	To	Duration	Activity
6:00	6:30	30 minutes	Morning Routine/Free Play/Corner Time
6:30	7:00	30 minutes	Circle time (Conversation, Songs, Poems)
7:00	7:30	30 minutes	Snack Break
7:30	8:15	45 minutes	Work Time
8:15	8:50	35 minutes	Arts/Craft/Free Play
8:50	9:35	45 minutes	Lunch Break (Age 3-4 go home)
9:35	10:30	45 minutes	Language & Emergent Literacy (Ages 4-6)

Sample Weekly Plan for Preschool I-III (3-6 Years)

Day	Play Session 1 (30 min)	Play Session 2 (30 min)	Play Session 3 (30 min)	Break (30 min)	Play Session 5 (30 min)	Play Session 6 (30 min)	Play Session 7 (30 min)	Play Session 8 (30 min)
Mon	Greet and Meet Time (Circle time)	Rhymes/ Songs/ Music and Movement	Numeracy, environmental awareness and scientific thinking	M E A L T I M E	Arts/Craft/Free Play	Language and early Literacy	Free Indoor Play in Activity Area	Outdoor play and Goodbye Circle Time
Tue	Greet and Meet Time (Circle time)	Rhymes/ Songs/ Music and Movement	Numeracy, environmental awareness and scientific thinking		Arts/Craft/Free Play	Language and early Literacy	Free Indoor Play in Activity Area	Goodbye Circle Time
Wed	Greet and Meet Time (Circle time)	Rhymes/ Songs/ Music and Movement	Numeracy, environmental awareness and scientific thinking		Arts/Craft/Free Play	Language and early Literacy	Free Indoor Play in Activity Area	Goodbye Circle Time
Thu	Greet and Meet Time (Circle time)	Rhymes/ Songs/ Music and Movement	Numeracy, environmental awareness and scientific thinking		Arts/Craft/Free Play	Language and early Literacy	Free Indoor Play in Activity Area	Goodbye Circle Time
Fri	Greet and Meet Time (Circle time)	Rhymes/ Songs/ Music and Movement	Numeracy, environmental awareness and scientific thinking		Arts/Craft/Free Play	Language and early Literacy	Free Indoor Play in Activity Area	Goodbye Circle Time
Sat	Revision of the Week's Activities							

Source: Adapted sample Weekly Plan for 7th Week for Preschool I-III (3-6 Years) from *Aadharshila*, NIPCCD, 2024

WEEK 7							
WHAT CHILDREN WOULD LEARN:							
<ul style="list-style-type: none"> Shares information about self & family, uses vocabulary acquired from specific themes, and identifies and describes common objects. Compares objects lengths & weights, distinguishing longer/shorter & heavier/lighter and sorts them into three groups based on size, length, height, and weight. Identifies self as a member of a family, neighbourhood, school and city. 				<ul style="list-style-type: none"> Explores art instruments while creating marks, lines and other imagery in visual arts. Distinguishes fast and slow tempo while exploring rhythm and produces a variety of sounds and movements according to beats. Follows simple instructions and identifies modes of shapes, colours, modes of transport, celestial bodies, digital & non-digital tools 			
LEARNING TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	
WELCOME & FREE PLAY	Let's get started! (2 mins)	Welcome (5 mins)	Warm up (5 mins)	Hygiene check (5 mins)	Attendance (5 mins)	Weather (5 mins)	Free conversation (5 mins)
	Let's play! (30 mins)	Provide different play materials for choice based play					
Snack (10mins)							
LEARNING AND PLAY	Let's weave wonders! (20 mins)	Singing Rhymes: Different Types of Transport and Sounds (2.7)	Story Telling: Family & Relationships (1.6)	Story Telling: Our Universe (Sun, stars, moon, planets etc.) (1.9)	Singing Rhymes: Relational Concepts- Big-Small, Tall-Short etc. (2.5)	Let's Describe Pictures: Talk and discuss what one can see (3)	Free Picture book/Story Book Reading Time (4)
	Let's explore! (30 mins)	Colours & Shades: Identify, Create, Compare & Match (1.4)	Explore Technology: Identify Tools & Understand Uses (1.5)	Let's Compare: Understand & Compare Basis Number, Length, Size, Weight, Volume (1.1)	Fun with Colours: Sort, Match, Mix & Create Colours (1.6)	Explore Technology: Identify Tools & Understand Uses (1.5)	Weekly Worksheet: 3-4: Concept of colour-size (Pg. 29), Concept of size (Pg. 11) 4-6: Concept of distance (Pg. 4), Sequence of events (Pg. 22) 5-6: Concept of weight (Pg. 2)
	Let's hear and talk! (20 mins)	Follow the instructions: Body Movements (4.7)	Health & Hygiene: Discussion of body parts and tools (4.0)	Family: Talk about relationships, draw family tree, role-play (4.3)	Daily Routine: Talk, Identify, Relate to Time of Day & Other Activities (4.4)	Food Chart: Name, Identify Taste, Distinguish as Healthy/Unhealthy (4.2)	Observation Based Reinforcement Activities
	Let's create! (25 mins)	Artistic Adventure: Free Painting & Drawing (6.4)	Fun with Clay: Compare Creations using Relational Vocabulary (7.2)	Paper Ball Mosaic: Make & Paste Paper Balls on Different Drawings (6.7)	Create with Clay: Make Different Tools, Discuss & Use for Role-play (7.6)	Lets Dance: Create body movement patterns & perform to fast/slow beats (7.7)	Choice based free indoor/outdoor play OR Community Visit
	Let's appreciate! (20 mins)	Sorting Activity: Sort basis colour, shape, size & other criteria (10.3)	Our Community Helpers: Name, Identify Role, Tools Used (4.1)	Means of Transport: Identify, Describe & Compare (10.4)	Scavenger Hunt: Find Objects of Different Colour &/or Shape (9.7)	How my family looks!: Draw, Paint, Create Using Clay (10.5)	Prepare for Following Week (6.2)
Lunch and Rest (30min)							
REFLECT AND WRAP	Let's get active! (5 mins)	Provide different outdoor play materials for choice based play					
	Let's reflect! (5 mins)	Free conversation (5 mins)	Recap (5 mins)	Favourite Activity (5 mins)	Clean Up (5 mins)	Share about next day (5 mins)	Bye-bye (5 mins)
HOME LEARNING ACTIVITIES							
Provide old magazines or newspapers and encourage the children to cut or tear different modes of transport they spot and create a collage- talk about each & compare/contrast with others.			Take the child out on different days 6 times to observe the morning & night sky. Talk about what they see & how the sky changes. Talk about sunrise-sunset, different shapes of moon, star arrangement/patterns etc.			Play different types of music and encourage children to dance to beats. Excite them to make their own dance moves and perform sulting the beats you make using easily available materials.	

Source: *Aadharshila*: National Curriculum for Early Childhood Care and Education 2024 (p. 64)

Aadharshila, the National Curriculum for ECCE 2024 is an endeavour of the Ministry of Women and Child Development to ensure a seamless learning continuum for children aged 3 to 6 years through age appropriate and pedagogically sound learning opportunities. It features comprehensive weekly calendars and a vibrant activity compendium for play-based learning. It prioritises flexibility and contextualization to create a conducive learning atmosphere. Special focus is also given to inclusion of *Divyang* children in every activity. The use of tactile teaching learning materials, toys that children can touch and feel, audio-visual aids, modification of games to facilitate inclusivity, etc., to name a few, are advocated to support children with special needs. The curriculum also emphasises on the use of the home language as the medium of instruction and the need for localization and customization according to the cultural relevance to achieve optimum holistic development among children.

Sample daily routine, class 1-2 (6-8 Years), NCF-FS 2022

From	To	Duration	Activity
9:00	9:30	30 minutes	Circle Time/Song/ Movement
9:30	10:00	30 minutes	L1 - Oral Language

10:00	10:30	30 minutes	L1 - Word Recognition/ Reading/ Writing
10:30	10:50	20 minutes	Snack Time
10:50	11:50	1 hour	Mathematics
11:50	12:20	30 minutes	Arts and Crafts
12:20	12:50	30 minutes	L1- Reading/ Writing
12:50	1:30	40 minutes	Lunch Break
1:30	2:30	1 hour	L2- Oral Language/Word Recognition/ Reading/Writing
2:30	3:00	30 minutes	Outdoor Play/ Corner Play/ Goodbye Circle

Sample weekly plan, class 1-2 (6-8 Years), NCF-FS 2022

From	To	Mon	Tue	Wed	Thu	Fri
09:00	10:00	Math	Math	L2	Math	L2
10:00	10:45	L1	L1	L1	L1	L1
10:45	11:00	Snacks				
11:00	12:00	L1	L1	L1	L1	L1
12:00	13:00	L2	L2	Math	L2	Art
13:00	13:45	Lunch				
13:45	14:45	Art	Math	Art	Art	Math
14:45	15:30	Library	Gardening	Sport	Gardening	Sports

Sample weekly plan, class 1-2 (6-8 Years) Block of Teaching Art, NCF-FS 2022

Blocks	Mon	Tue	Wed	Thu	Fri	Sat
1	Music exercise	Theatre exercise	Dance/Move ment exercise	Music exercise	Theatre exercise	Dance/move ment exercise
2	Making and appreciating art	-	Making and appreciating art		Making and appreciating art	

8.2. Annual School Calendar

The annual school calendar details every specific event that will occur in a year. This allows teachers to plan their classroom activities accordingly. Children as well as parents are aware about what is coming up in the school. The annual calendar highlights important school events and their timings. It also helps the teachers to plan their teaching process based on upcoming school events. For example, if the school calendar highlights the celebration of Gandhi Jayanti, Irabot day, then teachers can discuss about the importance of the day and prepare short skits, rhyme which can be performed and children will know the importance of such events.

The calendar should highlight all important events of the school such as duration of school term, vacations, annual day, sports day, other school celebrations, exhibitions/field trips, parent-teacher meetings, teacher professional development programs, school meeting etc. The annual calendar helps teacher to track the progress of the curriculum better.

Along with the annual school calendar, schools can also do short-term planning (Quarterly/half-yearly). This can help teachers to achieve short term milestones and helps in keeping a track on the progress of the curriculum. Short term planning can be beneficial for teachers to create individualised teaching plans for children who require additional academic support.

Part B

Exemplars of Learning Experiences

A learning experience is a way to make 'learning' a meaningful and fun process for children by keeping in mind their individual learning needs. It is intentionally designed and carefully crafted for the holistic development of children by including all the five domains of development: physical development, socio-emotional and ethical development, cognitive development, language and literacy development, and aesthetic and cultural development. Thus, it is about providing various contextual and complete experiences to children to support their development and growth.

This section consists of 30 sample learning experiences, 1 per grade per theme: Me & my family, My neighbourhood, My school, Festivals and celebrations, Market, and Our surroundings. The learning experiences are based on the guiding principles of the curriculum, i.e. they are deeply connected to the children's lives and context and are designed to build on children's previous knowledge.

Important things to keep in mind while going through the sample learning experiences:

- The sample learning experiences are suggested only. Please feel free to modify them according to the need of your classroom.
- The purpose of these sample diverse learning experiences is to help you get more ideas on developing and designing theme-based learning experiences for children.
- The duration of learning experiences can run for more than one day. It may vary depending on the number of children in a classroom and various other factors.
- Each learning experience has a section named *Pointers for assessment*. The section contains a few questions which can be used to design an assessment tool to conduct formative assessment.
- You can develop daily, and weekly plans using ideas presented in these samples.

Theme I: Me & My Family

Preschool I	
Title: <i>My doll and me!</i> Duration: 30 minutes	
Competencies: C-4.1: Starts recognizing 'self' as an individual belonging to a family and community	Learning Outcomes: <ul style="list-style-type: none"> • Says own first and family (last) names • Identifies the body parts
C-4.5: Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> • Waits for their turn • Follows short simple instructions
C-8.3: Counts up to 99 both forwards and backwards, and in groups of 10s and 20s	<ul style="list-style-type: none"> • Imitates adults while counting using one to one correspondence between number names and objects
C-9.1: Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> • Shows accuracy in pointing to the concerned body part while singing the rhyme • Repeats a simple song or a rhyme • Explores rhythm through voice and body
C-9.3: Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> • Converses fluently and can hold a meaningful conversation
C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement.	<ul style="list-style-type: none"> • Exhibits motor control
Material required: Nametags for children, a doll	

How?**Activity 1: Name-tag!**

Teacher plays a fun game to take attendance of children. She/ he creates name tags of children and distributes it to everyone. Children are then asked to draw their self-portraits on their nametag. Every day children are called one-by-one to identify their name-tag and wear it throughout the day. Then a few children are asked to read the names of the remaining children who are absent on that day.

Activity 2: Show and tell

Teacher has asked all children to bring their favourite doll to the class, the previous day. Teacher gives each child the opportunity to show and then talk about his/her favourite doll by asking a few probing questions like- *What is your doll's name? Why is the doll special for you?, Do you play alone with it or do you share it with others?, How do you take care of your doll? etc.*

Teacher uses a few flashcards of different body parts and asks children to show their doll's body part. For example, if teacher shows the flashcard of 'eyes', children point to their doll's eyes.

Then in the next round, teacher asks children to keep their dolls aside and show their own body parts. For example, if the teacher shows the flashcard of eyes, children point at their own eyes.

Activity 3: Eigi hakchang kayat!

Teacher and children collectively sing an action-rhyme.

AEgi hKcaZ kyaT

AEgi natoN mca Am
 ciN mca Am
 natoN-mca, ciN mca
 AmmM IE>
 AEgi miT mca Ani
 nakoZ mca Ani
 miT mca nakoZ mca
 Ani Ani IE>
 AEgi SuT mca Ani,
 SoZ mca Ani
 SuT mca SoZ mca
 Ani Ani IE>

Eigi hakchang kayat

Eigi naton macha ama
 Chin macha ama
 Naton macha chin macha
 Ama mam lei
 Eigi mit macha ani
 Nakong macha ani
 Mit macha nakong macha
 Ani ani lei.
 Eigi khut macha ani
 Khong macha ani
 Khut macha khong macha
 Ani ani lei.

Pointers for assessment:

1. Is the child able to name the body parts?
2. Is the child able to identify the body parts?

3. Is the child able to tell his/her own name?
4. Is the child able to match the number name with the object?
5. Is the child able to follow the instructions given by the teacher?

Note to the teacher:

- While creating the nametags, you should keep significant space for children to draw their own self-portrait. The nametag can include the child's name, age and emergency contact number. The font size should be big. Make the nametags visually attractive.
- For the show and tell activity, it is important that all children bring their dolls to class. To ensure this, teacher can write a note on children's dairies or inform parents during pick-up.
- Please ensure that children should bring a doll which can be stuffed animal, a plastic doll, soft doll of small girl/boy etc. If children bring a toy car/ toy bus etc. the objective of the discussion won't be fulfilled. Therefore, you should communicate this with parents.
- Flashcards of body parts should be big and visible so that all children can easily identify and match it.
- The action-rhyme should be conducted in a circle. You should also be part of the circle.
- Sing the rhyme with appropriate voice modulation, facial expression, hand gestures.
- Sing the rhyme 3 or 4 times along with children. After that, let children lead some parts.
- Introduce all names of body parts in children's home language.
- Improvise activities to include children with disabilities.

Preschool II

Title: My Daily Activities

Duration: 30 minutes

Competencies

C-7.3: Uses appropriate tools and technology in daily life situations and for learning

C-8.4: Arranges numbers up to 99 in ascending and descending order

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

Learning Outcomes:

- Shows dexterity in using simple tools for drawing/colouring

- Arranges familiar events in a sequence

- Listens attentively and speaks in short conversations with familiar people around

- Follows short simple instructions.

- Listens attentively to stories for a short period of time (5-7 minutes)

and what the author wants to say	
C-10.8: Writes a paragraph to express their understanding and experiences (L1).	<ul style="list-style-type: none"> • Draws and paints with more accuracy with visible forms and objects, and orally describes the drawing/painting
C-13.1: Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals.	<ul style="list-style-type: none"> • Focuses attention on activities with adult prompts for short periods of time

Material required:

Flashcards on the sequence of activities of children in a day (e.g., waking up, brushing teeth, breakfast, bathing, coming to school, lunch, naptime, play-time, dinner, story-time, bedtime, etc)., Chart paper, Crayons

How?

Activity I: Paari’s daily routine!

With the help of flashcards, Teacher tells the story, ‘Paari’s daily routine’ to children:

Paari is a little boy. Every day, he wakes up early in the morning, brushes his teeth, takes a bath, and has his breakfast without any fuss. He enjoys whatever his mother prepares for him, whether it’s milk, bread (tan), halwa, eggs, bananas, etc. Because of this, he is a strong and healthy boy. After breakfast, his father takes him to school. There, he sings, dances, plays, and takes part in different activities.

After school, he goes home with either his father, mother, grandfather, or grandmother. When he reaches home, he has his lunch. As usual, Paari enjoys whatever food his mother serves him. After a nap in the evening, he goes out to play with his siblings and friends.

After sunset, he has his dinner. Then comes his favourite part of the day: He cuddles up with his grandfather and listens to stories. His grandfather often tells him stories about kings and queens, Panchatantra tales, or folk stories from his village. Paari listens carefully and later retells these stories to his friends at school.

After a long day, he goes to bed, where he imagines the scenes from his grandfather's stories and dreams about them at night.

Teacher asks a question which allows children to think about their daily routines. During storytelling and question-answer session, teacher emphasises on concepts like ‘before’ and ‘after’.

- What do you do after waking up in the morning?
- What do you do before going to school/anganwadi?
- What do you do after going back home from school/anganwadi?

- *What do you do before having dinner?*
- *What do you do after having dinner?*

After that, teacher makes two groups of children. Each group gets one set of flashcards. These flashcards are jumbled. Children in each group talk to one another and try to recall the story and arrange the flashcards in sequence.

Activity 2: Draw and share!

In this activity, children are asked to draw- “Any object, that you use daily before going to school”. It can be a toothbrush, comb, face cream, towel etc.

After drawing the object, everyone has to share how they use that object. What would happen if that object went missing?

Once the drawing and sharing activity is done, everyone pastes their drawing in the classroom display area with the help of teacher. Teacher then labels the object.

Activity 3: Pretend play

In this activity, children engage in a dramatic play activity. Teacher arranges the dramatic play corner which has multiple toys and resources such as kitchen set, doctor set, dolls, clothes, empty containers, a mirror, cardboard box etc. Teacher arranges the place but takes a back seat during the play. Children play freely and make up their own stories and play. Teacher observes children attentively.

After the play, teacher asks questions like- *What did you play? With whom did you play? Did you have fun? What role did you take in the play?* Etc. Teacher would also ask specific questions related to the pretend play.

Pointers for assessment:

1. Is the child able to listen to the instructions given by the teacher?
2. Is the child able to draw or paint with dexterity?
3. Is the child able to perform the various activities in sequence?

Note to the teacher:

- While creating flashcards, make multiple sets depending on the strength of your classroom. A small group should contain maximum 5 children.
- The questions mentioned in the learning experience are suggestive. You can change/modify the questions based on your children’s context.
- Before telling the story, you should ask questions related to your children’s daily routine.
- During draw and share activity, appreciate each child’s creativity. Focus more on the process of the drawing such as- what did the child think before drawing the object? How do they feel about their drawing? Do not focus on the end result. Try to see the child’s

point of view even if the result does not resemble with conventional drawing.

- In pretend play encourage children to lead the play. Let them explore their creativity and imagination. Do not intervene. Observe them attentively from a distance.
- Improvise activities to include children with disabilities.

Preschool III

Title: *My likes and dislikes*

Duration: 30 minutes

Competencies:

C-2.1: Differentiates between shapes, colours, and their shades

Learning Outcomes:

- Groups objects based on combinations of visual characteristics of colours and shapes

C-4.2: Recognizes different emotions and makes deliberate effort to regulate them appropriately

- Describes their feelings and their causes
- Shares with others (peer and familiar adults) their feelings/emotions

C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s

- Says number names in correct sequence up to 20 and keeps one to one correspondence with counting words and counting objects till 10

C-8.4: Arranges numbers up to 99 in ascending or descending order

- Arranges objects in ascending or descending order

C-9.1: Listens to and appreciates simple songs, rhymes, and poems

- Sings/recites short songs/poems

C-9.3: Converses fluently and can hold a meaningful conversation

- Engages in conversation based on events, stories, or their needs and asks questions

Material required:

1. Emoticons Chart
2. Around 20 red, yellow and blue coloured beads or small balls

How?

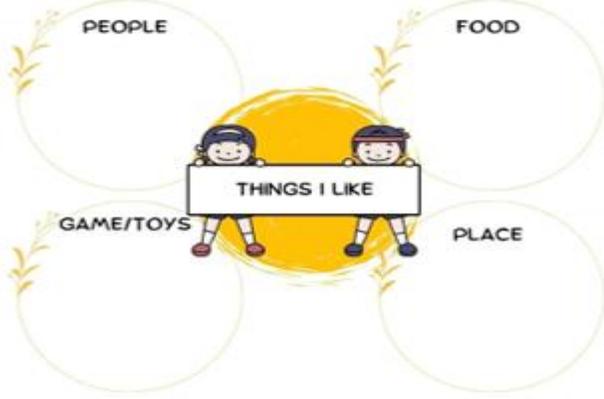
Activity I: My likes and dislikes

Teacher starts the day with a discussion on likes and dislikes. Teacher first shares a few things that she/he likes the most and a few things she/he does not like. Then she/he asks a few questions which help children to explore their own likes and dislikes such as:

- *What kind of food do you like/dislike?*
- *Who is your best friend? What do you like about him/her?*
- *What is your favourite TV show/ cartoon?*
- *What games do you like/dislike?*
- *What is your favourite/ least favourite toy?*

- What is your favourite/ least favourite place?

After this discussion, teacher gives a worksheet in which children have to draw their favourite person, food, game/toy and place.

Worksheet	
Date:	
Name:	
Grade:	
Draw your favourite place, food, game/toy and place.	
	
Teacher's comments and feedback:	

Activity 2: Emotions

Teacher creates a chart with different emoticons and has a discussion regarding each emoticon. Teacher acts out different emotions (happy, sad, surprised, etc.) and have children guess the emotion. Then teacher has a conversation where they share their experience of feeling different emotions- when do you feel happy? When do you feel sad? What do you do when you feel sad? Etc.

Then she gives an oval shaped cut-out of a piece of paper for making masks. Then teacher asks- which emoticon describes their current emotions and asks children to draw the emotions on the oval cut-out. Teacher then helps children in cutting out the shapes to create masks.

After making the masks, children show their masks one by one and others must guess the emotions drawn in the masks.

Teacher writes the name of different emotions such as happy, sad, angry etc. Then she/he asks children to fill in the blank: *Today I am feeling _____.*

Activity 3: Music and movement

Teacher and children collectively sing an action-rhyme.

AESol myaM saNnsi
hraU nuzaln saNnsi
AESol myaM saNnsi
SubaK Sudun saNnsi>
AESol myaM saNnsi
hraU nuzaln saNnsi>
AESol myaM saNnsi
SoZ HiNdun saNnsi>

Eikhoi mayam saanasi
Haraona nungaina saanasi
Eikhoi mayam saanasi
Khubak khuduna saanasi.
Eikhoi mayam saanasi
Haraona nungaina saanasi.
Eikhoi mayam saanasi
Khong thinduna saanasi.

Activity 4: Indoor game

Teacher gives children a mixture of red, blue and yellow beads or small balls, around 20 in number. She/he asks to sort them and group together the beads of similar colours. Then they are asked to count and see which colour has the highest number of beads or balls.

Pointers for assessment:

- Is the child able to listen with attention?
- Is the child able to recognize and express feelings and emotions?
- Is the child able to interact comfortably with familiar individuals?
- Is the child able to say the number name in sequence upto 20?

Note to the teacher:

- Before handing out the worksheet, you should have a detailed discussion with children. You can also create a dummy worksheet with drawings which will help children understand the task better.
- While creating masks, use child-friendly and safe stationaries such as safe scissors, cutters etc. Help children whenever they need assistance.
- The chart with different emoticons should be labeled which will help children in completing the ‘fill in the blanks’ activity.

- Sing the action-rhyme with appropriate voice modulation, facial expression, hand gestures. Sing the rhyme 3 or 4 times along with children. After that, let children lead some parts.
- During the indoor game when we are using small beads and balls, ensure their safety or else it can be a choking hazard.
- The questions mentioned in the learning experience are suggestive. You can change or modify the questions based on your class context.
- Improvise activities to include children with disabilities.

Grade I	
Title: Family members	
Duration: 45 minutes	
Competencies: C-4.1: Starts recognizing 'self' as an individual belonging to a family and community	Learning Outcomes: <ul style="list-style-type: none"> • Shares personal details about family members, occupation, their place of work, etc. • Knows the different names of relationships in the family
C-6.1: Shows care for and joy in engaging with all life forms	<ul style="list-style-type: none"> • Does not harm plants and animals unnecessarily.
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	<ul style="list-style-type: none"> • Predicts meaning of unknown words using picture and context cues
C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions	<ul style="list-style-type: none"> • Shows eagerness and takes initiative in exploring the immediate surroundings and use resources from nature (under adult guidance). • Likes to share their joy with other children through play, music and dance.
Material required:	
<ol style="list-style-type: none"> 1. Chart-papers with family tree outline. 2. Children to bring photos of their family members. 	
How?	
Activity I: Family tree!	
Teacher gives children a home assignment to create a family tree. Before assigning the task,	

the teacher holds a Parent-Teacher meeting. During the meeting, teacher explains the assignment to the parents and tells them how they can help their children. Parents and children work together on this project. Parents should talk about the different family members and explain their relationships.

After the discussion, children organize pictures of their family members and paste them on a large chart paper to create their family tree, with help from their parents.

Once the family trees are complete, children present them to the class and talk about their relationship with each family member.

Teacher then explains that every family is unique. Some families have more members, some have fewer, some live with grandparents, and some with only one parent. Every family is special, and all family members, whether there are many or few, care about us and love us.

During the activity, Teacher emphasises on using children's mother tongue to describe the different relationships such as Father (*Epa/Papa*), Mother (*Ema/Mama*), Brother (*Eyamba/Enao*) and Sister (*Eche/Echan/Enao*), Grand-Father (*Epu/Edhou*), Grand-Mother (*Ebok/Abok*), Uncle (*Epan/Khura*), Aunt (*Emabok/Endomcha*), etc.

Activity 2: Interview!

In this activity, children interview their family members at home. They ask them about their jobs and then draw a picture of the family member in their notebook. After completing the drawings, children share what they learned about their family members with the class the next day.

Pointers for assessment:

1. Is the child able to name relationships within a family?
2. Is the child able to share personal details about family members?
3. Is the child able to predict the meanings of the unknown words?

Note to the teacher:

- Parent-teacher meeting can channel open communication between parents and teachers. In this event, explain the rules of the project. Describe explicitly what they should and should not do while helping their children. Parents should not complete the assignment on their own. However, they should support children in their learning process by explaining the different relationships, helping them in cutting/pasting pictures etc.
- During the interview activity, explain in detail what children need to do in the interview. Brainstorm some questions which can be asked to the family members with children such as- what work do they do? What do they like about their work? How old are they? etc.
- You can also create sample worksheets for the interview process. When children can draw/write their responses, you can hand-out multiple interview sheets to each child depending

on the number of interviews they want to conduct.

- Promote inclusivity by encouraging all children to share about their diverse families.
- Improvise activities to include children with disabilities.

Grade II

Title: My Home

Duration: 45 minutes

Competencies:

C-3.4: Shows strength and endurance in carrying, walking, and running

C-4.1: Starts recognizing 'self' as an individual belonging to a family and community

C-4.3: Interacts comfortably with other children and adults

C-7.1: Observes and understands different categories of objects and relationships between them

C-9.3: Converses fluently and can hold a meaningful conversation

Learning Outcomes:

- Shows strength and endurance in work and play situations

- Shares personal identifying information such as home address, details of family members, their occupation, place of work, school, etc.

- Values the work of adult members of the family.

- Identifies and describes finer details of the objects, common activities in the immediate environment
- Understands and responds to specific (procedural) rules in play with other children

- Engages in discussion about a topic and raises and responds to questions

Material required:

Picture books on family and home, dressing-up materials like moustache, spectacles, walking stick, scarves, long shirts, etc.

How?

Activity I: Conversation

Teacher may ask, "Where is your home?" or "Who lives in your home?" or "How many rooms are there in your home?" or encourage children to share what they enjoy about their home, such as favourite family activities or routines, etc.

Then teacher shows pictures of different objects and children have to share where these objects are kept in the house. Pictures used for this activity can be- mirror, bed, table, comb, pots and pans etc.

After this activity, teacher asks children to share other objects found in their home. Teacher

writes these words on the blackboard.

Activity 2: Story from a picture!



- Teacher uses one picture and conducts a picture reading activity with children. Based on children's responses, she/he asks them to create a story based on the picture. Teacher writes the dialogues on the blackboard.
- After writing the story, she/he asks children to read the dialogues written on the blackboard.
- After reading the dialogues once, teacher asks children to enact the story.

Activity 4: Outdoor Game

Children count among themselves. The one who counts the last becomes the chaser. The rest of the children stand in a line holding the waist of the child standing in front.

The chaser threatens the one standing in front:

Leader: Kwak Kwak Kari Paono?

Chaser: Chak Chakhom Amatta Chajage

Leader: Chaphade

Chaser: Eshing Khuya Amatta Thakchage

Leader: Thakphade

Chaser: Somda Chatke

Leader: Chatphade

Chaser: Oiomda Chatke

Leader: Chatphade

Chaser: Makha Litke

Leader: Litphade

Chaser: Mathaklomda Chatke

Leader: Chatphade

Chaser: Tundagi Muna Muna Yenglibadu Kanano?

Leader: Eigi Echa Khomdonbine

Chaser: Nacha Adu Charage

Leader: Yade... Echa Saa Kanna Yallo, Swaa....

Then the chaser tries to catch the last one in the line. When caught, the caught becomes the chaser again.

Pointers for Assessment:

1. Children's interest in picture reading.
2. Their responses about themselves and their family in their homes to assess their understanding of social relationships.
3. Their participation in the group game.

Note to the teacher:

- We should be aware that every child comes from a different context and their home structures would be different. Some children can belong to a house with multiple rooms, some might have one room, some children might eat at a dining table while others might sit on the floor to have their meals. Therefore, encourage all children to share.
- For objects like buckets, chairs etc. which can be used in multiple ways, you should understand that there are no incorrect answers while doing this activity. For example, a bucket can be used to store water in the kitchen or to take baths.
- While creating the story, you should act as a scribe and let children think the dialogues. Children can also share the dialogues in their mother tongue. You should acknowledge their response and translate it into English.
- While children are reading the dialogues, you should support them whenever they require assistance.
- During the outdoor game, explain the rules of the game. You should also reiterate the acceptable and unacceptable behaviours while playing a game.
- Ensure every child's participation.
- Encourage children to express themselves.
- Improvise activities to include children with disabilities.

Theme 2: My Neighborhood

Preschool I	
<p>Title: Flying Friends Duration: 90 minutes</p>	
<p>Competencies: C-2.3: Differentiates sounds by their pitch, volume and sound patterns by their pitch, volume, and tempo</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Differentiates sounds of birds
<p>C-3.3: Shows precision and control in working with their hands and fingers</p>	<ul style="list-style-type: none"> • Exhibits fine motor skills, eye-hand coordination and muscle strength while colouring
<p>C-7.1: Observes and understands different categories of objects and relationships between them</p>	<ul style="list-style-type: none"> • Identifies and names some familiar birds with assistance
<p>C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s</p>	<ul style="list-style-type: none"> • Sings number names verbally till 5 in correct sequence
<p>Material required: A big poster, chart, sketch pens, worksheet, crayons, speaker, mobile phone</p>	
<p>How?</p> <p>Big picture conversation Teacher introduces a big picture of different birds sitting on some trees to children. She/he asks them to take a closer look at the picture. By showing the poster, teacher initiates conversation based on the following questions: <i>What do you see in this picture? Can you name these birds? What are the birds doing? Have you seen these birds? Where did you see? How many birds are sitting on the tree branches?</i></p> <p>Children are given complete freedom to name the objects in the poster in their home language. Teacher then helps them to name and identify the birds in the language used in school.</p> <p>Rhyme Before singing rhyme, teacher hangs a handmade chart of a song with relevant illustrations. Teacher sings the rhyme 2 or 3 times for children to listen carefully. Teacher again sings the rhyme with actions. Children imitate and repeat until they get familiar with the song.</p>	
<p>BEAUTIFUL BIRDS</p>	

One, two, three, four, five
One, two, three, four, five
Five beautiful birds
Sitting on a tree branch
Sitting on a tree branch
One, two, two are white
One two three, three are green
Let's count them together
One, two, three, four, five
One, two, three, four, five
Five beautiful birds
Sitting on a tree branch
Sitting on a tree branch

Teacher also asks some questions related to that chart so that children are able to comprehend better.

- *What is the rhyme about?*
- *Is it about animals/ flowers/ bird?*
- *How many birds are white in colour? (let them put their finger on the white on the poster, and count one by one)*
- *How many birds are green in colour? (let them put their finger on the green birds on the poster, and count one by one)*
- *How many birds are sitting together on the tree?*
- *Do you want to listen to their sounds?*

Listen and imitate

Teacher turns on the audio player and connect it with her mobile phone and make children listen to different sounds of the birds. After listening, children are asked to imitate the sounds of the birds. Teacher simultaneously writes the sounds of birds produced by children on the board as a part of giving children an exposure to writing (literacy).

Colouring

Next, children are provided with colours and worksheets containing outline of a bird. Teacher asks them to fill colours on the birds. During circle time, each child is asked to show his/her worksheet and share about which bird has she/he made. The work samples of children are kept in the display area.

Pointers for assessment:

You can assess children based on the given checklist.

1. Is the child able to name all the birds correctly?

2. Is the child able to identify a particular bird from a group of birds?
3. Is the child able to identify the sounds of different birds?
4. Is the child able to count the number of birds up to 3?

Note to the teacher:

- The duration given for the learning experience is suggestive only.
- You can design/draw a big picture according to the local context.
- The conversation questions are suggestive only. Feel free to extend the conversation and follow the natural flow.
- Give your own tune to the rhyme or follow the tune of any popular rhyme.
- The assessment pointers are a guideline to conduct formative assessment. You can design your own assessment tool based on these pointers.

Preschool II

Title: A tour in the neighbourhood

Duration: 150 minutes (2.5 hours)

Competencies:

C-3.3: Shows precision and control in working with their hands and fingers

Learning Outcomes:

- Exhibits motor control for tasks that require fine-motor, eye-hand coordination with moderate precision while drawing with crayons
- Identifies and describes about different places and related things.
- Engages in conversation based on stories and asks questions

C-7.1: Observes and understands different categories of objects and relationships between them

C-9.3: Converses fluently and hold meaningful conversation

Material required:

Chalk, blackboard, drawing sheets, pencil, eraser, crayons, cut outs of farm animals, string, glue, hard paper

How?

A tour in the neighbourhood

Teacher takes all children to visit the nearby places around the school. First, they visit the farm where children see farm animals like pig, cow, goats and sheep. Teacher discusses about the products that these animals give. Teacher asks children to share about the animals that they have at home.

Then teacher takes children to a nearby market and helps them to observe different things that the people are selling.

At last, teacher takes them to a community library. Teacher shows them different story

books/ picture books of their level and lets children go through the books. Teacher also reads aloud one book to children and then they come back to school.

Sharing

Teacher asks children to sit in a semi-circle and share about the different places that they have visited. Teacher makes three columns for the three places that they have visited and writes the names of the places. She/he asks about the different things that they saw in the different places. Teacher writes the names of the things under the respective columns.

Farm	Market	Community library
Cow	Singju	Books

Teacher also asks some questions on the story that she/he had read aloud in the library like: *What was the name of the story? What was it about? Did you like the story? Why? Can you retell the story?*

Drawing

Teacher makes groups of children. She/he provides them drawing sheets. She/he asks them to draw any place that they like the most which they have visited. Teacher asks them to label the things from the board if they want to.

DIY activity

Teacher asks children to sit in groups of 3 around the table. Then distributes cutout of different farm animals like pig, cow, sheep and goats. Teacher asks children to colour them, and she/he helps to stick on a hard paper and by attaching a string to each mask. Teacher asks everyone to wear the mask.

Role play

Teacher asks each child to do a role of the farm animal of which she/he has made the mask. Each child is given the opportunity to act like the farm animal by making its sound and say two lines about it.

Pointers for assessment:

You can assess children based on the following checklist:

1. Is the child able to identify the places?
2. Is the child able to relate the things with the respective places?
3. Is the child able to draw the places which she/he has visited?
4. Is the child able to respond to the questions asked related to the story?

5. Is the child able to do role play of the characteristics of the animal she/he is representing?

Note to the teacher:

- The duration given for the learning experience is suggestive only.
- The conversation questions are suggestive only. Feel free to extend the conversation and follow the natural flow.
- You can take children to any nearby place according to different geographical context.
- Make a pre-visit before taking children out to ensure safety.
- If the neighbourhood places are too crowded, then you can make a video of the nearby places and show it to children.
- The assessment pointers are a guideline to conduct formative assessment. You can design your own assessment tool based on these pointers.

Preschool III

Title: Animals around us

Duration: 90 minutes

Competencies:

C-3.2: Shows balance, coordination and flexibility in various physical activities

C-7.1: Observes and understands different categories of objects and relationships between them

C-6.1: Shows care for and joy in engaging with all life forms

C9.3: Converses fluently and hold meaningful conversation

Learning Outcomes:

- Hops 10 – 15 steps

- Notices and describes general details of animals in the immediate environment and in picture/model

- Shows joy in engaging with plants and animals in the local environment

- Engages in conversation based on stories and asks questions

Material required:

Handmade chart, sketch pens, glove puppets of animals, speaker, flash cards of animals,

How?

Before children enter the classroom, teacher hangs handmade charts with pictures of different animals on the classroom wall. Teacher asks children to observe the colourful pictures decorated on the classroom wall. They are asked if they can identify the animals in the chart. Then, he/she motivates them to listen to a story.

Story time

Children are made to sit in a semicircle. Teacher also sits among them. Using, the puppets of rabbit, dog and elephant, she/he narrates the story with proper intonations, expressions and actions. Exemplar story:

Three Friends

Once upon a time, a rabbit, a deer and an elephant lived in a forest. The three friends were going to perform a dance on children's day. The rabbit was very good in dancing, but the deer and the elephant were not. So, the two of them were very worried. The rabbit noticed their gloomy faces and said with a smile, "My dear friends don't worry. I will teach you dancing". The rabbit told them to follow the steps- "Put two steps forward, two steps backward and shake your bum like this." Finally, the deer and the elephant learned dancing and performed well on children's day.

Guided conversation

At the end of the story, teacher discusses about some animals which live near the neighbourhood and animals that live in the jungle. Then teacher asks the following questions:

- Who are the three friends in the story?
- Where did they live?
- Why were the deer and the elephant so worried?
- Name some animals in our neighbourhood.
- Name some animals that live in the jungle.
- If you find an injured bird, what will you do with it?
- How can we help the animals that live in our neighbourhood?
- What were the steps of dancing that the rabbit taught them?
- Do you also want to dance like the three friends?

Let's dance together

After children agree to dance, teacher turns on the audio player. Teacher plays music and makes children dance along with her/him. Teacher gives similar instructions like the rabbit and asks children to follow and dance.

Activity with flashcards

Teacher shows the flashcards of animals which live in the neighbourhood as well as in the jungle and describes about them based on the following points:

1. Size of the animal
2. Colour of the animal
3. Sound made by the animals

Outdoor game

Teacher takes all children outside for a game. Teacher puts all the flash cards of animals in a basket/any container and keeps it on a table about 10 – 15 footsteps (of a child) away from

children. Teacher draws two circles on the floor, one is labelled as 'Wild animals' and other one is labelled as 'Animals in our neighbourhood'. When teacher blows whistle, any one among children proceed by hopping on one leg, take one flash card and share about the animal on the flashcard and then put the flashcard in the appropriate circle. And return to the original position by hopping in the similar manner. The activity is continued until each child participates in the game at least for one time.

Pointers for assessment:

You can assess children based on the following checklist.

1. Is the child able to identify all the animals in the flash cards?
2. Is the child able to sort the animals according to their habitat?
3. Is the child able to describe visible characteristics of the animals?
4. Is the child able to converse fluently?
5. Is the child able to comprehend the story?
6. Is the child able to hop 10-15 steps?

Note to the teacher:

- The duration given for the learning experience is suggestive only.
- You can draw the flashcards according to the locally available animals.
- The conversation questions are suggestive only. Feel free to extend the conversation and follow the natural flow.
- You can make the glove puppets by recycling old socks/ gloves and clothes.
- The assessment pointers are a guideline to conduct formative assessment. You can design your own assessment tool based on these pointers

Grade I

Title: Visit to a park

Duration: 150 minutes (2.5 hours)

Competencies:

C- 1.3: Keeps school/classroom hygienic and organized

C-9.1: Listens to and appreciates simple songs, rhymes and poems

C-9.3: Converses fluently and can hold a meaningful conversation

C-10.3: Recognises all the letters of the alphabet and uses this knowledge to read and write words

Learning Outcomes:

- Participates in the cleaning of nearby places

- Sings/recites longer (10 sentences) songs/poem

- Engages in discussion about a topic and raise and respond to questions

- Recognises letters and connects to corresponding sounds

Material required:

Handmade chart, sketch pens, crayons, flash cards, alphabet blocks, soap, water

How?

Walk to a nearby park

Teacher takes children to a nearby park. Teacher advises children not to pluck or harm the plants. Then teacher asks children to observe the different flowers, insects and birds in the park. Teacher lets children to wander freely in the park to make the observations. They see that there are wrappers of chips, toffees and chocolates thrown on the ground.

Social service time

After a while, teacher asks children to sit in a semi-circle and discusses on how to maintain cleanliness in public places by throwing wastages in dustbins. Teacher shows a demo by picking a wrapper from the ground and throwing it in the dustbin. Teacher and children together clean the compound by picking up the wrappers in the park and throw them in the dustbin.

Teacher takes them near a water tap and shows them how to wash their hands properly with soap and water.

Sharing

After a while, teacher takes them back to the classroom and initiates conversation through questions like: *What did you see in the park? Did you see any insects? Can you name them? Name some of the flowers in the park. What are the colours of those flowers? Why should we use a dustbin? Where will you throw garbage from now on? Why?*

Rhyme time

Then she/he asks them whether they want to sing with her/him. After seeing their excitement, teacher hangs a handmade chart of a rhyme with relevant illustrations. She/he sings the rhyme 2 or 3 times for children to listen carefully. Teacher again sings the rhyme with actions. Children imitate and repeat until they get familiar with the song.

Flowers

Flowers flowers beautiful flowers

All of different colours

Red pink blue yellow

Red pink blue yellow

Flowers flowers beautiful flowers

Oh Sun oh oh Sun

Bless bless bless the flowers

*With your warm morning light
Make them grow healthy
Flowers flowers beautiful flower*

Teacher holds conversation based on the rhyme: *What is the song all about? What are the colours of flowers mentioned in the song? Can you name a red/pink/blue/yellow flower?*

Game time

Teacher asks children to sit in a circle. She/he keeps flashcards of pictures of flowers/ insects and blocks of letters in the centre. Each child picks up a flash card and then identifies the object in the card and says it aloud. Then the child matches the object with the initial letter. Teacher also reinforces the letter sound correspondence by writing the name of the object along and underlining the initial letter on the blackboard and saying it aloud. All children are given the opportunity to match objects with letter blocks. For example, if the object in the flash card is 'Lotus', the child matches it with the letter block "L" and so on.

DIY activity

Teacher takes out a blank chart paper and with the help of children makes a handmade map of how to reach the park from the school. Children help to give the directions, and teacher helps to draw the way accordingly. Children also help in making some landmarks and colouring the map beautifully. After completing the activity, teacher adds the map on the display board.

Pointers for assessment:

You can assess children based on the following checklist

1. Is the child willing to actively participate in the group activity (cleaning of the ground)?
2. Is the child able to sing the poem with actions?
3. Is the child able to recognise letters and connects to corresponding sounds?
4. Is the child taking care of plants and insects?
5. Is the child actively participating in the group activity of making a map?

Note to the teacher:

- Before taking children to the garden, do a pre-visit to the garden to observe whether it's safe and appropriate for kids or not.
- The duration given for the learning experience is suggestive only.
- The conversation questions are suggestive only. Feel free to extend the conversation and follow the natural flow.
- Give your own tune to the rhyme or follow the tune of any popular rhyme.

- Show some simple maps before doing the activity of making map.
- The assessment pointers are a guideline to conduct formative assessment. You can design your own assessment tool based on these pointers.

Grade II

Title: Kitchen garden

Duration: 60 minutes

Competencies:

C-9.3: Converses fluently and can hold a meaningful conversation

C-3.3: Shows precision and control in working with their hands and fingers

C-7.1: Observes and understands different categories of objects and relationship between them

Learning Outcomes:

- Engages in discussion about a topic and raise and respond to questions
- Works with precision and detail for activities that require fine motor control for longer duration, e.g., origami
- Compares given plants and identifies similarities and differences

Material required:

Blackboard, chalk, notebooks, pencil, eraser, chart paper, crayons, coloured paper, plastic scissors, glue, sketch pens, video of a garden, soap and water.

How?

Exploring the kitchen garden

Teacher initiates a conversation purposefully to know the prior knowledge of children by asking the following questions:

- *Do you have a kitchen garden at your home?
(or saw at your neighbour/friend's home?)*
- *Which plants are grown there?*
- *Can you name some of the plants?*
- *Among those plants, which is your favourite one?*
- *Do your parents/family member take care of the kitchen garden?*
- *How do they take care of the plants?*
- *Do you sometimes help your parents in taking care of these plants and how?*

After the conversation, teacher draws a table (as shown below) on the board and ask children to copy it in their notebook.

Name of the plant	Plant with or without flower	Colour of the flower	Plant with or without	Shape of leaf
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			fruit	

Teacher takes children outside to the kitchen garden to gather information of at least 5 plants according to the description given in the table. She/he gives children 30 minutes to complete the task. After writing the information, children go back to the classroom. Each and every child gets the opportunity to share the information of different plants that she/he has collected to the whole group. During children's presentation, teacher scaffolds them when they miss out any point while sharing.

Pointers for assessment:

1. Is the child able to identify the plants growing in the school garden/compound?
2. Is the child able to describe the plants as per the collected data?
3. Is the child able to express his/her opinion in the discussion?
4. Is the child able to make the mask properly?
5. Does the child participate actively in the group activity?

Note to the teacher:

- The duration given for the learning experience is suggestive only.
- If kitchen garden is not available, then take them to a nearby garden.
- Let each child collect data with very less interference.
- The conversation questions are suggestive only. Feel free to extend the conversation and follow the natural flow.
- The assessment pointers are a guideline to conduct formative assessment. You can design your own assessment tool based on these pointers.

Theme 3: My School

Preschool I	
Title: Friendship joy!	
Duration: 45 minutes	
Competencies: C-4.3 Interacts comfortably with other children and adults.	Learning Outcomes: • Identifies/names close family members/particular adults.
C-4.5 Understands and responds positively to social norms in the classroom and school.	• Participates in everyday activities • Follows simple instructions with teacher's

	support.
C-9.1 Listens to and appreciates simple songs, rhymes, and poems.	<ul style="list-style-type: none"> Repeats a simple song or a rhyme.
C-9.3 Converses fluently and can hold a meaningful conversation.	<ul style="list-style-type: none"> Expresses their needs and feelings through short meaningful sentences.
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	<ul style="list-style-type: none"> Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tells their name, names of friends, common objects, and pictures, sweet, sour, round, big)

Material required:

Pictures of children playing together; drawing sheets; crayons; songs ('Good Morning' and 'New Friends')

How?



Children sing their usual 'Good Morning' song. Once everyone settles down, teacher shows pictures of children playing together and asks questions e.g., *Who do you see in the picture? What are they doing? Do you have friends in school?* and so on... Teacher introduces that they will talk more about their friends today.

My friend's face

Each child gets a drawing sheet and crayons. Teacher guides children on how to draw their friend's face by adding details like hair, eyes, nose, and mouth. After children colour their drawings, they share what they have made and talk about their friends.

'New Friends' song

Teacher gathers children in a circle to sing 'New Friends' and dance.

New Friends

Friends, friends 1234

All my new friends are with me

Thoibi is my friend; Panthoi is my friend

Chinglen is my friend; Dingo is my friend

Friends, friends 1234

All my new friends are with me

Teacher asks simple questions about the song to build conversation e.g., *What are the names of the friends? How many friends are there?* and so on...

At the end of the class, teacher helps children display their drawings in the display area.

Pointers for assessment:

The assessment pointers given below are related to the Competencies and Learning Outcomes mentioned above, and a guideline to conduct formative assessment. You can design your own assessment tool based on these pointers such as a checklist or rubric.

Use the following pointers to observe children during picture reading:

1. Is the child able to engage in the discussion about the pictures and answer questions?
2. Is the child able to recognise and identify people or activities in the pictures?
3. Is the child able to share their thoughts about their own friends at school?
4. Does the child show interest and enthusiasm in talking about their friends?

Note to the teacher:

- The pictures that you use should reflect play activities and depict children of Manipur. You can even draw and colour your own picture with the help of older children in other classes, if possible.
- As children are very young, do not worry about an accurate depiction of their friend's face while drawing. If children find it difficult to draw someone else, you can ask them to draw their own face too.
- The given song is suggested. You can replace it with a song in the local language. It does not have to be in English. If you choose to use an English song, do not focus on children's accurate pronunciation of the words.

Preschool II

Title: Classroom and beyond!

Duration: 60 minutes

Competencies:

C-1.3: Keeps school/classroom hygienic and organised

C-3.3: Shows precision and control in working with their hands and fingers

C-4.4: Shows cooperative behaviour with other children

C-4.5: Understands and responds positively to social norms in the classroom and school

C-9.3: Converses fluently and can hold a meaningful conversation

C-10.2: Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks

Learning Outcomes:

- Keeps and retrieves their personal belongings from the correct place

- Uses various drawing and art materials (crayons, brushes, finger paint, etc.)

- Enjoys playing with other children

- Follows short simple instructions

- Initiates conversations in daily life with peers and teachers in a variety of school settings

- Holds the book, opens it and flips the pages to explore

Material required:

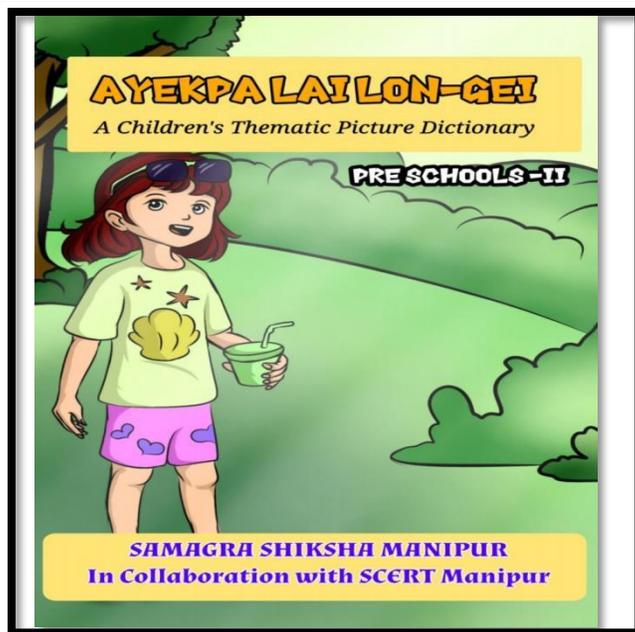
Pictures/flashcards of classroom and school objects; picture book e.g., 'Ayekpa Lailon Gei' (a thematic dictionary); chart paper; sketch-pens or markers; picture cards of objects around the classroom; list of hidden classroom objects; pencils

How?

Teacher asks children to share their favourite things about school e.g., *What do you like to do at school? What are the things you carry to school every day?* and so on... Teacher introduces that they will talk more about the things around their classroom.

Activity I: Picture book reading

Teacher reads a picture book that highlights objects around the classroom. She/he engages children by asking questions e.g., *What do you see inside the classroom? What do you see outside the classroom?*



(Note: The teacher can use 'Ayekpa Lailon Gei' for this activity.)

Activity 2: Sorting 'inside' and 'outside' pictures

Teacher pastes a chart on the wall with two columns: 'Inside the classroom' and 'Outside the classroom'. Children sort picture cards of objects around their classroom under the two categories, and teacher writes down their names on the chart. She/he also elicits ideas from children about objects that belong to each category and writes down their names too.

Activity 3: Scavenger hunt!

Teacher groups children and gives each group a list of classroom objects that have been hidden. The group that finds the most objects wins the game.

Activity 4: Trip outside

Teacher takes children on a walk around the school and shows the playground, garden, and library. Children talk about the different things that they see and also share about their favourite outdoor areas of the school.

At the end of the class, teacher talks to children about how to keep the school clean and organised by asking questions e.g., *Do you want your school to look beautiful? What will you do to make your school beautiful? Where will you throw the waste?*

Pointers for assessment:

The assessment pointers given below are related to the Competencies and Learning Outcomes mentioned above, and a guideline to conduct formative assessment. You can design your own assessment tool based on these pointers such as a checklist or rubric.

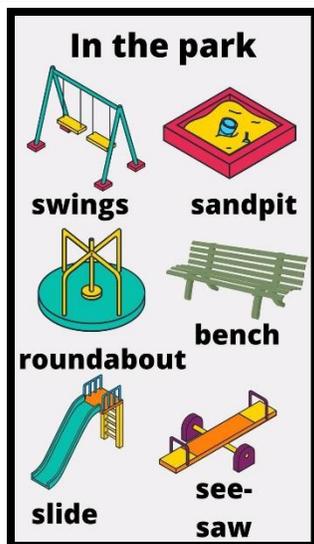
Use the following pointers to observe children during the scavenger hunt:

1. Is the child able to follow the instructions?
2. Is the child able to identify and locate the hidden classroom objects?
3. Is the child able to work cooperatively with their group members?
4. Does the child stay engaged and focused during the activity?

Note to the teacher:

- As the children are very young, they will need some help using the checklist during the scavenger hunt. Help them practise how to put a tick mark (✓) for things they find. A simple way to do it is to help children record their own attendance on a large chart paper every day. Such marks also support children’s emergent literacy effort.
- You can relate this activity to things found inside various rooms of the school and even home.

Preschool III	
Title: Let’s play!	
Duration: 90 minutes	
Competencies: C-4.5: Understands and responds positively to social norms in the classroom and school.	Learning Outcomes: • Takes responsibility for completing own work
C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others.	• Follows instructions comprising of several steps - 4 to 5 instructions at a time
C-10.7: Reads and comprehends meaning of short news items, instructions and recipes, and publicity material (LI).	• Reads a short set of simple written instructions and follows them
Material required: Pictures of different playground equipment; chart paper; markers or crayons	
How? Teacher talks to children about playing by asking questions e.g., <i>Which game do you like most? How do like to play – by yourselves or in a group? Can you name some outdoor games? Why do you think we should play outside?</i> and so on...	



Teacher shows pictures of different playground equipment and asks children to identify them. After this, teacher introduces that they will talk more about the playground and the different games played there.

Activity 1: Dumb charades

Teacher groups children. Taking turns, one child from each group comes forward and acts out a playground activity e.g., swinging, sliding, climbing, and the other groups guess the activity.

Activity 2: Playground rules

Teacher asks children why it is important to play safely. With the help of children, teacher lists the rules on a chart paper and pastes it on the notice board or classroom wall. The pointers may be as follows – *Wait for your turn; Be kind to others while playing; Don't play roughly; Follow the instructions given by your teachers; Use equipment properly; Stay in the safe areas...*

Pointers for assessment:

The assessment pointers given below are related to the Competencies and Learning Outcomes mentioned above, and a guideline to conduct formative assessment. You can design your own assessment tool based on these pointers such as a checklist or rubric.

Use the following pointers to observe children as they frame playground rules:

1. Is the child able to explain why playing safely is important?
2. Is the child engaged in the conversation about safe play?
3. Does the child suggest simple rules for the playground rules chart?

Note to the teacher:

- If your school has no outdoor play equipment, you can create child-friendly and safe play areas using materials like old tyres, ropes, cartons/crates, bamboo, sand or soft mud, gardening equipment, old toys, etc. It would be a good idea to take the help of the local community members who can volunteer to make these play areas in their free time by offering their time and services.

Grade I**Title: The magic of friendship****Duration:** 60 minutes**Competencies:**

C-4.4: Shows cooperative behaviour with other children

C-4.5: Understands and responds positively to social norms in the classroom and school

C-9.3: Converses fluently and can hold a meaningful conversation

C-11.2: Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences

Learning Outcomes:

- Demonstrates willingness to include other's ideas during play

- Follows rules while playing with others
- Follows instructions/rules

- Engages in conversations, waits for their turn to speak, and allows others to speak

- Recognizes all the letters in the alphabet

Material required: Materials for making friendship bracelets; story chart**How?**

Teacher begins by asking children to share their favourite things about school: *What do you like to do at school? With whom you would like to share your tiffin? Do you like to play with your friends? What are the names of your friends?* and so on... Teacher introduces that they will talk more about their friends.

Activity 1: Friend circle

Children sit around the teacher in a circle. Teacher asks each child to say the name of a friend and share something they like about them. The chain continues around the circle till each has had a turn.

Activity 2: Friendship bracelet

Teacher demonstrates how to make a friendship bracelet and provides children with materials to make one too. Children decorate their bracelets with colours and simple patterns and exchange them with their friends.

Activity 3: Storytelling

The Best Friends

Amilo and Khimai were the best of friends. They loved playing together at school, sharing their toys, and helping each other. One day, during recess, Amilo wanted to play skipping, but Khimai, however, wanted to play with a paper aeroplane.

Amilo felt a little sad. She wanted to play with Khimai, but she also wanted to play skipping. Khimai noticed Amilo's sad face and asked, "What's wrong, Amilo?"

Amilo explained that she wanted to play skipping. Khimai thought for a moment and said, "How about we play skipping for a while, and then we can play with my paper aeroplane?"

Amilo was so happy! They played skipping together, and then Khimai let Amilo play with his paper aeroplane. They had a wonderful time, and their friendship grew even stronger.

Teacher reads the story and asks questions like:

- *What are the names of the two friends?*
- *How do they play?*
- *How did Amilo and Khimai feel when they were playing together?*
- *What did they do to solve their problem?*

After that, teacher helps children read the story together using finger point reading, asking them to recognise sight words and letters.

Pointers for assessment:

The assessment pointers given below are related to the Competencies and Learning Outcomes mentioned above, and a guideline to conduct formative assessment. You can design your own assessment tool based on these pointers such as a checklist or rubric.

Use these pointers to observe children while they read:

1. Is the child able to recognise sight words?
2. Can the child recognise letter names?
3. Does the child demonstrate familiarity with the conventions of print while finger-point reading (we read from left to right, top to bottom, there are spaces between words, etc.)?

Note to the teacher:

- The conventions of print, also known as concepts of print, are the rules that govern how print is used, including:
 - **Directionality:** The direction in which print is read, such as left to right.

- **Book handling:** How to hold a book correctly and turn pages.
 - **Book orientation:** How a book is oriented, including the top and bottom of the page.
 - **Book parts:** The parts of a book, such as the title, front and back covers.
 - **Awareness:** Awareness of the words, letters, pages, and books.
- During any reading exercise, focus on the form of the language (conventions of print described above) as well as the ‘meaning’. ‘Meaning’ does not mean *explaining* to children the meaning of each word or sentence in the local language – it implies helping children form a meaningful connection with the story by asking questions such as – *Did you like the story? Why/ why not? What is the story about / What happens in the story? Who is your favourite character in the story?* and so on... This helps children develop a meaningful connection with reading, without which reading becomes a meaningless exercise.

Grade II

Title: Tasty lessons

Duration: 90 minutes

Competencies:

C-1.1: Shows a liking for and understanding of nutritious food and does not waste food.

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-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say.

Learning Outcomes:

- Guesses ingredients of cooked food and says whether they are good or bad for health.
- Recognizes ingredients in packaged food (e.g., biscuits, noodles) and says whether they are good or bad for health

- Takes on a task and completes it.

- Helps in the kitchen with cleaning and cutting.

- Interprets the motivations of the author to write the story and retell the story as if they were the author.

Material required:

Pictures of different food items; real or plastic food items; charts or flashcards with healthy and unhealthy food categories

How?

Teacher begins by doing a warm-up activity by showing pictures of different foods and ask children few questions like: *What do you see in the picture? Can you name the food? What is your favourite food? Why do you like it?* and so on... Teacher introduces that they will talk about different types of food.



Activity 1: Food sorting game

Teacher shows real or plastic food items to children. Then, she/he asks them to sort them into categories (e.g., fruits, vegetables, junk food) and asks children to name the food items one by one, letting children participate in placing the items in the correct category.

Activity 2: Storytelling

The Tale of Apple Aveine and Candy Chokhoni

Once upon a time, in the town of Senapati, there lived two friends, Apple Aveine and Candy Chokhoni . Aveine loved eating fresh fruits, vegetables, and whole grains. She had plenty of energy to play all day, her skin glowed, and she hardly ever got sick. She always brought a colorful lunch to school with apples, carrots, and a sandwich made from whole wheat bread.

Chokhini, on the other hand, ate mostly chocolates, chips, and soda. At first, she thought it was fun to eat only her favorite food items, but soon she felt tired all the time and couldn't keep up with Aveine when they played. Her stomach would hurt, and she often missed out on fun activities because she wasn't feeling well.

One day, Aveine invited Chokhoni to have a picnic with her. She shared her healthy foods, explaining how each one gave her strength. Chokhini took a bite of a juicy apple and found it surprisingly tasty. She liked the taste of the fruits and veggies, and soon she felt strong and happy like Aveine. Chokhoni learned that while it was okay to have sweets sometimes, healthy foods helped her feel her best every day!

From then on, the two friends enjoyed playing together, with plenty of energy to spare.

Teacher reads the story of 'The Tale of Apple Aveine and Candy Chokhoni'. After reading, she asks questions such as:

- What kind of foods do they prefer?

- *How did Aveine's eating habits affect her daily life and health?*
- *What problems did Chakhoni face because of her eating choices?*
- *What happened when Avein invited Chokhoni to the picnic?*
- *What did Chokoni discover?*
- *How did Chokhoni's life change after she started eating more healthy foods?*
- *What lesson did Chokhini learn by the end of the story?*

After that, teacher asks children to read the story one by one. Teacher corrects the mistakes made by children.

Activity 3: Kitchen tour

Teacher takes children to the school kitchen. She/he explains that safety guidelines must be followed and shows children the different areas of the kitchen, such as the cooking area, the storage area, and the cleaning area. Teacher tells children to wash their hands. Teacher assigns tasks based on their interests and abilities, offering support where required – some children chop the vegetables, some wash the vegetables, some serve the food, and some clean the plates after eating the mid-day meal. Teacher asks children to name the different types of food served in the mid-day meal and to thank the cook for the food.

Pointers for assessment:

The assessment pointers given below are related to the Competencies and Learning Outcomes mentioned above, and a guideline to conduct formative assessment. You can design your own assessment tool based on these pointers such as a checklist or rubric.

Use these pointers to observe children during the kitchen tour:

1. Does the child demonstrate willingness to work in the kitchen?
2. Is the child able to complete the assigned task (e.g., washing or serving)?
3. Does the child require any kind of support while completing their tasks?
4. Is the child helpful towards other children in completing their tasks?
5. Does the child recognise different ingredients in the kitchen?

Note to the teacher:

- During the kitchen tour, keep a vigilant eye on children who are assigned to chop the vegetables. If you feel that this activity is still too complex for children, chop the vegetables yourself in front of children, and explain what you are doing. This will help children feel involved in the activity even though they are not yet ready to perform it themselves.
- Make sure that you talk to children about a few safety rules of working in the kitchen e.g., washing hands, handling sharp instruments with care, keeping away from the fire or hot oil/utensils, asking for help from elders whenever required, and so on.
- It will also be a great idea to invite a volunteer parent who can help you out during this activity. The people who work in the kitchen must also be included so that children develop respect for those who cook their meals. You can also plan a short interaction where the person shares the

steps they follow to prepare the meals. Encourage children to ask questions like an informal interview.

Theme 4: Festivals & Celebrations

Preschool I	
Title: Yaoshang festival!	
Duration: 60 minutes	
Competencies:	Learning Outcomes:
C-9.3: Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> Listens attentively and speaks in short conversations with familiar people around
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	<ul style="list-style-type: none"> Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tells their name, names of friends, common objects, and pictures, sweet, sour, round, big)
C-9.1: Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> Sings along to songs and rhymes with intonation and gestures
C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> Grasps relevant art materials, tools, and instruments
C-13.1: Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals	<ul style="list-style-type: none"> Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle)
Material required:	
A big picture of Yaoshang festival; song chart with illustrations; colouring worksheets; crayons	
How?	
Big picture conversation	
Teacher shows a big picture of Yaoshang festival and initiates conversation by asking questions e.g., <i>What do you see in this picture? How many colors do you see in this picture? Which color do you like most for a bag, shirt, phanek, pants, skirt, etc.? Do you know this game? Have you ever seen this game? Have you ever seen the musical chair game? Where did you see it? How many people are wearing a red shirt?</i>	
Song on the Yaoshang festival	
Teacher asks children to sing a song on the Yaoshang festival. To start the song, teacher	

hangs the song chart on the wall/board with illustrations. Teacher sings the song a few times with actions for children to listen carefully. Children imitate and repeat until they become familiar with the song.

<p>\kBKI oO \kBKI \kBKI oO \kBKI Wcq WgcOM KIGKg \kBKI sbAop \kBjbKg vIEcOi-akicOi fkEeKg mlNw okEq fkEeKg FkqM vOiq KkEeKg \kBKI oO \kBKI!</p>	<p>Yaoshang ho Yaoshang Yaoshang ho yasoshang Phajaba phijol setsi Yaosang kumhei yaorusi Chenjong-mangjong tannasi Leppa hanba tannasi Thabal chongba sannasi Yaosang ho Yaosang.</p>
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Teacher talks to children about the song by asking questions e.g., *Which festival is the song talking about? Which games do you want to play? (children point at the games on the song chart one by one) Do you want to play this game at our school?*

Talking to poo-poo/ma-ben! (grandpa/grandma)

If possible, teacher invites a community elder who participates in celebrating Yaoshang festival to talk to children about their experience.

Colouring

Teacher hands out colouring worksheets containing outlines of different local attire that people wear in their surroundings e.g., *phanek, innafi*, shirt, frock, trousers, etc. Children colour their worksheets and share their work. With the help of children, teacher displays a few samples on the notice board.

Pointers for Assessment:

Analyse the drawing/colouring on the worksheet after the class using pointers such as:

1. Is the child able to grasp and use crayons appropriately during the activity?
2. Is the child able to complete the colouring task within the given time frame?
3. Is the child able to stay focused and complete the worksheet independently?
4. Does the child show interest and enjoyment in the activity?

Note to the teacher:

- Draw a big picture of the Yaoshang festival based on how it is celebrated around you. You can substitute Yaoshang festival with any other festival with which children are most familiar (especially since this is Preschool I, and children are very young).
- Make sure that the community elder you invite to your classroom is not a completely

new face but someone familiar from children’s surroundings. In case it is not possible to invite an elder to the classroom, you can share your experience and even photos/videos from the festival.

Preschool II

Title: Our seasonal festivals

Duration: 90 minutes

Competencies:

C-2.2: Develops visual memory for symbols and representations

C-3.3: Shows precision and control in working with their hands and fingers

C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis

C-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say

Learning Outcomes:

- Recalls and matches visual symbols from memory (e.g., memory game using cards)
- Exhibits motor control for tasks that require fine-motor, eye- hand coordination with moderate precision
- Explains clothing and food for summer and winter
- Recalls the characters and a few events in the story that is narrated and is able to retell in their own words.

Material required:

Teacher created story books, flashcards of dresses, colourful papers, glue, worksheets

How?

Teacher shows flashcards of different clothes to children and initiates a conversation. She/he asks: *What is the name of this cloth? Do you, have it? When do you wear it? Do you wear it during any festivals? Which festival is it? And so on...*

Story time

Teacher makes 3 groups of children. She/he gives story books to all the groups. These are teacher created books. The stories are:

Story I

Tom and Likla were enjoying Christmas at their uncle's house. There was snow outside the house. Tom and Likla loved playing in the snow. After playing for some time, their parents called them inside for their special Christmas dinner. Can you guess what did they have for dinner?

Story 2

It had been raining continuously since last night. Ali was worried. He asked his father: “Today is Malem’s birthday. How can I go to his birthday in this rain?” His father said: “Don’t worry, Ali. We have raincoats and boots. We will go to the birthday party even if it continues to rain.”

Story 3

Tani and Tampha were twins. They were going to their uncle’s house to enjoy the Ningol Chakouba festival. They wore their new clothes. Their mother wore a pair of silk Phige Phanek and Innafi. After dressing up, they prepared a basket of food to take to their uncle’s place. The basket had bananas, pomegranates, oranges, dry coconuts, kiwi, sugarcane, kabok khoidum, kabok khoibak, Big Lalu, heingan etc. They were happy to go to their uncle’s place.

Teacher asks the groups to share their stories with the help of the pictures. After the sharing, she/he reads out all the stories to children.

Conversation

Teacher conducts a conversation around the stories: *Did you like the stories? Which one did you like the most? What do you think Tom and Likla are having for dinner? Can you write the names of the food items on the board? What were Tom and Likla wearing? Why? What was Ali wearing? Why? Do you have raincoats and boots? What was Tani and Tampha’s mother wearing? Does your mother also wear it? When does she wear it? And so on...*

Memory game

Teacher introduces a set of flashcards in pairs. These flashcards had pictures of dresses for different festivals celebrated across Manipur. Once all children take a good look at the pictures, she/he puts them upside down on the table/floor.

Children come one-by-one, they take a look at one flashcard and try to find its identical one. If they remember the position and find the identical card correctly, they get another chance. Otherwise, the next child continues.

Collage activity

Teacher gives worksheets with outlines of clothing items like shirt, trousers, woolen pants, etc. She/he distributes colourful papers and glue. Children tear the colourful papers and paste them on their worksheets.

Teacher pastes the worksheets on the classroom wall for everyone to look and appreciate.

Pointers for assessment:

1. Is the child able to read familiar words in the story?
2. Is the child able to take part in the group discussion?
3. Is the child able to predict the story with the help of the pictures?
4. Is the child able to share about the story in his/her own words?
5. Is the child able to make collage within the given outline of the images?

You can use the pointers to design **checklist** to assess children. This is to be done by observing children individually during the learning process. However, collage making activity can be assessed after the class using a **rating scale**.

Note to the teacher:

- Make the story books full of colourful illustrations so that children can guess the story if they are not able to read the text. These stories are suggested only. You can change them accordingly.

Preschool III

Title: Birthday celebration

Duration: 6 concept time.

Competencies:

C-1.4: Practices safe use of material and simple tools

C-3.3: Shows precision and control in working with their hands and fingers

C-9.1: Listens to and appreciates simple songs, rhymes, and poems

C-10.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes /syllables in LI

C-10.3: Recognises all the letters of the alphabet (forms of akshara) of the script (LI) and uses this knowledge to read and write words

Learning Outcomes:

- Uses scissors, knife with care under supervision

- Uses coordinated movements of fine motor muscles for working on activities that require more precision with some assistance

- Listens to longer (4-8 sentences) songs/poems (familiar) with attention and have conversations about them
- Sings along to songs and rhymes with intonation and gestures

- Produces rhyming words

- Reads simple three to four-syllable words

Material required:

Passport sized photos of children, glue, big calendar, colourful papers, safety scissors, sketch

pens, colours, pencils, eraser, sharpener, colourful chart paper, thread,

How?

Birth date:

Teacher asks all children if they know their birth date. She/he asks children to share about their birth dates

Teacher hangs a big calendar created on a chart paper. She/he asks children to locate their birthdays on the calendar and paste their passport sized photos on the date.

Teacher conducts a few activities with the calendar. She/he asks children to find out:

- Anyone who has the same birthday.
- Those who have their birthdays in the same month.
- The month with the highest number of birthdays.
- The month with the lowest number of birthdays.
- The months with the same number of birthdays.

Craft time:

Teacher distributes colourful papers and other materials; She/he asks children to make birthday caps for themselves and a birthday card for their friend/s. Teacher demonstrates first.

Children decorate their birthday caps and wear them. They write the names of their friend/s, their own name and the birthday date from the calendar. They write a message for their friend with the help of the teacher and present the card to their friend/s.



Missing things:

Teacher makes groups of children. Each group gets two similar pictures of birthday celebration. The task is to find the missing things in the second picture. The groups complete their task and share their pictures.

Rhyme:

Teacher sings a rhyme with action and children follow.

[pxg TwOd ebagGeg

ZKg TwOd ebagGeg

[pxg TwOd ebagGeg

ebiZkTjq ebagGeg

[FbA [okB vkjKg

EIGI EPOK NUMIT

Ngasi Ipok Numitni

Eigi Epok Numitni

Nungairaba numitni

Athum ahao charasi

Harao momon noklasi

ojkB aOaOE eOdmKg
ZKg TwOd ebagGeg!

Ngasi ipok numitni.

Teacher and children sing the rhyme 2-3 times. Teacher writes the rhyme on a chart paper and hangs it in the classroom. She/he asks children: *Did you like singing the poem? What is this poem about? Where is 'chasi lao' written on the chart? Can you point it out for me? Which are the words that start with 'm'? Can you give me a two rhyme words from the poem? Choose a word and give a rhyming word for it? And so on...*

Pointers for assessment:

1. Is the child able to identify his/her birth date?
2. Is the child able to give a personal touch to the birthday card?
3. Is the child able to write a message for his/her friend?
4. Is the child able to show his/her creative side while designing the card?
5. Is the child able to work collaboratively in the group?

Note to the teacher:

- Ask children to bring their passport size picture on the previous day. If they have never seen a calendar before, support them in finding their birth dates. Feel free to conduct activities with the calendar.
- Video link for birthday cap: <https://youtu.be/Z9JXISvQHR8?si=2vPkQCSXnVHaD7eo>
- In the card making activity, ensure that all children receive a card. Encourage them to write even if they use invented spellings. Help them write their message, names and date if they are not able to do it on their own. You can ask children to draw something related to them and their friend on the card.
- Depending on the level of children, you can make the pictures for *the missing things activity* simple, complex or increase the number of missing things in them. For the sharing part, ask the groups to describe the pictures first and then talk about the missing things in the second picture.

Grade I

Title: Food Fair (example - Singju Festival)

Duration: 120 minutes

Competencies:

C-I.1: Shows a liking for and understanding of nutritious food and does not waste food

Learning Outcomes:

- Identifies major ingredients in familiar food with other's help (e.g., alu in kangsoi, hawaijar in chagempomba, hawai in uti, yongchak in eronba, etc.)
- Enjoys the variety in food from different food groups

C-4.3: Interacts comfortably with other children and adults	<ul style="list-style-type: none"> Helps adults or other children when in need
6.1: Shows care for and joy in engaging with all life forms	<ul style="list-style-type: none"> Shows curiosity and interest in identifying specific flora and fauna
C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> Counts objects greater than 20 using number names till 99 and observe the pattern as groups of 10, up to 99
I0.6: Reads short poems and begins to appreciate the poem for its choice of words and imagination (LI)	<ul style="list-style-type: none"> Reads short poems and infers the imagination of the poet

Material required:

Big poster, available ingredients from kitchen garden for making Singju, flash cards, fake currency

How?

Conversation

Teacher discusses Singju festival with children using a big poster. Teacher also discusses healthy and unhealthy food items. Teacher then asks the following questions:

- *Name the food item that you frequently eat at home?*
- *Do you like Singju?*
- *Do you know how to make Singju?*
- *Can you name some ingredients used in Singju?*
- *Do you want to make Singju?*

Recipe time

Teacher takes children to the kitchen garden. With the help of teacher, children collect a cabbage, some cherry tomatoes, a raw papaya, some stink beans, some local herbs (basil leaves and coriander), fresh garlic leaves, onions, some chilies, lemon, and come back to the classroom. Teacher asks children to name the vegetables that they collected from the Kitchen Garden. Teacher writes the names simultaneously on a chart paper.

Teacher asks the support staff to roast some sesame seeds and boil some chickpeas which were soaked on the previous day. Teacher cuts the vegetables, and children helps with washing all the vegetables. Teacher helps children to add the chickpeas, roasted sesame seeds, salt, and some drops of lemon. Children mix the ingredients with a spoon, and everyone enjoy the tasty Singju.

Teacher asks children about the processes followed in making of Singju and then writes the steps of making Singju on the chart paper as per children's responses. Some children voluntarily make some relevant illustrations on the chart paper and thus a complete recipe of singju is detailed by the whole group. Teacher adds the chart paper on the classroom wall.

Rhyme time

Teacher makes a handmade chart in which she/he writes the rhyme. Teacher sings the rhyme first by finger reading on the chart paper. Then teacher and children together recite the rhyme using actions.

<p>vgEckd aegwbj Kek mpwkdf ajki skTe oycq ajki skTe Wlcq vgEckd aSM Kbe mp KgicbKb vgEckdeg avM \kAag Kgicbxg mpjg Kgicb aSMKgi mWb, FAqy KgicbKb opqg aek KgicbKb vkKg mkB, vkKg mkB!</p>	<p>Chinjak Manipur sana leipakta Marang kaina houjaba Marang kaina fangjaba Chinjak makhal suna lei Singjusu chingjakni Machal yammi singjugi Leiri singju makhalsing Laphu, thambou singjusu Heibi mana singjusu Chasi lao, chasi lao</p>
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Activity with flashcards

Teacher asks children to sit in a circle. Teacher shows the flash card of different food items like *paknam, singju, heingan, kabok matum, kabok khoibak, bora, kelichana, kambong heingan, thambou heingan, kakching bora, thambou singju, tharoi thongba, tharoi ngouba, chagempomba*, etc. Teacher at first introduces the flashcards by describing about the different items. Then teacher puts them in a basket and encourages each child to pick any flashcard and say a few lines about that food item.

Food fair

Teacher makes 5 groups of children with 3-4 children in each group. Each group has to set up a food stall and sell some food items to customers. Teacher distributes the flashcards of food items among the groups. Teacher writes the price of each food item at the back of the flashcards for example, Rs 10 for Bora. Teacher invites children from class 2 as customers in the Food fair and also provides some fake currency to them. The groups in the food stall try to sell their items by maneuvering the customers with local catchy phrases. Once all the flashcards are sold out, teacher helps the groups to count the total amount of money that they made from their stalls.

Pointers for assessment:

1. Is the child actively involved in the conversation?
2. Is the child able to extend the conversation apart from answering the specific questions that are asked?
3. Is the child able to identify healthy and unhealthy food items?
4. Is the child able to identify the names of vegetables used in making Singju?
5. Is the child able to actively participate in Food stall?
6. Is the child able to count the money earned from the food stall?

Note to the teacher:

- The duration given for the learning experience is suggestive only.
- You can design/draw a big picture according to the local context.
- The conversation questions are suggestive only. Feel free to extend the conversation and follow the natural flow.
- Give your own tune to the rhyme or follow the tune of any popular rhyme.
- The assessment pointers are a guideline to conduct formative assessment. You can design your own assessment tool based on these pointers.

Grade II**Title: Celebration of Patriots' Day****Duration:** 120 minutes**Competencies:**

C-4.4: Shows cooperative behaviour with other children

C-5.1: Demonstrates willingness and participation in age-appropriate physical work towards helping others

C-11.2: Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences

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-12.4: Works collaboratively in the arts

Learning Outcomes:

- Frames rules for play with others and follows those rules

- Helps in cleaning the school compound.

- Reads simple three to four syllable words that are familiar

- Attempts to match pitch using voice or instrument

- Pays attention to sequence while performing role-play, music, dance and movement steps

Material required:

Big poster, Handmade big book, projector/ computer, speaker, chart paper, soap and water

How?**Big book reading**

Teacher sets the context by showing a big poster of celebration of Patriots' Day and asks the following questions:

- *What do you see in this poster?*
- *Which festival is celebrated here?*
- *What do you do on Patriots' day?*

Teacher takes out a handmade Big Book which she/he made on the story behind the celebration of Patriots' Day. Teacher conducts a shared reading of the story where teacher reads most of the text and children read the familiar words. The story is levelled down to a very simple level with rich illustrations so that children are able to understand the importance of the event. In between the teacher pauses and asks comprehension questions like:

- *Have you seen this photo somewhere?*
- *Can you say the name of this person?*
- *Why do we celebrate Patriots' Day?*
- *Do you know any patriotic song?*

Singing time

Next, teacher writes a song on a chart paper and then sings the song to children. Teacher again sings the song with children until they get familiar with the song. After some point, children themselves start to sing without the support of teacher but only by reading from the chart.

mkT – ojkBq
 fgi fgi vkBjO
 Fqge skjgZp skoyjO
 Fke _kimgZp _kioyjO
 Twk avbA fkjO
 Twb avbbbA fkjO
 fgie fgi vkBjO
 mpwkd ajk fNeq
 egiFy wbEKg Kkieq

Lai- Haraoba
 Ting ting chaoro
 Thabina karingei kahouro
 Thana wanglingei wanghouro
 Ipa machum taro
 Ipu machum taro
 Tingna ting chaoro
 Leipak mara tapnaba
 Ningthou punsi sangnaba
 Ting ting chaoro
 Ho ya ya ho ya
 Ho yaya yaya ya

fji fji vkBjO oO \k \k oO \k oO \k \k \k	
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Dance time

Teacher shows videos of some dance forms of Manipur (Jagoi Rash, Tangkhul Dance, Kabui Dance, Leima and Leishem Jagoi, Maibi Jagoi etc.) in the projector/ computer and lets children enjoy the different dance forms. Teacher teaches some simple steps of the dances and asks children to imitate. Children enjoy and appreciate the dance and songs of different communities.

Game time

Teacher makes arrangements in the playground to play some local games like Kabok lakpi, Spoon rest and Blind hit. Teacher takes children to the playground and asks them to set the rules before playing the games. Together they decide to follow the rules of the games and play the games without any conflict.

Social service

After playing games, teacher demonstrates how to keep the playground and school premise clean by picking up wrappers and other waste materials and throwing them in the dustbin. Children also join the teacher and together they clean the whole school compound just before leaving school. After completing the task, they wash their hands properly. Teacher then asks children to reflect on their actions and their impact on the environment:

- *Why is it important to keep the school compound clean?*
- *Where should we throw garbage?*
- *Do you practise proper waste disposal at home? How?*

These questions encourage children to think critically about their actions, develop a sense of responsibility, and understand the importance of maintaining a clean and healthy environment.

Pointers for assessment:

1. Is the child able to appreciate the different dance forms?
2. Is the child able to sing the song individually?
3. Is the child able to express his/her opinion in the discussion?
4. Does the child participate actively in the group activity?
5. Is the child able to follow the rules of the game?
6. Is the child able to read more than 5 words?

Note to the teacher:

- The duration given for the learning experience is suggestive only.

- Make the big book with large font, simple text and contextual illustrations.
- The conversation questions are suggestive only.
- Feel free to extend the conversation and follow the natural flow.
- The assessment pointers are a guideline to conduct formative assessment. You can design your own assessment tool based on these pointers.

Theme 5: Market

Preschool I	
Title: Colours in the market	
Duration: 60 minutes	
Competencies:	Learning Outcomes:
C-2.1: Differentiates between shapes, colours, and their shades	<ul style="list-style-type: none"> • Differentiates and names primary colours (red, blue, yellow) and other common colours in their environment. • Groups objects based on their colour (e.g., all red things together).
C-3.3: Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Exhibits fine motor skills, eye-hand coordination and muscle strength in simple activities.
C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s	<ul style="list-style-type: none"> • Counts given manipulatives or objects and can pick and give up to 5 things.
C-9.1: Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> • Repeats a simple song or a rhyme.
C-9.3: Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> • Listens attentively and speaks in short conversations with familiar people around.
C-10.8: Writes a paragraph to express their understanding and experiences (LI)	<ul style="list-style-type: none"> • Draws and colours, and orally expresses the intent of the drawing.
Material required:	
Big picture of market, pencil, rubber, crayons, drawing sheets, objects of different colours, chart paper, glue.	

How?

Big picture conversation



Teacher introduces a big picture of a market to children. She/he asks them to take a closer look at the picture. She/he starts a guided conversation: *What do you see in this picture? What is your favourite thing in this picture? Why? Which things are yellow/red/blue in colour? Which place is this? Have you ever been to a market with your parents? And so on...*

Colour Hunt:

Teacher asks children to find a few objects in the classroom that matches the colours in the big picture. She/he asks children to count the number of objects for each colour. Teacher asks children to name the objects which are red, blue and yellow (primary colours).

Drawing:

Teacher distributes drawing sheets, stationery materials and colours. She/he asks children to draw an item they want to buy from the market. Teacher asks children to share about their drawings. She/he hangs the drawings on the display area for other children to appreciate.

Market rhyme:

Teacher sings a rhyme about visiting the market: *Keithel*, and children repeat.

Takx spFIM skKg
Takx spFIM skKg
[FbA [okB mpKg
opaki opZkE mpKg
mkmb afbA mpKg
Takx spFIM vGKg
sqOd SOTqkd mpKg
sqOd SOTrbA mpKg

Imaga keithel kasi
Imaga keithel kasi
Athum ahao leisi
Heimang heingan leisi
Lalu matum leisi
Imaga keithel chatsi
Kabok khoibak leisi
Kabok khoidum leisi
Leisi lao leisi
Imaga keithel kasi

mpKg mkB mpKg Takx spFIM skKg [FbA [okB mpKg	Athum ahao leisi
--	------------------

Teacher conducts a conversation based on the rhyme: *Did you like the rhyme? What is this rhyme about? Do you go to the market with your mother? What do you eat in the market? And so on...*

At the end, teacher writes the rhyme on a chart paper and hangs it on the display area. Teacher and children look at the rhyme chart and sing the rhyme together.

Pointers for Assessment:

You can assess children based on the given pointers.

1. Is the child able to identify the primary colours?
2. Is the child able to group objects based on colour?
3. Is the child able to count the objects till 5?
4. Is the child able to hold the drawing tools (pencil/crayons) to complete the task?
5. Is the child able to speak in short conversations?

Note to the teacher:

- The duration given for the learning experience is suggestive only.
- You can design/draw a big picture according to the local context.
- The conversation questions are suggestive only. Feel free to extend the conversation and follow the natural flow.
- Give your own tune to the rhyme or follow the tune of any popular rhyme.
- The assessment pointers are a guideline to conduct formative assessment. You can design your own assessment tool based on these pointers.

Preschool II	
Title: Traffic signal and road safety	
Duration: 45 minutes	
Competencies: C-3.2: Shows balance, coordination and flexibility in various physical activities	Learning Outcomes: • Walks on a given path without losing balance.
C-3.4: Shows strength and endurance in	• Walks on straight and curved line/ zigzag

carrying, walking, and running	with ease.
C-4.5: Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> Follows short simple instructions.
C-9.1: Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> Sings along to songs and rhymes with intonation and gestures.
<p>Material required: Red and green round cardboard cutouts, chart paper, sketch pens</p>	
<p>How? Teacher takes children out on the playground.</p> <p>Teacher begins with a conversation: <i>Have you visited the market? With whom have you visited the market? How do you go to the market? What are the other vehicles you have seen in the market? Can you make the sound of any vehicle you like?</i></p> <p>Teacher asks children to walk/run around like the vehicle while making its sound.</p> <p>Next, teacher draws roads on the ground. Children ride/drive their imaginary vehicles on the road.</p> <p>Teacher introduces the traffic rules to children. She/he asks children to stop their vehicles when she/he shows the red colour and go when she/he shows green.</p> <p>At the end, teacher asks children to notice the traffic lights and how it guides the vehicles. Teacher sings the following rhyme with action and children follow.</p> <p style="text-align: center;"><i>Red light, red light What do you say? I say STOP! STOP! Right away.</i></p> <p style="text-align: center;"><i>Green light, green light What do you say? I say GO! GO! Right away.</i></p> <p>Teacher writes the rhyme on a chart paper and hangs it on the wall.</p>	
<p>Pointers for assessment: You can assess children based on the given pointers.</p> <ol style="list-style-type: none"> Is the child able to produce the sound of the vehicle of their choice? Is the child able to walk on the path drawn on the ground without losing his/her balance? Is the child able to follow the rules of the game? 	

Note to the teacher:

- The duration given for the learning experience is suggested only.
- Use round cardboard cutouts to make the red and green lights.
- You can write down the sounds children make for different vehicles in the form of a chart. This will give them an exposure to writing and contribute to developing sound-symbol relationships in children.
- You can extend the activity further to teach children to cross the road, walk on the left side of the road, and other basic road safety rules.

Preschool III**Title: Fruits and vegetables****Duration:** 60 minutes**Competencies:**

C-1.1: Shows a liking for and understanding of nutritious food and does not waste food

C-7.1: Observes and understands different categories of objects and relationships between them

C-8.11: Performs simple transactions using money up to INR 100

C-9.3: Converses fluently and can hold a meaningful conversation

Learning Outcomes:

- Names some qualities of good nutritious food

- Describes general details of familiar objects like fruits and vegetables

- Understands money has value.
- Performs simple one-to-one transaction

- Narrates daily experiences in elaborate descriptions and asks why questions too

Material required: Seasonal fruits and vegetables, play-money**How?****Introduction**

Teacher initiates a conversation around market by asking: *Have you ever been to a market? What do you get in the market? Can you name some fruits and vegetables sold in the market? What do you like about going to the market?*

Children share their stories and experiences of visiting a market. Children question and respond to each other about their market experience.

Knowing fruits and vegetables

Teacher puts the seasonal fruits and vegetables on the table/ground. She/he asks children to come one-by-one, pick their favourite fruit or vegetable and describe it by its physical appearance, touch, colour, smell, benefits of eating it, etc. Children also share what they like about it.

Teacher ends the discussion by talking about the importance of eating all kinds of fruits and vegetables.

Role-play

Teacher sets up a small market area in the classroom/playground. She/he gives the role of vendors and customers. The vendors sit with a few fruits and vegetables. Teacher gives play-money to the customers. Customers buy the things by using the play-money.

Pointers for assessment:

You can assess children based on the given pointers.

1. Is the child able to recognize the number on the price tag and play-money?
2. Is the child able to handle a complete transaction independently?
3. Is the child able to ask about items as a customer during the role-play?
4. As a vendor, is the child able to respond to questions of customers during the role-play?

Note to the teacher:

- Ensure that the fruits and vegetables are clean. You can also ask children to bring one fruit or vegetable from home. If real items are not possible, you can use flashcards or toy fruits and vegetables.
- Instead of fruits and vegetables, you can also use other items like stationery materials, books, toys, etc.
- Be patient and encouraging while children are engaged in role-play. This is a fun, interactive way for them to understand the concept of markets and transactions, so make sure they feel comfortable and confident. Keep the price of the items the same as the value of the play-money. For example, if the prices of the items are 3, 5 and 10, give play-money with notes of 3, 5 and 10.
- Use this activity as an opportunity to reinforce the importance of healthy eating habits by highlighting the nutritional value of the fruits, vegetables, and fish being sold.
- Encourage active participation from all children, but also allow them the freedom to explore at their own pace.
- Ensure every child has a chance to participate in both buying and selling activities.

Grade I

Title: In the market

Duration: 60 minutes

Competencies:

C-8.1: Sorts objects into groups and sub-groups based on more than one property

Learning Outcomes:

- Sorts objects into groups based on attributes they recognize and describes

	the rule of sorting.
C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	<ul style="list-style-type: none"> • Uses real-world situations and concrete objects to model and solve addition sums up to 18 using addition facts
C-8.11: Performs simple transactions using money up to INR 100	<ul style="list-style-type: none"> • Adds up notes and coins to form amounts up to Rs. 20
Material required:	
Seasonal fruits and vegetables, stationery materials, toys, play-money	
How?	
<p>Sorting game</p> <p>Teacher lays down the objects on the table/floor. She/he asks children to sort the objects in different categories. After sorting, children describe the properties they have considered for the task.</p>	
<p>Role-play</p> <p>Teacher sets up a small market area in the classroom/playground. She/he gives the role of vendors and customers. The vendors sit with fruits and vegetables, stationery materials, and toys. Teacher gives play-money to the customers. Customers buy the things by using the play-money.</p> <p>With the support of teacher, children bargain on the prices of the things.</p> <p>At the end of the roleplay, the vendors calculate the total money they got, and the customers calculate the total amount they have spent.</p>	
Pointers for assessment:	
<p>You can assess children based on the given pointers.</p> <ol style="list-style-type: none"> 1. Is the child able to add money to buy/sell an item? 2. Is the child able to handle a complete transaction independently? 3. Is the child able to successfully bargain on the price of an item? 	
Note to the teacher:	
<ul style="list-style-type: none"> • You can also ask children to bring one fruit or vegetable from home. • Ensure that the price of the items is such that children have to do addition to pay the amount. For example, if children have play-money of 2, 5 and 10 rupees, the items can be rupees 4, 7, 12, 15 and likewise. • This learning experience gives children an exposure to perform addition in real life situation. Give ample opportunities to children to do addition. • If doing the task independently becomes a little difficult for children, make pairs or groups of 3. 	

- Ensure every child has a chance to participate in both buying and selling activities.
- If required, place a small notepad and pencil in each stall for children to use during addition.

Grade II

Title: Jewellery shopping

Duration: 60 minutes

Competencies:

C-2.1: Differentiates between shapes, colours, and their shade

C-3.3: Shows precision and control in working with their hands and finger

C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers

C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition

C-8.11: Performs simple transactions using money up to INR 100

Learning Outcomes:

- Makes patterns using identification and grouping of various shapes, colours and shades

- Works with precision and detail for activities that require fine motor control for longer duration (e.g., threading needles, needle work, painting, sketching)

- Describes the rule of pattern and creates new pattern in different objects

- Adds two numbers using place value concept (sum not exceeding 99) and applies them to solve simple daily life problems/ situations
- Subtracts two numbers up to 99 using place value and applies them to solve simple daily life problems/ situations

- Adds up notes and coins to form amounts up to Rs. 100

Material required:

Beads of different colours and shapes, threads, scissors, play-money

How?

Jewellery making:

Teacher makes groups of children. Each group gets a box of beads, threads and scissors. The groups make their necklaces and bracelets by tying the beads in different patterns.

Role-play:

Teacher sets up a small market area in the classroom/playground. Each group gets one stall, and a few children become customers. The groups lay out the jewellery they made in their stalls. They tag each piece of jewellery with a price.

Customers buy the things by using the play-money.

At the end of the role-play, the vendors calculate the total money they got, and the customers calculate the total amount they have spent.

Pointers for assessment:

You can assess children based on the given pointers.

1. Is the child able to create patterns using the beads?
2. Is the child able to describe the pattern she/he has created?
3. Is the child able to perform addition for a transaction?
4. Is the child able to perform subtraction for a transaction?

Note to the teacher:

- You can also ask children to bring one fruit or vegetable from home.
- Give enough beads to each group so that they can make at least 5 pieces of jewellery.
- Give opportunities to appreciate each other's work or find similarities/differences in the jewellery of each other. You can ask each group to talk about the patterns they have created in their jewellery.
- Ensure that the price of the items is such that children get a chance to do addition and subtraction during transactions.
- This learning experience gives children an exposure to perform operations such as addition and subtraction in real life situation.
- Ensure every child has a chance to participate in both buying and selling activities.
- If required, place a small notepad and pencil in each stall for children to use during addition and subtraction.

Theme 6: Our Surroundings

Preschool I	
<p>Title: Our school garden Duration: 90 minutes</p>	
<p>Competencies: C-7.1: Observes and understands different categories of objects and relationship between them.</p>	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> Identifies and names common objects, people, pictures, animals, birds, events etc with assistance
<p>C-8.1: Sorts objects into groups and sub-groups based on more than one property.</p>	<ul style="list-style-type: none"> Sort objects into 2 groups based on size, length, height and weight (big-small, long-short)
<p>C-8.8: Recognises basic geometric shapes and their observable properties</p>	<ul style="list-style-type: none"> Matches by shape, size or colour by one attribute Compares and classifies objects by one factor-like shape, colour and size Follows simple instructions and places objects based on shape, colour and position- e.g. bring red balloon here, keep round ball on the table.
<p>C-9.3: Converses fluently and can hold a meaningful conversation</p>	<ul style="list-style-type: none"> Listens attentively and speaks in short conversations with familiar people around
<p>C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others</p>	<ul style="list-style-type: none"> Listens and follows short instructions (e.g., bring the objects in green colour, look at the bird, etc.)
<p>Material required: Chart paper, sketch pens, colours, pencils, eraser, cello tape, scissors</p>	
<p>How? Rhyme Teacher begins the day with a rhyme. She/he sings it with action and gestures, and children follow.</p>	

ZKgrg sOTq vGmbKg

ZKgrg sOTq vGmbKg
 Wcq aWA \limbKg
 vgixg Wcq \limbKg
 fbjIMxg TvIM \limbKg
 wkGsg FjO \limbKg
 mOdsg TKgi FdmbKg

Ngasidi koiba chatlusi

Ngasidi koiba chatlusi
 Phajaba mapham yenglusi
 Chinggi phajaba yenglusi
 Turelgi ichel yenglusi
 Patki tharo yenglusi
 Lokki ising thaklusi

After singing 2-3 times, teacher writes the rhyme on a chart paper. She/he asks each child to make a small drawing on the rhyme chart according to their understanding of the rhyme. Teacher hangs the rhyme chart on the wall for children to look and sing.

Nature walk

Teacher prepares children for a walk around the school garden by setting some norms. She/he puts large sized transparent cello tapes around the wrists of children. While doing so, she/he keeps the sticky side outwards. She/he asks children to stick anything interesting on their wrist bands that they find while going on the nature walk.

Teacher guides the observation of children by asking questions like: *Can you name the flowers? Which plant has the most flowers? What are the colours you see around you? Can you name the things which are green in colour? Can you name the things that are in your favourite colour? Which is the smallest thing you see? Which is the biggest thing you see? And so on...*

Teacher asks children to collect different objects in green. After the objects are collected, she/he asks children to sort the objects into two categories: big and small.

Reflection and sharing

After the nature walk teacher takes children to the classroom and asks them to share about their experience: *What did you like about the walk? What did you not like about the walk? Can you show your wrist bands? Share how did you collect all these amazing things. And so on...*

Pointers for assessment:

You can assess children based on the following pointers:

1. Is the child able to recognize the objects of given colour?
2. Is the child able to sort the objects into the assigned groups?
3. Is the child able to follow the instructions given to him/her?
4. Is the child able to select objects in appropriate size/weight to paste on the wrist band?

Note to the teacher:

- You can give your own tune to the rhyme. Writing the rhyme in the chart paper gives children an exposure to writing and contributes to a print rich environment. Even though they are yet to conventionally read and write, but such practice helps them understand that oral language can be represented in writing.
- Ensure the safety of children in the garden area. You can ensure cleaning up the area a day before conducting the nature walk.
- If you have more children in your classroom then make groups for the sorting activity during nature walk. You can assign different colours to each group. Such activities will also help you to recognise children facing issues of colour blindness. You can also let children choose the categories in which they want to sort the collected objects.
- After the reflection and sharing, you can either ask children to keep wearing their wrist bands for the rest of the day or paste each child's bands on a paper and put it in their portfolio.
- You can also ask them to draw and share about their experience of nature walk.

Preschool II

Title: What is in the bag?

Duration: 60 minutes

Competencies:	Learning Outcomes:
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C-2.5: Develops discrimination in the sense of touch.	<ul style="list-style-type: none"> • Compares two objects based on hard and soft, hot and cold, rough and smooth
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C-3.3: Shows precision and control in working with their hands and fingers	<ul style="list-style-type: none"> • Exhibits motor control for tasks that require fine-motor, eye- hand coordination with moderate precision
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C-4.5: Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> • Enjoys everyday activities with other children
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C-7.1: Observes and understands different categories of objects and relationships between them	<ul style="list-style-type: none"> • Identifies and describes common objects, people, pictures, animals, birds, events etc. on their own
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C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20	<ul style="list-style-type: none"> • Counts objects with understanding of cardinality (recognizing the quantity of set) up to 5
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C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	<ul style="list-style-type: none"> • Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder,
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scissors)

Material required:

Bags with natural objects like twigs, feathers, grass, etc., glue, drawing sheets/chart paper, colours

How?

Guess my name

Teacher makes groups with 3-5 children in each group. She/he gives a bag of different objects to each group. The bags have natural objects like pebbles, leaves, stones, sticks, flowers, etc.

Members of each group take turns to put a hand inside the bag. They guess the name of the object with the help of its texture, shape and size. The members cannot see the object while guessing its name. If a child is unable to guess, she/he describes the object with the help of its touch and the others try to guess.

Teacher asks each group to count the total number of objects in their bags.

Collage

Next, teacher provides each group with a drawing sheet/chart paper and glue. She/he asks children to make a collage using the materials.

Each group makes their own collage and shares about it in front of the class. Teacher writes down the core idea of the collages around its boundary.

Teacher displays the collages around the classroom for others to look and appreciate.



Pointers for assessment:

You can assess children based on the following pointers:

1. Is the child able to share his/her ideas in the group?
2. Is the child able to accept ideas from group members?
3. Is the child able to distribute responsibilities of the task amongst the group members and self?
4. Is the child able to be a part of the task the group is doing?
5. Is the child able to represent the group while talking about the work?

Note to the teacher:

- Avoid keeping sharp or thorny objects in the bag. The bag should not be transparent otherwise the activity will lose its meaning.
- You can ask children to use more objects if they want, other than the ones provided to

them.

- Encourage them to be creative with their ideas and representations so that their art pieces are meaningful.
- While each group represents their work, encourage other children to ask questions.
- To help them get ideas for the collage, you can also tell them a story, poem, watch a short film or take them for a walk before conducting this learning experience.

Preschool III

Title: Let's feed the birds!

Duration: 90 minutes

Competencies:

C-1.4: Practices safe use of material and simple tools

C-6.1: Shows care for and joy in engaging with all life forms

C-8.12: Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements.

C-9.3: Converses fluently and can hold a meaningful conversation

Learning Outcomes:

- Uses scissors, knife with care under supervision

- Shows joy in doing something for birds and animals in the local environment

- Uses shape names appropriately

- Engages in conversations based on events, stories, or their needs and asks questions

Material required:

Story book (*Are you the Woodpecker?*), basic stationery materials, scissors/cutter, paints, brushes, milk/juice cartons

How?

Story read aloud

Teacher reads aloud a storybook to children: *Are you the Woodpecker?* She/he reads it with action, gesture and intonation, and makes conversations in between the story.

Teacher conducts a conversation after the story by asking questions like: *Did you like the story? Have you read or heard any other story like this one? If yes, can you share that story? Do you have birds as pets in your home? If yes, where does it live? Can you draw it on the board? And so on...*

DIY birdfeeder

Teacher asks children to sit in pairs or groups of 3. She/he provides each pair/group with milk/juice carton and stationery materials. Children draw windows of different shapes on their cartons. They share what window shape they would like their birdfeeder to have and

why. They cut out the window with the help of teacher.

Children paint the carton and make designs. They follow the steps to complete their birdfeeder with their teacher's support. Children fill their bird feeders with grains and lentils. Teacher helps children to hang the birdfeeders around the school.

Pointers for assessment:

You can assess children based on the following pointers:

1. Is the child able to respond to comprehension questions asked during or after the read aloud?
2. Is the child able to respond to prediction questions asked during the read aloud?
3. Is the child able to take part in the conversation following the read aloud by responding to and asking questions?

Note to the teacher:

- The conversations during the reading aloud of storybook support comprehension. Other than asking comprehension questions, you can ask prediction questions to understand if children are able to follow you or not.
- Story Weaver link for the storybook: <https://storyweaver.org.in/en/stories/94122-are-you-the-woodpecker>
- Share the story in the familiar language of children first and then introduce it in English. This will help their comprehension.
- You can choose a different storybook in any language or create your own story and design a book.
- Video link for birdfeeder: https://youtu.be/8M88PdpNb2w?si=vn_62PTGkuQUBD1v
- It is important to emphasise on the shapes of windows on the birdfeeder to help children learn about different shapes.
- You can also ask children to bring their own carton from home for this activity.

Grade I

Title: Vehicles around me

Duration: 60 minutes

Competencies:

C-4.4: Shows cooperative behaviour with other children

C-4.7: Understands and responds positively to different thoughts, preferences, and emotional needs of other children

C-8.8: Recognises, makes, and classifies basic geometric shapes and their

Learning Outcomes:

- Demonstrates willingness to include other's ideas during group task

- Works well in mixed groups for classroom activities

- Describes the objects on the basis of shapes, and other observable properties

observable properties, and understands and explains the relative relation of objects in space	
C-9.1: Listens to and appreciates simple songs, rhymes, and poems	<ul style="list-style-type: none"> • Sings/recites longer (10 sentences) songs/ poems
C-9.3: Converses fluently and can hold a meaningful conversation	<ul style="list-style-type: none"> • Engages in conversations, waits for their turn to speak, and allows others to speak
C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others	<ul style="list-style-type: none"> • Follows instructions comprising of several steps
Material required:	
Flashcards of vehicles, chart paper, sketch pens	
How? Rhyme	
Teacher begins with a rhyme: <i>Wheels on the Bus</i> . She/he sings with action and intonation. Children follow.	
<p><i>The wheels on the bus Go round and round Round and round (2) The wheels on the bus Go round and round All through the town.</i></p> <p><i>The horns on the bus Go beep beep beep Beep beep beep (2) The horns on the bus Go beep beep beep All through the town.</i></p>	
Teacher writes the rhyme on a chart paper and hangs it on the wall for children to look and sing.	
Conversation	
Teacher conducts a conversation on the vehicles children see around. She/he asks: <i>Have you seen a bus? Where did you see the bus? How does it look like? Have you gone anywhere riding a bus? Can you share about it? Which other vehicles have you taken a ride on? And so on...</i>	
Flashcard activity	
Teacher lays down flashcards of vehicles. Children pick a flashcard of their choice and speak	

about the vehicle.

Role-play

Teacher makes groups of children. She/he puts all the flashcards upside down on the table. The groups pick one flashcard without revealing it to the other groups.

Teacher asks the groups to assemble in a way that it represents the vehicle they get. For example, if a group picks an autorickshaw, then 3 children represent the wheels by kneeling with their hands on the ground and arched back. One child becomes the driver, and 2 children become the passengers. They stand in a half-seated position.

Teacher helps all the group in representing their vehicles. The other groups guess the vehicle a group has constructed.

Pointers for assessment:

You can assess children based on the following pointers:

1. Is the child able to recognize the vehicles in the flashcards?
2. Is the child able to describe the observable properties of the vehicle?
3. Is the child able to show coherence while talking about the vehicle?
4. Is the child using a second language, e.g., English words/phrases/sentences while talking?

Note to the teacher:

- Video link for rhyme: https://youtu.be/pPTT_cowCtY?si=hWJNWDT79d6-D6eX
- You can also create rhymes of different vehicles together with children.
- Ensure that the flashcards represent vehicles that are familiar to children. Encourage them to not just describe the vehicle but also share about instances of experiences with the vehicle.
- You can also ask children to draw their experience of riding a bus. The only thing to keep in mind is that no child should feel left out. You can modify the activity considering the number of children in your classroom who have taken a bus ride.
- You can also extend the learning experience to talk about traffic safety rules, other means of transport and communication, making paper vehicles, etc.

Grade II

Title: Let's clean the surroundings!

Duration: 120 minutes

Competencies:

C-1.3: Keeps school/classroom hygienic and organised

Learning Outcomes:

- Participates in the cleaning of classrooms and playgrounds

	<ul style="list-style-type: none"> • Segregates garbage appropriately
C-4.5: Understands and responds positively to social norms in the classroom and school	<ul style="list-style-type: none"> • Expresses their point of view while playing or working together
C-6.1: Shows care for and joy in engaging with all life forms	<ul style="list-style-type: none"> • Takes responsibility for tending and caring for saplings and plants
C-10.8: Writes a paragraph to express their understanding and experiences (LI)	<ul style="list-style-type: none"> • Writes short journals and descriptions of events and experiences
<p>Material required: Dustbins/baskets, hand gloves, flowerpots, flower saplings, gardening tools, papers, pencil, eraser, sharpener, colours</p>	
<p>How?</p> <p>Guided conversation Teacher begins with a conversation around keeping the surrounding clean. She/he asks questions like: <i>Look around you, do you feel it's clean and tidy? How do you like your surroundings? Who is responsible for keeping the surroundings clean and tidy? Can we do something for our surroundings? And so on...</i></p> <p>Cleanliness drive Teacher takes children out to the school garden. She/he makes groups of children and assigns an area for cleaning up. The groups collect the waste materials, weeds, grass, etc. in their dustbins/baskets and discard it as guided by teacher.</p> <p>Once the garden is cleaned, teacher brings the flowerpots and saplings. Children in their groups get one pot each. With the help of teacher, children fill the flowerpots with soil. They put the saplings in their flowerpots and water them.</p> <p>Teacher and children arrange the flowerpots in the garden.</p> <p>After completing the task, all children wash themselves and go inside the classroom.</p> <p>Reflection and sharing Teacher distributes paper and other stationery materials. She/he asks children to write about their day in terms of,</p> <ul style="list-style-type: none"> ○ One best thing that they did and why. ○ One thing that they did but did not like doing it. <p>After writing their notes, children share their thoughts in front of the class.</p>	

Pointers for assessment:

You can assess children based on the following pointers:

1. Is the child able to differentiate between weeds and plants?
2. Is the child able to uproot weeds properly?
3. Is the child able to clean the garden without harming the plants?
4. Is the child able to make the soil for the flowerpot with the teacher's support?
5. Is the child able to plant his/her sapling without any help?

Note to the teacher:

- The conversation is to help children understand the importance of cleanliness in our surroundings. Let them feel responsible for keeping their surroundings clean. Rather than teaching it as moral values, involving them emotionally and physically develops their sensitivity and ownership towards their surroundings.
- You can use gloves, masks and other protective gears if any child has allergy issues. Set some general norms before heading out for the cleanliness drive. For example, being careful of sharp objects, seeking help when needed, working as a team, etc.
- You can take the support other teachers too.
- During the reflection and sharing time, if a child is not able to write you can ask him/her to draw instead. You can help the child write his/her thoughts beside their drawing.
- Ask children to take care of the plants, not only their own plants, but the others too.
- You can extend this learning experience by asking children to label the trees and plants in the school garden. Moreover, they can name their flowerpots too.

Annexure - I

Illustrative Learning Outcomes

[The learning outcomes are codified taking into consideration the curricular goals, key competencies and learning outcomes of the five levels of the foundational stage]

Example L.O. 1.2.3

1 indicates curricular goal; 2 indicates competency; 3 indicates learning outcome

Domain – Physical Development

Curricular Goal 1 (CG-1) – Children develop habits that keep them healthy and safe

Competencies- (C-1.1) – Shows liking for and understanding of nutritious food and does not waste food				
Learning Outcomes				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O-1.1.1 Identifies things that can be eaten and cannot be eaten	L.O-1.1.1 -Eats a variety of food from different food groups – grains, vegetables, fruits, and proteins (e.g. dal, beans, nuts, dairy) with adult support	L.O-1.1.1 - Eats from different food groups and explains the benefits/ill-effects of different food groups	L.O-1.1.1 - Identifies major ingredients in familiar food with help (e.g., dal in sambar, peanut in chutney)	L.O-1.1.1 -Guesses ingredients of cooked food and says whether they are good or bad for health
L.O-1.1.2-Begins to name a variety of foods with adult prodding	L.O-1.1.2 Identifies healthy and unhealthy food items in a shop	L.O-1.1.2 Names some qualities of good nutritious food (e.g., eggs and dal build strength, palak 'cleans the blood', milk gives strong teeth)	L.O-1.1.2 Names the connection between ingredients and nutrition (e.g., chuhi (sugarcane juice) and rice in Chengkabok is good for health)	L.O-1.1.2 Recognises ingredients in packaged food (e.g., biscuits, noodles) and says whether they are good or bad for health
L.O-1.1.3 Names a few healthy food items and a few unhealthy food items	L.O-1.1.3 Gives reasons for why some food is healthy	L.O-1.1.3 Eats without wasting food when served appropriate portions	L.O-1.1.3 Asks for appropriate portions of food	L.O-1.1.3 Serves appropriate portions of food on their own without spilling
	L.O-1.1.4 Follows picture recipes to prepare simple			

	snack			
	L.O-1.1.5 Eats without spilling			

Competency (C-1.2) – Practices basic self-care and hygiene				
Learning Outcomes				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O-1.2.1 Gets help to wash hands and dry hands before and after using the toilet or eating or playing (sand/clay) etc	L.O-1.2.1 Begins to wash and dry hands before and after using the toilet or eating	L.O-1.2.1 Always washes and dries hands before and after using the toilet	L.O-1.2.1 Demonstrates appropriate use of the toilet	L.O-1.2.1 Becomes independent in basic self-care and hygiene
L.O-1.2.2: Can wear cloths (without buttoning them) and put on their footwear with the help of adult	L.O-1.2.2 Can wear clothes and footwear independently	L.O-1.2.2 Begins using plastic needle and thread to do small mends under supervision	L.O-1.2.2 Fixes buttons and mends small tears with needle thread with help	L.O-1.2.2 Fixes buttons and mends small tears with plastic needle and thread independently
	L.O-1.2.3 Begins to use personal care objects (combs, toothbrush) on their own	L.O-1.2.3 Begins to use personal care objects (combs, toothbrush) on their own	L.O-1.2.3 Uses personal care objects appropriately	L.O-1.2.3 Uses personal care objects appropriately

C-1.3: Keeps school/classroom hygienic and organised				
Learning Outcomes				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O-1.3.1 Aware of their belongings such as bags, bottles, shoes, handkerchiefs, etc	L.O-1.3.1 Keeps and retrieves their personal belongings from the correct place	L.O-1.3.1 Maintains their personal belongings in good shape	L.O-1.3.1 Handles study material with care	L.O-1.3.1 Takes care of school property, books, materials, and furniture
L.O-1.3.2 Places soiled plates and	L.O-1.3.2 Identifies and uses clean glasses	L.O-1.3.2 Washes their plates and	L.O-1.3.2 Begins to maintain	L.O-1.3.2 Participates in the cleaning of

utensils in the designated space with the help of adults	and plates, and places soiled plates and utensils in the designated space	utensils	cleanliness in classrooms, playgrounds etc	classrooms and playgrounds
L.O-1.3.3 Uses dustbin with assistance	L.O-1.3.3 Begins to use a dustbin to dispose of waste	L.O-1.3.3 Always uses a dustbin to dispose of waste	L.O-1.3.3 Begins to segregate waste (Wet waste and dry waste)	L.O-1.3.3 Segregates garbage appropriately

C-1.4: Practices safe use of material and simple tools

Learning Outcomes				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O-1.4.1 Avoids danger by not touching harmful objects like fire, hot stove, knife, electric plugs	L.O-1.4.1 Handles harmful or dangerous objects with care like scissors, knife, matchstick	L.O-1.4.1 Uses scissors, knife with care under supervision	L.O-1.4.1 Uses nail cutter, small knife with care under supervision	L.O-1.4.1 Independently uses scissors, small knife, nail cutter

C-1.5: Shows awareness of safety in movements (walking, running, cycling) and acts appropriately

Learning Outcomes				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O-1.5.1 Identifies road safety as important, holds hands of adults and walks on the	L.O-1.5.1 Looks both ways before crossing the road, holds hands of peers or adult, and walks safely	L.O-1.5.1 Follows road safety rules (walking on the side, crossing road, etc) independently L.O-1.5.2 Identifies traffic	L.O-1.5.1 Follows basic safety rules in public transportation, on the street, when riding a bicycle, etc.	L.O-1.5.1 Follows traffic rules while riding a bicycle, walking on the road L.O-1.5.2 Recognizes most

		symbols (signal lights, symbols – zebra crossing, U-turn, bridge/ railway bridge etc)		safety symbols and avoids danger (Electric, fire, repair, digging, etc)
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C-1.6: Understands unsafe situations and asks for help

Learning Outcomes

Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O- 1.6.1 Differentiates between familiar and strange adults	L.O- 1.6.1 Communicates discomfort with trusted adults when asked L.O- 1.6.2 Does not accept toys, chocolates, money, or other things from	L.O- 1.6.1 Understands the difference between safe and unsafe touch L.O- 1.6.2 Maintains distance from Strangers L.O- 1.6.3 Communicates discomfort with trusted adults on their own Seeks help from adults when there is an injury (e.g., scraped knee, burns, electrical shock) L.O- 1.6.4 Identifies people	L.O- 1.6.1 Uses some language to seek adult and peer help L.O- 1.6.2 Understands and uses basic safety protocols (e.g., washing with cold water after a burn	L.O- 1.6.1 Reports any bad touch/behaviour noticed, maintains appropriate distance L.O- 1.6.2 Understands and uses basic safety protocols (e.g., washing with cold water after a burn

		in the community who would be of help in an emergency – doctor,		
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Curricular Goal 2 (CG-2): Children develop sharpness in sensorial perceptions

C-2.1: Differentiates between shapes, colours, and their shades				
Learning outcomes				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
<p>L.O-2.1.1: Differentiates and names the primary colours (red, blue, yellow) and other common colours in their environment (black, white, brown)</p> <p>L.O-2.1.2: Groups objects based on their colour (e.g., all red things together)</p>	<p>L.O-2.1.1: Differentiates shades within primary colours and secondary colours (e.g., light blue, dark blue, light green, dark green)</p> <p>L.O-2.1.2: Groups objects based on dimension - length, breadth, height (e.g., all long things together)</p>	<p>L.O-2.1.1: Attempts to predict resulting colour when two colours are mixed (e.g., blue and yellow makes green, or red and white makes pink)</p> <p>L.O-2.1.2: Groups objects based on combinations of visual characteristics of colours and shapes (e.g., all red triangles together, all large green leaves together)</p>	<p>L.O-2.1.1: Predicts resulting colour when two colours are mixed</p> <p>L.O-2.1.2: Makes patterns, solves puzzles, plays games using identification and grouping of various shapes, colours and shades</p>	<p>L.O-2.1.1: Experiments and use colours in art forms and drawings, decorating, display</p> <p>L.O-2.1.2: Makes patterns, solves puzzles, plays games using identification and grouping of various shapes, colours and shades</p>

C-2.2: Develops visual memory for symbols and representations				
Learning Outcomes				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O-2.2.1: Matches two visual symbols with same pattern and orientation and size (e.g., match + with +, match ∞ with ∞)	L.O-2.2.1: Matches two visual symbols with same pattern but different orientation and size (e.g. match + with x, match ∞ with 8)	L.O-2.2.1: Matches two visual symbols with same pattern but different orientation and size (e.g., match v with >, match ll with =)	L.O-2.2.1: Recalls and matches visual symbols from memory (e.g., memory games using cards)	L.O-2.2.1: Recalls and matches visual symbols from memory (e.g., memory games using cards)

C-2.3: Differentiates sounds by their pitch, volume and sound patterns by their pitch, volume, and tempo				
Learning Outcomes				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O -2.3.1: Differentiates sounds in the environment as the sound of humans, animals, vehicles, sound of clap, tap, sound of material etc	L.O- 2.3.1 Distinguishes between high and low pitches In the sounds of birds and animals, musical instruments and the human voice	L.O- 2.3.1: Able to recognise the mid-range in pitch	L.O -2.3.1: Discerns if any two sounds/ notes match in terms of pitch and volume	L.O- 2.3.1: Distinguishes between a linear and non-linear progression of musical notes in a given scale
L.O-2.3.2: Differentiates loud and soft sounds	L.O-2.3.2: Distinguishes between slow and fast tempo in rhythmic beats	L.O-2.3.2: Recognises the mid-range in volume and tempo	L.O-2.3.2: Identifies a change in tempo in any given musical piece	

C-2.4: Differentiates multiple smells and tastes

Learning Outcomes

Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O-2.4.1: Identifies good and bad smell (perfume, flowers, garbage, etc.)	L.O-2.4.1: Differentiates fragrance of flowers, perfumes, food items, etc.	L.O-2.4.1: Recognizes smells that indicate danger (e.g., smoke, rotten eggs)		
L.O-2.4.2: Identifies sweet, salty, bitter, sour, and hot (spicy) taste	L.O-2.4.2: Explores different tastes and textures from different kinds of food			

C-2.5: Develops discrimination in the sense of touch

Learning Outcomes

Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O-2.5.1: Differentiates hard and soft, hot and cold, rough and smooth surfaces	L.O-2.5.1: Compares two objects based on hard and soft, hot and cold, rough and smooth	L.O-2.5.1: Seriates 3-5 objects based on hard and soft, hot and cold, rough and smooth with right vocabulary (smoothest, smooth, hard, harder, hardest)	L.O-2.5.1 Extends the comparison of textures to finer variations like fluffy, furry, woven, prickly, pitted, etc.	

C-2.6: Begins integrating sensorial perceptions to get a holistic awareness of experiences

Learning Outcomes

Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O-2.6.1: Blows breath with force	L.O-2.6.1: Blows light objects (e.g., paper) L.O-2.6.2: Sits or lies still for a short duration	L.O-2.6.1: Breathes in and out rhythmically L.O-2.6.2: Sits still and pays attention to their breath for a short duration	L.O-2.6.1: Breathes out slowly over a longer period of time than breathing in L.O-2.6.2: Sits still and pays attention to other sensorial perceptions for a short duration	L.O-2.6.1: Does 'anulomvilom' Breathing L.O-2.6.2: Sits still and is able to observe one's own flow of thoughts

Curricular Goal 3 (CG-3): Children develop a fit and flexible body**C-3.1: Shows coordination between sensorial perceptions and body movements in various activities**

Learning Outcomes

Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O-3.1.1: Begins to catch, throw and kick balls with very basic control	L.O-3.1.1: Catches a large ball, throws and kicks balls forward with good force L.O-3.1.2: Shows some accuracy in aiming throws within short distances	L.O-3.1.1: Improves catching, throwing, and kicking using different sized balls	L.O-3.1.1: Catches, throws, and kicks balls in play /game situations	

C-3.2: Shows balance, coordination and flexibility in various physical activities				
Learning Outcomes				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O-3.2.1: Stands on one foot with support/aid	L.O-3.2.1: Stands on one foot for longer periods without support	L.O-3.2.1: Hops 10-15 steps	L.O-3.2.1: Hops and plays a full game	L.O-3.2.1: Skips and hops with rope with comfort
L.O-3.2.2: Balances on one leg for a short time	L.O-3.2.2: Hops 4-5 steps	L.O-3.2.2: Balances things on head/hand (e.g., walks with a book on their head)	L.O-3.2.2: Carries heavy objects chairs/tables/ bag with good balance and technique	L.O-3.2.2: Shows agility and balance (e.g., climbing on trees, jungle gym)
	L.O-3.2.3: Balances on variety of surfaces (e.g., bricks, ladders)	L.O-3.2.3: Shows good body balance (e.g., rides bicycle without support)	L.O-3.2.3: Shows good body balance with speed (e.g., rides bicycle with speed)	L.O-3.2.3: Can stand on one leg with the other leg folded for a minute

C-3.3: Shows precision and control in working with their hands and fingers				
Learning Outcomes				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O-3.3.1: Exhibits fine motor skills, eye-hand coordination and muscle strength in simple activities (e.g., scribbling, Tearing paper, pasting, free hand colouring, clay	L.O-3.3.1: Exhibits motor control for tasks that require fine-motor, eye hand coordination with moderate precision (e.g., cutting big shapes, threading big	L.O-3.3.1: Uses coordinated movements of fine motor muscles for working on activities that require more precision with some assistance (e.g., pencil drawing, cutting on straight	L.O-3.3.1: Creates craft and artwork that requires precision in coordinated eye-hand movements of smaller muscles without assistance (e.g., tracing, clear	L.O-3.3.1: Works with precision and detail for activities that require fine motor control for longer duration (e.g., threading needles, needle work, painting,

work)	beads, buttoning, screwing/unscrewing bottle caps, drawing with crayons)	or curved line, threading small beads, legible writing of letters, stringing flowers, colouring within closed figure)	writing, and drawing, catching a small ball, copying geometric shapes, creating patterns)	sketching)
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C-3.4: Shows strength and endurance in carrying, walking, and running

Learning Outcomes

Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O-3.4.1: Walks in straight line	L.O-3.4.1: Walks on straight and curved line/ zigzag with ease	L.O-3.4.1: Walks and runs easily, coordinating body movements harmoniously	L.O-3.4.1: Walks for a km or more on different terrains with ease	L.O-3.4.1: Shows strength and endurance in walking long distance (2-3 kms) on different terrains
L.O 3.4.2: Able to walk backwards Walks on tiptoe (6+ steps) Walks, and runs easily changing direction and speed comfortably	L.O 3.4.2: Walks on 6-inchwide beam with balance	L.O-3.4.2: Walks on toes with hands held above the head for 10 metres	L.O-3.4.2: Stands stably with hands held above the head for one minute	L.O-3.4.2: Runs around and jumps over objects with ease
L.O-3.4.3: Jumps in place, jumps across one short hurdle • Jumps landing on feet (height 2½-3 feet)	L.O-3.4.3: Walks up and down stairs, on alternating feet with ease	L.O-3.4.3: Jumps from a reasonable height with ease (e.g., 2 or 3 steps, bench of height 3 feet)	L.O-3.4.3: Climbs and jumps with ease (e.g., small trees)	L.O-3.4.3: Shows strength and endurance in work and play situations (e.g., lifts small pots in the garden, carries bucket of water, runs for 15 minutes)
L.O-3.4.4: Carries simple weights and moves with them (e.g., carries a small mug of sand from one place to another)	L.O-3.4.4: Crawls inside tunnels, etc. L.O-3.4.5: Jumps on both feet and over short objects without/ with little support	L.O-3.4.4: Shows comfort in executing tasks that require strength in play situations (e.g., play tug of war)	L.O-3.4.4: Shows strength and endurance in work and play situations (e.g., lifts small pots in the garden, carries bucket of water, runs for 15 minutes)	

	L.O-3.4.6: Shows willingness to exert their strength for tasks that require use of the large muscle groups (e.g., helps to move small furniture in classroom)			
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Domain - Socio-Emotional and Ethical Development
Curricular Goal 4(CG-4) - Children develop emotional intelligence

COMPETENCIES: C-4.1: Starts recognising 'self' as an individual belonging to a family and community

LEARNING OUTCOMES

Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O-4.1.1 Demonstrates awareness of self as a unique individual (e.g., refers to favorite shirt or bag or thing)	L.O 4.1.1 Identifies self as a member of a family, neighborhoods, school, city, with different people doing different roles	L.O 4.1.1 Identifies self as a member of a family, neighborhood, school, city, with different people doing different roles	L.O 4.1.1 Begins to express their capabilities and interest with a view to contribute to society – when I grow up, I want to be a farmer, a doctor, pilot, be a soldier, etc	L.O 4.1.1 Begins to express their capabilities and interest with a view to contribute to society – when I grow up, I want to be an engineer, a doctor, nurse, scientist, pilot, be a soldier, etc
L.O 4.1.2 Says own first and family (last) name	L.O 4.1.2 Shares other identifying information (e.g., parent's name)	L.O 4.1.2 Shares personal identifying information such as home address, details of family members, school, etc	L.O 4.1.2 Shares personal details about family members occupation, their place of work, details about	L.O 4.1.2 Shares personal details about family members occupation, their place of work, details about
				L.O 4.1.3 Values the work of adult members of the family (e.g., my father is a farmer, and his work helps all of us to eat well)

Competencies: C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O 4.2.1 Identifies their wants and feelings (e.g., I don't want to colour today, I want to go out)	L.O 4.2.1 Associates emotions with words and facial expressions	L.O 4.2.1 Describes their feelings and their causes (e.g., I am angry because he broke my block tower)	L.O 4.2.1 Describes their feelings and their causes (e.g., I am angry because she broke my block tower)	L.O 4.2.1 Describes their emotions in socially approved ways (e.g., stops crying and explains why they were crying)
L.O4.2.2 Recognizes simple emotions (fear, joy, sadness)	L.O 4.2.2 Expresses emotions through verbal and non-verbal modes (e.g., gestures, drawings)	L.O 4.2.2 Shares with others (peer and familiar adults) their feelings/ emotions	L.O 4.2.2 Shares with others (peer and familiar adults) their feelings/ emotions	L.O 4.2.2 Responds with appropriate emotions (e.g., laughs at jokes in circle time, sits quietly when upset)
			L.O 4.2.3 Agrees to change of activity when upset/ angry to help themselves calm down	L.O 4.2.3 Consciously uses strategies to calm themselves down (e.g., breathing, changing activity)

Competencies: C-4.3: Interacts comfortably with other children and adults				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.4.3.1. Identifies/names close family members/particular adults	L.O.4.3.1. Identifies/names close family members/particular adults	L.O.4.3.1. Begins to interact comfortably with less familiar adults	L.O.4.3.1. Interacts with familiar and less familiar adults with respect (e.g., khurumjari /namaste, chanbiduna/ please, thank you, sorry)	L.O.4.3.1. Interacts with familiar and less familiar adults with respect (e.g., namaste, please, thank you/ nahakpu thagatchari, ngakpigani/ ngakpiyu/sorry)
L.O.4.3.2. Interacts comfortably with familiar adults				
L.O.4.3.3. Demonstrates comfort in staying in the classroom without parents or familiar adults	L.O.4.3.2. Demonstrates spontaneity and preference to play with familiar children, joins a group of children playing, with adult's help if necessary	L.O.4.3.2. Demonstrates strategies to play and work with other children (e.g., invites them to join a game, accommodates mutual rules, negotiations, roles for play)	L.O.4.3.2. Plays in a coordinated manner with other children, recognises mutual interests with friends	L.O.4.3.2. Understands and responds to specific (procedural) rules in play with other children
		L.O.4.3.3. Separates willingly from adults to play with peers, most of the time	L.O.4.3.3. Enjoys being in the company of peers	L.O.4.3.3. Spends long hours with peers and can manage with adult support in a strange environment (long field trips)
		L.O.4.3.4. Makes and maintains a close friendship with at least one child	L.O.4.3.4. Makes and maintains a close friendship with at least one child	L.O.4.3.4. Has a circle of friends at school
		L.O.4.3.5. Asks for help from familiar adults	L.O.4.3.5. Asks for help from familiar adults	L.O.4.3.5. Asks for help from less familiar adults when in need

				L.O.4.3.6. Helps adults or other children when in need
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Competencies: C-4.4: Shows cooperative behaviour with other children				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.4.4.1. Begins to play with other children	L.O.4.4.1. Enjoys playing with other children	L.O.4.4.1. Initiates playing with other children and makes plans (e.g., what, how, when to play)	L.O.4.4.1. Demonstrates willingness to include other's ideas during play L.O.4.4.2. Follows rules while playing with others	L.O.4.4.1. Frames rules for play with others and follows those rules

Competencies: C-4.5: Understands and responds positively to social norms in the classroom and school				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.4.5.1. Participates in everyday activities	L.O.4.5.1. Enjoys everyday activities with other children	L.O.4.5.1. Demonstrates independence in daily activities,	L.O.4.5.1. Takes initiative to conduct an activity	L.O.4.5.1. Expresses their point of view while playing or working together
L.O.4.5.2 Follows simple instructions with teacher's support	L.O.4.5.2 Waits for their turn	L.O.4.5.2 Takes responsibility for completing own work	L.O. 4.5.2 Displays skills to work with different children for different tasks, negotiating responsibility and tasks with other children	L.O.4.5.2 Takes on a task and completes it

	L.O.4.5.3. Follows short simple instructions	L.O.4.5.3. Shares discomfort and seeks help when in need	L.O.4.5.3. Follows instructions/rules	L.O.4.5.3 Follows instructions/rules
		L.O.4.5.4. Follows simple rules in school without adult reminders	L.O.4.5.4. Understands consequences of violating rules	L.O.4.5.4 Understands consequences of violating rules

Competencies: C-4.6: Shows kindness and helpfulness to others (including animals, plants) when they are in need

Learning Outcomes:

Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.4.6.1 Shows affection towards other children and adults	L.O.4.6.1 Shows care in handling materials	L.O.4.6.1 Shows care in handling materials	L.O.4.6.1 Shows care and tenderness in dealing with other living things	L.O.4.6.1 Works in common tasks with kindness and affection to others in the group

Competencies: C-4.7: Understands and responds positively to different thoughts, preferences, and emotional needs of other children

Learning Outcomes:

Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.4.7.1 Plays and interacts with all children irrespective of background or ability	L.O.4.7.1 Begins to notice similarities and differences among children (e.g., height, gender, skin colour, way of speaking, eating preferences)	L.O.4.7.1 Begins to notice similarities and differences among children (e.g., height, gender, skin, hair, colour, gesture way of speaking, eating preferences)	L.O.4.7.1 Works well in mixed groups for classroom activities	L.O.4.7.1 Shows curiosity and interest in "people not like me"

			L.O.4.7.2 Does not bully/ label other children because of their differences	L.O.4.7.2 Articulates questions on similarities and differences among people
				L.O.4.7.3 Engages comfortably with a diverse group of peers despite knowing similarities and differences

Curricular Goal 5 (CG-5) - Children develop a positive attitude towards productive work and service or 'Seva'

Competencies: C-5.1: Demonstrates willingness and participation in age-appropriate physical work towards helping others				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.5.1.1 Places materials and toys back in their appropriate locations after use	A L.O.5.1.1 Assists the teacher and organizes the classroom	L.O.5.1.1 Cleans own plates or pukham, tiffin after eating food	L.O.5.1.1 Germinates and takes care of seedlings of local trees	L.O.5.1.1 Assists teachers to create TLM
		L.O.5.1.2 Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants)		L.O.5.1.2. Helps in the kitchen with cleaning and cutting

Curricular Goal 6 (CG-6) - Children develop a positive regard for the natural environment around them

Competencies: C-6.1: Shows care for and joy in engaging with all life forms				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.6.1.1 Shows curiosity in observing plants and animals	L.O.6.1.1 Does not harm plants and animals unnecessarily	L.O.6.1.1 Shows joy in engaging with plants and animals in the local environment	L.O.6.1.1 Shows curiosity and interest in identifying specific flora and fauna	L.O.6.1.1 Takes responsibility for tending to and caring for animals like kittens, puppies, chicken
		L.O.6.1.2 Shows no discomfort in physical engagement with nature (e.g., in garden or parks)	L.O.6.1.2 Takes responsibility for tending and caring for saplings and plants	L.O.6.1.2 Enjoys going out for nature walks and observing plants and animals

Domain- Cognitive Development

Curricular Goal - 7 (CG-7 - Children make sense of world around through observation and logical thinking

Competencies: C-7.1: Observes and understands different categories of objects and relationships between them				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.7.1.1 Identifies and names common objects, people, pictures, animals, birds, events etc. with assistance	L.O.7.1.1 Identifies and describes common objects, people, pictures, animals, birds, events etc. on their own	L.O.7.1.1 Notices and describes general details of common objects, people, pictures, animals, birds in the immediate environment and in pictures/models (e.g., the big door in the house)	L.O.7.1.1 Identifies and describes finer details of the objects, signs, places, common activities in the immediate environment and in the picture/models (e.g., the big brown door in the small green house)	L.O.7.1.1 Identifies and describes finer details of the objects, signs, places, common activities in the immediate environment and in the picture/models (e.g., the big brown door in the small green house)

L.O.7.1.2. Identifies the 2 missing part of a familiar picture of familiar object	L.O.7.1.2 Identifies 3-5 missing parts of a picture of familiar object	L.O.7.1.2 Identifies 4-6 missing parts of a picture of familiar object	L.O.7.1.2 Compares given objects/pictures and identifies similarities and differences	L.O.7.1.2 Compares given objects/pictures and identifies similarities and differences
<ul style="list-style-type: none"> Recognizes hierarchical relationships within categories (e.g., animals and their younger ones) Makes comparisons within and between categories Plays using object substitution (e.g., uses banana as telephone) Makes connections between objects and their uses (e.g., spoon is for eating, bucket is for bath, mechanic is to a garage as a doctor is to hospital) 				

Competencies: C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.7.2.1 Uses ideas based on observations (e.g., imitates adults blowing on hot food before eating)	L.O.7.2.1. Applies known information in a new context (e.g., builds a castle out of blocks as seen in a story book)	L.O.7.2.1 Recognizes the effect of one object on an another (e.g., if I put salt in water it will dissolve, if I put ice in the sun it will melt)	L.O.7.2.1 Recognizes the effect of one object on an another (e.g., if I put salt in water it will dissolve, if I put ice in the sun it will melt)	L.O.7.2.1 Recognizes the effect of one object on an another (e.g., if I put salt in water it will dissolve, if I put ice in the sun it will melt)
L.O.7.2.2. Differentiates between day and night	L.O.7.2.2. Identifies summer and winter	L.O.7.2.2. Explains effects of simple actions on objects (e.g., the harder I kick the ball the further it goes)	L.O.7.2.2. Explains effects of simple actions on objects (e.g., the harder I kick the ball the further it goes)	L.O.7.2.2. Explains effects of simple actions on objects (e.g., the harder I kick the ball the further it goes)
L.O.7.2.3. Makes choices and expresses preferences	L.O.7.2.3. Names objects in the sky (sun, moon, stars, clouds)	L.O.7.2.3. Makes causal connections (e.g., Abdul did not come to school	L.O.7.2.3 Makes causal connections (e.g., Abdul did not come to school	L.O.7.2.3 Makes causal connections (e.g., Abdul did not come to school because he was sick, the

		because he was sick, the plant died because it has not rained)	because he was sick, the plant died because it has not rained)	plant died because it has not rained)
L.O.7.2.4. Explains the impact of one's actions/behaviour on others (e.g., hitting a dog with a stone hurts a helpless creature, not turning off a tap wastes water)	L.O.7.2.4. Expresses own preferences, interests and makes choices	L.O.7.2.4. Makes predictions based on causal relationships (e.g., if there are white clouds in the sky it will not rain)	L.O.7.2.4 Makes predictions based on causal relationships (e.g., if there are white clouds in the sky it will not rain)	L.O.7.2.4 Makes predictions based on causal relationships (e.g., if there are white clouds in the sky it will not rain)
	L.O.7.2.5. Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peers	L.O.7.2.5. Observes and forms generalizations (e.g., notices things that roll – tyres, bangles have "round" shape)	L.O.7.2.5. Forms and tests simple hypothesis (e.g., plates float and pins sink, drop a piece of paper and a stone together and see which will reach the ground first)	L.O.7.2.5. Forms and tests simple hypothesis (e.g., plates float and pins sink, drop a piece of paper and a stone together and see which will reach the ground first)

	L.O.7.2.6. Expresses views on needs of plants, birds and animals	L.O.7.2.6. Explains clothing and food for summer and winter	L.O.7.2.6. Applies their understanding to solve simple problems (e.g., while making a sand house, use a stick to support the structure, or add water to set it)	L.O.7.2.6. Applies their understanding to solve simple problems (e.g., while making a sand house, use a stick to support the structure, or add water to set it)
		L.O.7.2.7. Connects sunrise and sunset to day and night	L.O.7.2.7. Differentiates among summer, winter, and monsoon seasons	L.O.7.2.7. Names the directions (north, south, east, west)
		L.O.7.2.8. Takes responsibility and makes choices based on own preferences and interests	L.O.7.2.8. Indicates where sun and moon rise and set	L.O.7.2.8. Selects games/ play equipment according to their own choice, preference and interest
		L.O.7.2.9. Collaborates with peers to come up with answers to questions related to natural phenomenon that can be investigated (e.g., what floats and sinks, which objects do magnets attract)	L.O.7.2.9. Plays/participates in activities, makes friends according to their own choice, preference and interest	L.O.7.2.9. Asks 'why' and open-ended questions related to natural phenomenon and seeks answers through dialogue and/or exploration (e.g., why it does rain, what if we did not have sunlight)
		L.O.7.2.10. Explains the concept of shared natural resources (e.g.,	L.O.7.2.10. Develops a list of questions to break up a larger	L.O.7.2.10. Describes how a balance must be maintained between the needs of human society

		water is used by us, birds, plants)	question related to natural phenomenon	and the natural environment (e.g., being kind to animals enables them to work with us, correct garbage disposal is necessary to avoid diseases)
			L.O.7.2.11. Asks questions about patterns in the natural environment (e.g., different kinds of leaves and flowers, sunrise, and sunset)	
			L.O.7.2.12. Describes the interdependence between natural environment and humans (e.g., water in homes comes from water bodies)	

Competencies: C-7.3: Uses appropriate tools and technology in daily life situations and for learning				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.7.3.1 Shows dexterity in using simple tools for drawing/ colouring	L.O.7.3.1 Shows inclination to use simple tools while playing	L.O.7.3.1 Chooses appropriate tools for appropriate work when doing land work or in arts/crafts	L.O.7.3.1 Uses tools and implements effectively in work situations	L.O.7.3.1 Builds simple tools and implements for using in day-to-day activities

	L.O.7.3.2 Shows attention and regulation when interacting with digital audiovisual material	L.O.7.3.2 Engages with digital technology like smartphones/ tablets with the assistance of the teacher	L.O.7.3.2 Shows simple usage of digital technology in learning situations (e.g., starting/pausing audio-visual material)	L.O.7.3.2 Shows fluency and comfort in using digital audiovisual material in learning situations
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Curricular Goal 8 (CG-8) - Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures

Competencies:				
C-8.1: Sorts objects into groups and sub-groups based on more than one property				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.8.1 Sorts objects into 2 groups based on size, length, height, and weight (big- small, Long - Short)	L.O.8.1 Sorts objects into 3 groups based on size, length, height, and weight (smaller sized – big sized – bigger sized)	L.O.8.1 Sorts objects into groups based on attributes that they recognize	L.O.8.1 Sorts objects into groups based on attributes they recognize and describes the rule of sorting. (e.g., sort animals that live in the same surrounding - dogs, cats, rats, snakes. Within this are able to classify grass-eating and meat-eating animals.)	L.O.8.1 Sorts objects into groups and subgroups (e.g., 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)

Competencies: C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.8.2.1 Recognizes & repeats the patterns in pairs – Objects, pictures, shapes (leaf, flower, leaf, flower, in A B A B A B A B A B A B A pattern)	L.O.8.2.1 Recognizes the unit of a repeating pattern, and extends the patterns of 3 to 4 objects/ pictures/ shapes, repetitions (pen, book, pencil; pen, book, pencil) in ABC ABC ABC pattern	L.O.8.2.1 Creates new pattern based on different features – colour, shape, size	L.O.8.2.1 Fills in missing elements of simple, repeating patterns in different aspects (e.g., red - blue, red, blue, red, __;) with adult help	L.O.8.2.1 Describes the rule of patterns and applies this on abstract patterns such as number, symbol, and analogic thinking patterns. (e.g., using colours in pattern while drawing and painting. Using symbols or dots of same quantity into different patterns – Analogical pattern
L.O.8.2.2 Recognizes and repeats the patterns of sounds (da-ma-ga, da-ma-ga, etc.)	L.O.8.2.2 Recognizes, repeats and extends the pattern of action/ sounds	L.O.8.2.2 Describes the rule of pattern and creates new pattern in different objects (creating mandalas with twigs, flowers)		
L.O.8.2.3 Recognizes and repeats the patterns of the movements (hop-stand, hop-stand)	L.O.8.2.3 Recognizes and repeats patterns of 3 different bodily movements clearly			

Competencies: C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.8.3.1 Says/sings number names verbally till 5 in correct sequence/order with context	L.O.8.3.1 Says/sings number names in correct sequence up to 10. And keeps one to one correspondence with number words and objects till 5	L.O.8.3.1 Says/sings number names in correct sequence up to 20 and keeps one to one correspondence with counting words and counting objects till 10	L.O.8.3.1 Counts objects greater than 20 using number names till 99 and observe the pattern as groups of 10, up to 99	L.O.8.3.1 Demonstrates skip counting in 2s or 3s on a number line (graduated) or blocks / pictures
L.O.8.3.2 Imitates adults while counting using one to one correspondence between number names and objects till 3	L.O.8.3.2 Counts objects with understanding of cardinality (recognizing the quantity of set) up to 5	L.O.8.3.2 Counts objects with understanding of cardinality till 10 accurately	L.O.8.3.2 Counts forward and backward from a specific number (between 0 and 99)	L.O.8.3.2 Reads and writes Indian numerals for numbers up to ninety-nine using place value in groups of tens and ones.
L.O.8.3.3. Counts objects up to 3 and develop understanding of cardinality till 3 (e.g., counts 3 things in a set and says those are 3)	L.O.8.3.3. Demonstrates the understanding of number sense (e.g., 5 could be 5 different objects - 5 people, 5 books, 5 pencils)	L.O.8.3.3. Counts objects in any order accurately in a given set and understands that the quantity remains same irrespective of the order in which the objects are being counted, (e.g., given a handful of beads, children can count in any order and be able to tell the quantity accurately)		L.O.8.3.3. Counts in groups of 10s,20s,30s, up to 99

L.O.8.3.4. Counts given manipulatives or objects and can pick and give up to 5 things	L.O.8.3.4. Demonstrates fluency of counting concrete, discrete objects, and abstract things up to 5 (e.g., 5 steps, 5 claps)	L.O.8.3.4. Understands the concept of 0 as a number by reducing (backward counting) objects in a set (e.g., backward counting of 3 beads, after 1 what is left?)		
L.O.8.3.5. Compares quantities between two sets and can distinguish if they are the same or more up to 3 objects	L.O.8.3.5. Counts forward up to 10 from memory in correct sequence	L.O.8.3.5. Demonstrates the understanding of the numeral as face value and positioning value (ordinality) and ordinal position of an object from left to right and vice versa	L.O.8.3.5. Recognizes quantities in groups of 2 (e.g., two groups of ten makes 20)	L.O.8.3.5. Recognizes quantities in groups of 2 (e.g., two groups of ten makes 20)
L.O.8.3.6. Recognizes instantly the count of a collection of 2 or 3 objects	L.O.8.3.6. Begins to count up to 20	L.O.8.3.6. Example: In the following sequence(ascending-descending) 1234567 7654321		
	L.O.8.3.7. Recognizes instantly the count of a collection of 4 objects (e.g., recognize 4 biscuits, chocolates, or blocks without counting)	L.O.8.3.7. Recognizes instantly the count of a collection of 6 objects (e.g., recognize 6 biscuits, chocolates, or blocks without counting)		

Competencies: C-8.4: Arranges numbers up to 99 in ascending and descending order				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.8.4.1 Arranges familiar incidents/ events/ objects in an order (e.g., daily routine, story, shapes, size - 2 to 3)	L.O.8.4.1 Arranges objects in order based on size up to 3 levels and verbalizes their levels (Big – Small – Smaller; Long – Short – Shorter; Tall – Short – Shorter)	L.O.8.4.1 Arranges up to 5 objects based on size/length/ weight in increasing or decreasing order	L.O.8.4.1 Arranges the same set of objects in different sequences based on different properties of objects (e.g., by size/length/ weight/colour)	L.O.8.4.1 Arranges numbers from a given set of numbers in ascending and descending order

Competencies: C-8.5: Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.8.5.1 Compares two numbers (orally) up to 3 and uses vocabulary like more and less	L.O.8.5.1 Recognizes numerals up to 5	L.O.8.5.1 Recognizes Indian numerals up to 9	L.O.8.5.1 Recognizes the symbol zero to represent absence of object/thing	L.O.8.5.1 Recognises, reads, writes number names and numerals up to 99 using place value concept
	L.O.8.5.2 Compares two numbers up to 5 and uses vocabulary like more than, less than	L.O.8.5.2 Writes comfortably numerals up to 9	L.O.8.5.2 Recognizes and writes numerals up to 20 and in words up to 10	L.O.8.5.2 Compares and forms the greatest and smallest two-digit numbers (with and without repetition of given digits)
		L.O.8.5.3. Compares two numbers up to 9 and uses vocabulary like more than, less than	L.O.8.5.3 Compares two numbers up to 20 and uses vocabulary like bigger than or smaller than	

Competencies: C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.8.6.1 Takes/puts away very small collections (totalling up to 3) by grouping and ungrouping rather than answering verbally	L.O.8.6.1 Combines two groups up to 5 objects and recounts. (e.g., there are 2 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all)	L.O.8.6.1 Combines two groups up to 9 objects and recounts. (e.g., there are 5 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all)	L.O.8.6.1 Uses real-world situations and concrete objects to model and solve addition sums up to 18 using addition facts	L.O.8.6.1 Uses flexible strategies and derives combinations of composing (add together) and decomposing numbers (take away for the set) (for e.g., for $57 + 33$, 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)
	L.O.8.6.2. Takes out up to 5 objects from a collection and recounts	L.O.8.6.2 Takes out up to 9 objects from a collection and recounts	L.O.8.6.2 Uses real-world situations and concrete objects to model and solve subtraction (e.g., taking away of chocolates in given set) problems up through 9 using subtraction facts	L.O.8.6.2 Adds two numbers using place value concept (sum not exceeding 99) and applies them to solve simple daily life problems/ situations
			L.O.8.6.3 Develops relationship between addition and subtraction of numbers	L.O.8.6.3 Subtracts two numbers up to 99 using place value and applies them to solve simple daily life problems/ situations
			L.O.8.6.4. Recognizes the	L.O.8.6.4. Appreciates and

			+/- symbols for addition/ subtraction operations	applies relationship between addition and subtraction of numbers
				L.O.8.6.5. Identifies appropriate operation (addition or subtraction) to solve problems in a familiar situation/context
				L.O.8.6.6. Comprehends and solves simple word problems

Competencies: C-8.7: Recognises multiplication as repeated addition and division as equal sharing				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
		L.O.8.7.1 Makes small groups of objects and counts the total number of objects and groups	L.O.8.7.1 Solves small number multiplication problems by grouping L.O.8.7.2 Recognizes the symbol for multiplication operation	L.O.8.7.1 Uses repeated adding to solve simple multiplication problems up to 99
L.O.8.7.1 Distributes a given set of objects to multiple recipients	L.O.8.7.1 Shares objects (up to 6) equally to 2 recipients	L.O.8.7.2 Shares objects (up to 20) equally to 4-5 recipients	L.O.8.7.3 Uses trial and error and sharing into groups for solving division problems	L.O.8.7.2. Uses repeated subtraction to find out how many groups for solving division problems

			L.O.8.7.4. Recognizes the symbol for division operation	
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Competencies: C-8.8: Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space

Learning Outcomes:

Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.8.8.1 Matches by shape, size or colour by one attribute	L.O.8.8.1 Matches shapes of different size and colours	L.O.8.8.1 Matches shapes of different size and orientation (e.g., matches differently oriented triangles and sizes?)	L.O.8.8.1 Develops and uses vocabulary of spatial relationship (e.g., top, bottom, on, under, inside, outside, above, below, near, far, before, after)	L.O.8.8.1 Identifies 3D shapes by their names (e.g., cuboid, cylinder, cone and sphere) and describes their observable characteristics (e.g., a cube has six faces)
L.O.8.8.2 Compares and classifies objects by one factor-like shape, colour and size	L.O.8.8.2 Compares and classifies objects by two factors (e.g., shape & colour, colour and size)	L.O.8.8.2 Compares and classifies objects by three factors (e.g., shape, colour, size)	L.O.8.8.2 Collects objects from the surroundings having different sizes and shapes (e.g., pebbles, boxes, balls, cones, pipes)	L.O.8.8.2 Identifies 2D shapes by their names (e.g., square, rectangle, triangle and circle) and describes their observable characteristics (e.g., the pages of a book are rectangular and have 4 sides, 4 corners)
L.O.8.8.3 Follows simple instructions and places objects based on shape,	L.O.8.8.3 Describes the physical features of various solids/ shapes in their own language. (e.g., a	L.O.8.8.3 Uses positional words (e.g., besides, inside, under) to describe objects	L.O.8.8.3 Sorts, classifies and describes the objects on the basis of shapes, and other	L.O.8.8.3 Distinguishes between straight and curved lines and draws/ represents straight lines in various orientations

colour, and position – e.g., bring red balloon here, keep round ball on the table	ball rolls and has no corners, a box slides and has corners)		observable properties	(e.g., vertical, horizontal, slant)
	L.O.8.8.4. Follows instructions with multiple steps with understanding positional words different shapes, colours, and positions to form a pattern (e.g., arranges different things into formation of mandala; making a collage/ by understanding positional words – in between, above, below)	L.O.8.8.4. Describes the physical features of various solids/ shapes in her own language (e.g., a ball rolls and has no corners, a box slides and has corners)	L.O.8.8.4. Observes and describes the physical features of various solids/ shapes in her own language (e.g., a ball rolls, a box slides)	L.O.8.8.4. Traces 2D outlines of 3D objects
		L.O.8.8.5 Identifies the 2D shapes by tracing the faces of 3D shapes on a plane surface	L.O.8.8.5 Compares shapes based on specific attributes (e.g., length, area, volume)	L.O.8.8.5 Identifies objects by observing their shadows
		L.O.8.8.6. Draws 2D shapes with free hand with some accuracy and control		

Competencies: C-8.9: Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
<p>Length</p> <p>L.O.8.9.1 Uses vocabulary (length, width, height, distance) to express length through poems and stories</p>	<p>Length</p> <p>L.O.8.9.1 Compares two objects in terms of their lengths as longer than/ shorter than, taller than/ shorter than</p>	<p>Length</p> <p>L.O.8.9.1 Compares three objects in terms of their lengths as longest/ shortest tallest/ shortest</p>	<p>Length</p> <p>L.O.8.9.1 Distinguishes between near, far, thin, thick, longer/ taller, shorter, high, low.</p>	<p>Length</p> <p>L.O.8.9.1 Measures lengths & distances along short & long paths using uniform (non-standard) units, extends to longer lengths.</p>
<p>Weight</p> <p>L.O.8.9.2. Uses vocabulary to express weight through poems, and stories</p>	<p>Weight</p> <p>L.O.8.9.2. Compares two objects in terms of their weight as heavier than/ lighter than</p>	<p>Weight</p> <p>L.O.8.9.2. Compares three objects in terms of their weight as heaviest/ lightest</p>	<p>L.O.8.9.2. Measures short lengths in terms of non-uniform units (in the context of games e.g., 'Gilli Danda' and 'marble games').</p>	<p>L.O.8.9.2. Estimates and measures length/ distances and capacities of containers using uniform nonstandard units like a rod/pencil, cup/ spoon/ bucket</p>
	<p>Volume</p> <p>L.O.8.9.3. Uses vocabulary to express volume through poems and stories</p>	<p>Volume</p> <p>L.O.8.9.3. Compares volumes of two vessels like bottles, glasses, bucket etc.</p>	<p>L.O.8.9.3. Estimates short distance and length, and verifies using non-uniform & non-standards units (e.g., hand span, forearm, footsteps, finger)</p>	<p>Weight</p> <p>L.O.8.9.3. Appreciates the need for a simple balance.</p>

Weight L.O.8.9.3. Uses vocabulary to express weight through poems, and stories	Weight L.O.8.9.4. Compares two objects in terms of their weight as heavier than/ lighter than	Weight L.O.8.9.4. Compares three objects in terms of their weight as heaviest/ lightest	Weight L.O.8.9.4. Compares and place in order from light to heavy objects or vice-versa.	L.O.8.9.4. Compares weights of given objects using simple balance.
	Volume L.O.8.9.5. Uses vocabulary to express volume through poems and stories	Volume L.O.8.9.5. Compares volumes of two vessels like bottles, glasses, bucket etc.	Volume L.O.8.9.5. Estimates and measures volumes of containers using uniform nonstandard units like a cup/spoon/ mug	Volume L.O.8.9.5. Arranges in order containers as per their volumes based on perception & verifies by pouring out

CompetenciesC-8.10: Performs simple measurements of time in minutes, hours, day, weeks, and months				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.8.10.1 Uses vocabulary in daily life like today, tomorrow, and yesterday	L.O.8.10.1 Identifies special days like Saturday, Sunday, holiday (e.g., Sunday is a holiday)	L.O.8.10.1 Knows the names of the days of the week and months of the year	L.O.8.10.1 Distinguishes between events occurring in time using terms like earlier and later.	L.O.8.10.1 Gets a feel for sequence of seasons (varying locally).
			L.O.8.10.2. Gets the qualitative feel of long & short duration, of school days v/s holidays.	L.O.8.10.2. Measures duration of time using standard units -days, hours (e.g., 7 days a week and 24 hours in a day)

			L.O.8.10.3. Narrates the sequence of events in a day.
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Competencies: C-8.11: Performs simple transactions using money up to INR 100				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.8.11.1 Uses vocabulary related to money using poems and stories	L.O.8.11.1 Identifies Indian currency coins	L.O.8.11.1 Identifies Indian currency notes	L.O.8.11.1 Adds up notes and coins to form amounts up to Rs. 20	L.O.8.11.1 Adds up notes and coins to form amounts up to Rs. 100

Competencies: C-8.12: Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements.				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.8.12.1. Names shapes and a few properties of shapes	L.O.8.12.1. Listens to and comprehends simple instructions using number words and shape names	L.O.8.12.1. Uses number words and operations, shape names, and measurements appropriately	L.O.8.12.1. Constructs full sentences to describe a mathematical problem related to quantities, shapes, space, and measurements	L.O.8.12.1. Comprehends texts and extracts simple mathematical problems embedded in the text
	L.O.8.12.2. Uses number words, and shape names appropriately			L.O.8.12.2. Creates simple mathematical riddles and puzzles

Competencies: C-8.13: Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements				
Learning Outcomes:				
Preschool 1	Preschool 2	Preschool 3	Grade 1	Grade 2
L.O.8.13.1 Solves simple inset puzzles with geometric and nongeometric shapes	L.O.8.13.1 Creates specific figures from tangram shapes	L.O.8.13.1 Uses their number knowledge to solve simple riddles and puzzles	L.O.8.13.1 Recognizes situations in the real world as simple mathematical problems	L.O.8.13.1 Talks about different ways in which to solve a simple mathematical problem
			L.O.8.13.2. Solves simple numerical problems using different strategies	L.O.8.13.2. Rechecks their solutions to see if there are any errors.
				L.O.8.13.3 Engages in games and puzzles that require quantification

DOMAIN: Language and Literacy Development

CURRICULAR GOAL: CG-9: Children develop effective communication skills for day-to-day interactions in two languages

COMPETENCIES: C-9.1: Listens to and appreciates simple songs, rhymes, and poems				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O.- 9.1 1: Listens to a wide variety of songs and poems	L.O- 9.1 1: Listens and enjoys humming a variety of songs in different languages regularly heard in the home and neighbourhood	L.O- 9.1 1: Listens to longer (4-8 sentences) songs/poems (familiar) with attention and have conversations about them	L.O- 9.1 1: Listens to longer (4-8 sentences) songs/poems (unfamiliar) with attention and have conversations about them and ask questions	L.O- 9.1 1: Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference

L.O 9.1 2: Repeats a simple song or a rhyme	L.O- 9.2 1: Sings along to songs and rhymes with intonation and gestures	L.O- 9.1 2: Sings/recites short (4-5 sentences) songs/poems	L.O 9.1 1: Sings/recites longer (10 sentences) songs/poems	L.O 9.1 2: Sings/recites songs/poems with two to three stanzas
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COMPETENCIES: C-9.2: Creates simple songs and poems on their own.

LEARNING OUTCOMES

PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O 9.2 1: Enjoys familiar songs and poems	L.O 9.2 1: Enjoys rhyming words in songs and poems	L.O 9.2 1: Identifies rhyming words from familiar poems and creates new rhyming words	L.O 9.2 1: Extends/Creates short poems/rhymes with the help of the teacher	L.O 9.2 1: Creates short poems/rhymes independently in their own words

COMPETENCIES: C-9.3: Converses fluently and can hold a meaningful conversation

LEARNING OUTCOMES

PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O 9.3 1: Listens attentively and speaks in short conversations with familiar people around	L.O 9.3 1: Initiates conversations in daily life with peers and teachers in a variety of school settings	L.O 9.3 1: Engages in conversations based on events, stories, or their needs and asks questions	L.O 9.3 1: Engages in conversations, waits for their turn to speak, and allows others to speak	L.O 9.3 1: Maintains the thread of the conversation across multiple exchanges
L.O 9.3 2: Expresses their needs and feelings through short meaningful sentences	L.O 9.3 2: Narrates daily experiences in simple sentences and ask simple questions, using what/when/how/whom, etc	L.O 9.3.2: Narrates daily experiences in elaborate descriptions and asks why questions too	L.O 9.3 2: Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it	L.O 9.3 2: Engages in discussion about a topic and raise and respond to questions

COMPETENCIES: C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-9.4 1: Listens and follows short instructions (e.g., bring the blocks here, wash hands properly, etc.)	L.O-9.4 1: Follows some simple instructions comprising of several steps (2 to 3 instructions at a time).	L.O-9.4 1: Follows instructions comprising of several steps - 4 to 5 instructions at a time	L.O-9.4 1: Follows instructions comprising of several steps (8 to 9 instructions at a time)	L.O-9.4 1: Follows instructions that have conditional branching (for e.g., if it is raining, do not water the plants, do weeding instead, otherwise water the plants)
		L.O-9.4 2: Gives clear instructions to accomplish short tasks to other children or adults	L.O-9.4 2: Gives clear instructions comprising of several steps (8 to 9 instructions at a time)	L.O-9.4 2: Gives clear instruction that includes mathematical (e.g., precise directions, spatial and temporal dimensions)

COMPETENCIES: C-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-9.5 1: Listens attentively to stories for a short period of time (5-7 minutes)	L.O-9.5 1: Recalls the characters and a few events in the story that is narrated and is able to retell in their own words.	L.O-9.5 1: Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story	L.O-9.5 1: Interprets the intent of the plot and characters in a story and retells the story in a different form	L.O-9.5 1: Interprets the motivations of the author to write the story and retell the story as if they were the author

COMPETENCIES: C-9.6: Narrates short stories with clear plot and characters				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
		L.O 9.6 1: Imagines and narrates personalized endings of the story	L.O 9.6 1: Narrates their own short stories with simple plots and characters.	L.O 9.6 1: Creates their own stories, with complex plots and multiple characters (as a group)

COMPETENCIES: 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				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-9.7 1: Begins to use appropriate vocabulary for some common and familiar objects and experiences.(e.g., tells their name, names of friends, common objects, and pictures, sweet, sour, round, big)	L.O-9.7 1: Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations	L.O-9.7 1: Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc.	L.O-9.7 1: Predicts meaning of unknown words in texts using picture and context cues	L.O-9.7 1: Uses children's dictionaries to identify meanings of unknown words encountered in texts

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

COMPETENCIES: C-10.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables in L1				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O 10.1 1: Sings rhymes L.O 10.1 2: Mimics and reproduces syllabic sounds	L.O 10.1 1: Identifies rhyming words and alliterations L.O 10.1 2: Identifies the beginning and end syllables in words L.O 10.1 3: Combines 2-3 syllables to form simple words	L.O 10.1 1: Produces Rhyming words and alliterations L.O 10.1 2: Breaks down syllables into their consonant and vowel sounds L.O 10.1 3: Combines sounds (vowel and consonant) to form the most familiar words		

COMPETENCIES: C-10.2: Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O 10.2 1: Recognizes/ Identifies common signs, logos, and labels (e.g., brand of biscuit based on wrapper colour, soap cover)	L.O 10.2 1: Holds the book, opens it and flips the pages to explore	L.O 10.2 1: Describes that printed material provides information (book, newspaper, pamphlet)		
L.O 10.2 2: Distinguishes between printed text and pictures	L.O 10.2 2: Follows words from left to right and from top to bottom on a printed page		L.O 10.2 2: Recognizes Simple punctuation marks (full stop, question mark)	L.O 10.2 2: Uses simple punctuation marks (full stop, question mark) appropriately
L.O 10.2 3: Pretends to read familiar books based on pictures in the story	L.O 10.2 3: Pretends to read while making appropriate word-like sounds while following a text	L.O 10.2 3: Speaks about the book by looking at the cover page (prediction using the cues on the cover)		

COMPETENCIES: C-10.3: Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-10.3 1: Knows that words are made of letters	L.O-10.3 1: Begins to visually recognize and connects letters (Moolaksharas/Mapum Mayek)	L.O-10.3 1: Recognizes most frequently used aksharas/mayek (including samyuktaksharas/Thangnana leiba Mapum Mayek ani natraga ahum kholhai	L.O-10.3 1: Recognizes all Aksharas/Mayeksing (including Samyuktaksharas/ Thangnana leiba	

	<p>Bharakadi/Mapum Mayek amasum Khonthok Mayek punsanba</p> <p>Kaguniita/Mapum Mayekka Cheitapka punlaga mapung phaba wahei semba) to corresponding sounds</p>	<p>amukta haiba) and connects to corresponding sounds</p>	<p>Mapum Mayek ani natraga ahum kholhai amukta haiba)</p> <p>and connects to corresponding sounds</p>	
	<p>L.O-10.3 2: Reads simple two-syllable words that are familiar and with known aksharas</p>	<p>L.O-10.3 2: Reads simple three to four-syllable words (including a few commonly occurring double consonants) that are familiar and with known aksharas</p>	<p>L.O-10.3 2: Reads multi-syllable words (including Consonant clusters)</p>	<p>L.O-10.3 2: Reads multisyllable words (including consonant clusters) and non-words with accuracy</p>
	<p>L.O-10.3 3: Recognizes as sight words their names and labels of objects in their environment</p>	<p>L.O-10.3 3: Recognizes as sight words commonly used articles, pronouns, and connecting words</p>		

COMPETENCIES: C-10.4: Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation

LEARNING OUTCOMES

PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
	<p>L.O-10.4 1: Reads short sentences of known words by recognizing individual letter sounds and sight words</p>	<p>L.O-10.4 1: Reads a few sentences of familiar words with accuracy</p>	<p>L.O-10.4 1: Reads short passages accurately with appropriate intonation and pauses</p>	<p>L.O-10.4 1: Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation</p>

COMPETENCIES: C-10.5: Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author want to say – on their own (L1)				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-10.5 1: Listens to “Read Aloud” and responds to questions posed by the Teacher	L.O-10.5 1: Participates in “Shared Reading” along with the Teacher and in discussions about the reading	L.O-10.5 1: Participates in “Guided Reading” along with the Teacher and in discussions about the reading	L.O-10.5 1: Begins “Independent Reading” of books of equal textual and visual content	L.O-10.5 1: “Independent Reading” of books of more textual content than visual content
L.O-10.5 2: Reads picture books and identifies objects and actions	L.O-10.5 2: Reads picture books and identifies characters and plots and narrates the story in short sequence	L.O-10.5 2: Reads books aloud with short simple texts and uses both visual cues and text to infer and retell the story with accurate sequence and elaboration	L.O-10.5 2.1: Begins to read unfamiliar story books and comprehend with guidance from the Teacher L.O-10.5 2.2: Identifies plots, and characters	L.O-10.5 2: Reads and identifies characters, plots, sequences, and point of view of the author

COMPETENCIES: C-10.6: Reads short poems and begins to appreciate the poem for its choice of words and imagination (L1)				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
		L.O-10.6 1: Reads short poems and narrates the literal meaning of the poem	L.O-10.6 1: Reads short poems and narrates the literal meaning of the poem	L.O-10.6 1: Reads short poems and infers the imagination of the poet

COMPETENCIES: C-10.7: Reads and comprehends meaning of short news items, instructions and recipes, and publicity material (L1)				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
	L.O-10.7 1: Reads	L.O-10.7 1: Reads	L.O-10.7 1: Reads	RL.O-10.7 1: Reads short

	a short set of simple written instructions and follows them	simple instructions to play a game and plays it with a group	simple instructions to play a game and plays it with a group	news items, and publicity pamphlets, and explains the content
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COMPETENCIES: C-10.8: Writes a paragraph to express their understanding and experiences (L1)

LEARNING OUTCOMES

PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-10.8 1: Uses various writing instruments like; chalk piece, pencils,coloured pencils, painting brushes,crayons in	L.O-10.8 1: Uses writing/ drawing instruments with ease and fluency			
	L.O-10.8 2: Begins to write the aksharas they recognize and uses them to form simple words	L.O-10.8 2: Writes aksharas with accuracy and forms simple words and sentences	L.O-10.8 2: Writes down with accuracy 3 or 4 syllable words when dictated	L.O-10.8 2: Writes down short sentences when dictated
L.O-10.8 3: Draws and colours, and orally expresses the intent of the drawing	L.O-10.8 3: Draws and paints with more accuracy with visible forms and objects, and orally describes the drawing/painting	L.O-10.8 3: Draws/paints and adds simple words/sentences to the drawing/ painting (including invented spellings)	L.O-10.8 3: Creates a sequence of pictures and writes short sentences along with them	L.O-10.8 3: Creates a sequence of pictures and writes short sentences along with them with accuracy
			L.O-10.8 4: Describes a picture card by writing words and short sentences	L.O-10.8 4: Writes the story inferred from a picture book
			L.O-10.8 5: Writes short instructions	L.O-10.8 5: Writes short journals and descriptions

			for classmates to execute simple procedures	of events and experiences
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COMPETENCIES: C-10.9: Shows interest in picking up and reading a variety of children's books (L1)				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-10.9 1: Shows interest in stories and poems being read out	L.O-10.9 1:Picks one out of several books offered by the teacher and explains why they have chosen the book	L.O-10.9 1: Picks and reads short picture books on their own, and talks about the book to other children	L.O-10.9 1: Explains preferences in book choices, and reads short books on a regular frequency	L.O-10.9 1:Displays interest and reads a variety of book both fiction and non-fiction
L.O-10.9 2: Handles books with care	L.O-10.9 2: Puts books back in their appropriate place in the classroom			L.O-10.9 2: Repairs and fixes books in the school library

CURRICULAR GOAL: CG-11: Children begin to read and write in Language 2

COMPETENCIES: C-11.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables

LEARNING OUTCOMES

PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
		L.O-11.1 1: Sings rhymes	L.O-11.1 1: Identifies rhyming words and alliterations	L.O-11.1 1: Produces rhyming words and alliterations
		L.O-11.1 2: Mimics and reproduces syllabic sounds	L.O-11.1 2: Identifies the beginning and end syllables in words	L.O-11.1 2: Breaks down syllables into their consonant and vowel sounds
			L.O-11.1 3: Combines 2-3 syllables to form simple words	L.O-11.1 3: Combines sounds (vowel and consonant) to form the most familiar words

COMPETENCIES: C-11.2: Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences

LEARNING OUTCOMES

PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
		L.O-11.2 1: Begins to visually recognize and connect letters to corresponding sounds	L.O-11.2 1: Begins to visually recognize and connect letters to corresponding sounds	L.O-11.2 1: Recognizes all the letters in the alphabet
		L.O-11.2 2: Reads simple two-syllable words that are familiar and with known letters	L.O-11.2 2.1: Reads simple three to four syllable words that are familiar L.O-11.2 2.2: Recognizes as sight words commonly used	L.O-11.2 2.1: Reads simple three to four syllable words that are familiar L.O-11.2 2.2: Recognizes as sight words commonly used articles, pronouns,

			articles, pronouns, and connecting words	and connecting words
		L.O-11.2 3: Recognizes as sight words their names and labels of objects in their environment		
			L.O-11.2 4: Writes down short words on dictation	

DOMAIN: Aesthetic and Cultural Development

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

COMPETENCIES: C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes

LEARNING OUTCOMES

PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-12.1 1: Grasps relevant art materials, tools, and instruments	L.O-12.1 1: Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)	L.O-12.1 1: Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)	L.O-12.1 1: Able to vary pressure while using tools to create dark and light impressions/ marks/ lines	L.O-12.1 1: Able to vary pressure while using tools to create dark and light impressions/ marks/ lines
L.O-12.1 2: Explores large and small sizes while creating	L.O-12.1 2: Explores large and small sizes while creating	L.O-12.1 2: Creates large scale work (e.g., floor rangolis, wall murals,	L.O-12.1 2: Able to scale own work in large and small sizes, based	L.O-12.1 2: Able to scale own work in large and small sizes, based on available space

marks, lines, scribbles, and other 2D and 3D imagery in visual artworks	marks, lines, scribbles, and other 2D and 3D imagery in visual artworks	sculptural forms) in collaboration with peers, facilitators, and local community	on available space or materials (e.g., creating a small clay doll, or a big paper doll)	or materials (e.g., creating a small clay doll, or a big paper doll)
L.O-12.1 3: Creates forms and imprints by mixing materials (e.g., mud and water, sand and water, flour and water, paint and water)	L.O-12.1 3: Creates three dimensional forms by rolling and patting materials like clay or dough	L.O-12.1 3.1: Creates collages by combining materials of varying consistencies, colours, and textures in one's own arrangement L.O-12.1 3.2: Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects	L.O-12.1 3.1: Creates collages by combining materials of varying consistencies, colours, and textures in one's own arrangement L.O-12.1 3.2: Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects	L.O-12.1 3.1: Creates collages by combining materials of varying consistencies, colours, and textures in one's own arrangement L.O-12.1 3.2: Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects
L.O-12.1 4: Creates imprints using blocks, stencils, found objects and natural materials	L.O-12.1 4: Creates imprints using blocks, stencils, found objects and natural materials	CL.O-12.1 4: Creates simple patterns using blocks, stencils, found objects and natural materials	L.O-12.1 4: Creates patterns by combining and arranging materials in a variety of shapes, forms, textures, and colours	L.O-12.1 4: Creates a variety of textures with one material through its manipulation (e.g., clay, cloth, paper, rubber, wood)

COMPETENCIES: C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement

LEARNING OUTCOMES

PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-12.2 1:	L.O-12.2 1:	L.O-12.2 1:	L.O-12.2 1: Plays	L.O-12.2 1: Follows the

Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	Distinguishes fast and slow tempo while exploring rhythm with voice, body or other instruments	Distinguishes fast, medium, and slow tempo while playing with voice, body or other Instruments.	with simple Rhythmic patterns in slow and medium tempo	beat in songs and movement, and explores own variations based on familiar rhythm patterns
L.O-12.2 2: Produces a variety of sounds by playing with voice, body, objects and instruments	L.O-12.2 2: Produces a variety of sounds according to context/ situation using voice, body, or instruments (in role-play, solo or group musical arrangements, mimicry, etc.)	L.O-12.2 2.1: Explores the difference between their singing voice and speaking voice and uses both Playfully L.O-12.2 2.2: Differentiates between instrumental and vocal music and explores both	L.O-12.2 2: Creates simple sound improvisations in familiar songs, or situations by using voice, body, instruments, and objects (e.g., playing the beats using different body parts/ instruments for a song, creating the ambience of a dramatic scene through sounds)	L.O-12.2 2: Creates simple sound improvisations in familiar songs, or situations by using voice, body, instruments, and objects (e.g., playing the beats using different body parts/ instruments for a song, creating the ambience of a dramatic scene through sounds)
L.O-12.2 3: Explores volume (loud and soft), and pitch (high and low) while using voice, or body, or playing with instruments and objects	L.O-12.2 3: Explores volume (loud and soft), and pitch (high and low) while using voice, or body, or playing with instruments and objects	L.O-12.2 3: Uses volume and pitch to convey ideas and emotions, create music, develop characters and create situations	L.O-12.2 3: Moderates volume and pitch based on musical composition, space, context and situation	L.O-12.2 3: Attempts to match pitch using voice or instrument
L.O-12.2 4: Explores silence and stillness in everyday situations	L.O-12.2 4: Plays with moments of silence and stillness through music, drama and	L.O-12.2 4: Plays with moments of silence and stillness through music, drama and movement practices	L.O-12.2 4: Explores varying durations of silence and stillness based on space, context and situations	L.O-12.2 4: Explores varying durations of silence and stillness based on space, context and situations

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COMPETENCIES: C-12.3: Innovates and works imaginatively to express ideas and emotions through the arts				
LEARNING OUTCOMES :				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-12.3 1: Observes their surroundings, local culture and examples of art to make connections with their own explorations	L.O-12.3 1: Shares their own ideas, tools, and methods of working in the arts and improvises based on familiar examples	L.O-12.3 1: Identifies and interprets a variety of expressions, ideas and emotions through the arts and applies it in their own artistic exploration	L.O-12.3 1.1: Explores multiple approaches, or variations while expressing particular ideas and emotions L.O-12.3 1.2: Thinking of multiple ways to role-play a cat using body, voice, mask, puppets, or movement combinations L.O-12.3 1.3: Persists with challenges by exploring multiple solutions and finding own resources	L.O-12.3 1.1: Explores multiple approaches, or variations while expressing particular ideas and emotions L.O-12.3 1.2: Thinking of multiple ways to role-play a cat using body, voice, mask, puppets, or movement combinations L.O-12.3 1.3: Persists with challenges by exploring multiple solutions and finding own resources
L.O-12.3 2: Creates a variety of visual imagery, body movements, and sound explorations to symbolise objects, people and emotional experiences	L.O-12.3 2: Mimics a few recognisable physical and behavioural characteristics of people, animals, plants, objects, etc. through visual and performative	L.O-12.3 2: Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas and experiences	L.O-12.3 2: Pays attention to thematic details, material properties (texture, colour, size, form), space, and situation while creating and viewing works of	L.O-12.3 2: Pays attention to thematic details, material properties (texture, colour, size, form), space, and situation while creating and viewing works of art

	modes		art	
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COMPETENCIES: C-12.4: Works collaboratively in the arts

LEARNING OUTCOMES

PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-12.4 1: Explores sound and movement produced individually and in groups	L.O-12.4 1: Produces a variety of speech, movements, sounds, and visual art works in collaboration with peers	L.O-12.4 1.1: Attempts to coordinate speech, movement and sound while playing or performing in pairs or groups L.O-12.4 1.2: Collaborates with peers and facilitator in the spatial arrangement or display of art works	L.O-12.4 1: Moderates own volume, pitch and tempo to align with a partner/ group	L.O-12.4 1: Pays attention to sequence while performing role-play, music, dance and movement steps

COMPETENCIES: C-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage

LEARNING OUTCOMES

PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-12.5 1: Responds to artworks verbally/non-verbally to express likes, dislikes, and other views	L.O-12.5 1: Communicates responses to different aspects of artworks, or local cultural expression (e.g., the voice of a character was very loud and scary)	L.O-12.5 1: Compares different artworks/ arrangements/ cultural expressions and articulates a variety of responses	L.O-12.5 1: Compares different artworks/ arrangements/ cultural expressions and articulates a variety of responses	L.O-12.5 1: Compares different artworks/ arrangements/ cultural expressions and articulates a variety of responses
L.O-12.5 2: Acknowledges the presence of others during activities related to the arts	L.O-12.5 2: Shares responses and ideas in the peer group during arts processes	L.O-12.5 2: Recognises that personal preferences in the arts differ from one person to another	L.O-12.5 2: Shares and appreciates multiple responses in relation to artistic thought and expression	L.O-12.5 2: Shares and appreciates multiple responses in relation to artistic thought and expression

DOMAIN: Positive Learning Habits

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

COMPETENCIES: C-13.1: Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals

LEARNING OUTCOMES

PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-13.1 1.1: Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle)	L.O-13.1 1.1: Focuses attention on activities with adult prompts and support, like listening to stories read to a group for short periods of time in spite of interruptions or distraction	L.O-13.1 1.1: Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence	L.O-13.1 1.1: Attends to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small group)	L.O-13.1 1.1: Attends to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small group)
L.O-13.1 1.2: Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes)	L.O-13.1 1.2: Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes)	L.O-13.1 1.2: Sustains engagement with a task that interests them for long periods of time (e.g., painting for 20 minutes) L.O-13.1 1.3: Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small group)	L.O-13.1 1.2: Sustains engagement with a task for long periods of time (20 minutes)	L.O-13.1 1.2: Sustains engagement with a task for long periods of time (30 minutes)

COMPETENCIES: C-13.2: Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or

responses) that would assist them in learning in structured environments				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
<p>L.O-13.2 1.1: Practises remembering by recalling a story or verbally describing a picture no longer in view</p> <p>L.O-13.2 1.2: Remembers where materials are kept in familiar environments (e.g., can retrieve spare clothes from shelf)</p>	<p>L.O-13.2 1.1: Repeats a list of items needed for self-care or play</p> <p>L.O-13.2 1.2: Plays simple memory and matching games</p> <p>L.O-13.2 1.3: Remembers and follows 2-step directions to complete simple tasks (e.g., "wash your hands then help prepare or eat a snack")</p> <p>L.O-13.2 1.4: Remembers actions that go with stories or songs</p>	<p>L.O-13.2 1.1: Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group back)</p> <p>L.O-13.2 1.2: Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack)</p> <p>L.O-13.2 1.3: Remembers and recalls short stories and songs of up to 5 sentences.</p>	<p>L.O-13.2 1.1: Remembers and immediately recalls</p> <p>L.O-13.2 1.2: (e.g., given 4 digits repeats in the same sequence)</p>	<p>L.O-13.2 1.1: Remembers and recalls, identifies missing things (e.g., two identical scenes with one or two significant difference, studies both pictures and points out the difference)</p>
<p>L.O-13.2 2.1: Adjusts to changes in routines</p> <p>L.O-13.2 2.2: Identifies signals for changes between activities</p> <p>L.O-13.2 2.3: Makes transitions that are part of a daily schedule</p>	<p>L.O-13.2 2.1: Demonstrates "cognitive flexibility" by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not</p>	<p>L.O-13.2 2.1: Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group back)</p> <p>L.O-13.2 2.2: Teaches another child the steps taken</p>	<p>L.O-13.2 2.1: Adopts and adapts to the classroom situations</p> <p>L.O-13.2 2.2: Participates in the schedule actively and takes suggestions for improvement</p>	<p>L.O-13.2 2.1: Adopts, adapts and creates classroom situations congenial for learning</p> <p>L.O-13.2 2.2: Participates actively in all activities, welcomes suggestions and feedback</p>

	<p>work or uses a tool or another person to get an item out of reach)</p> <p>L.O-13.2 2.2: Shows ability to shift attention from one task or activity to another when necessary</p>	<p>for a given action (e.g., shows a peer how to use soap to wash hands before snack)</p> <p>L.O-13.2 2.3: Remembers and recalls short stories and songs of up to 5 sentences</p>		
<p>L.O-13.2 3: Begins to take turns and waits in line for short periods of time with adult support</p>	<p>L.O-13.2 3.1: Seeks adult help when distressed with behaviour of or interaction with a peer</p> <p>L.O-13.2 3.2: Begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) with adult support</p> <p>L.O-13.2 3.3: Begins to inhibit impulsive behaviours with adult support (e.g., inhibits initial response to call out an answer to a question during</p>	<p>L.O-13.2 3.1: Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out)</p> <p>L.O-13.2 3.2: Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity</p>	<p>L.O-13.2 3: Manages emotions, waits for their turn, follows rules, frames rules, demonstrates leadership qualities and suggests ideas for change in activities</p>	<p>L.O-13.2 3: Manages emotions, waits for their turn, follows rules, frames rules, demonstrates leadership qualities and suggests ideas for change in activities</p>

	story time with educator's reminder)			
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COMPETENCIES:C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-13.3 1: Enjoys spending time in the garden/outdoors	L.O-13.3 1: Shows curiosity and wonder in the natural environment	L.O-13.3 1: Draws, paints, sings, dances to express their joy and wonder	L.O-13.3 1: Likes to share their joy with other children through play, music and dance	L.O-13.3 1: Uses language to articulate and express their joy
L.O-13.3 2: Shows curiosity in exploring immediate surroundings (in outdoor contexts)-with adult support	L.O-13.3 2: Shows curiosity in exploring immediate surroundings (in outdoor contexts)-with or without adult support	L.O-13.3 2: Shows curiosity and wonder in exploring collections from the nature/ immediate surroundings	L.O-13.3 2: Shows eagerness and takes initiative in exploring the immediate surroundings and use resources from nature (under adult guidance)	L.O-13.3 2.1: Engages with others fearlessly but respectfully L.O-13.3 2.2: Shows eagerness and takes initiative in exploring the immediate surroundings and uses resources from nature responsibly

COMPETENCIES:C-13.4: Classroom norms: Adopts and follows norms with agency and understanding				
LEARNING OUTCOMES				
PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3	GRADE 1	GRADE 2
L.O-13.4 1: Observes and imitates adult behaviour for classroom norms	L.O-13.4 1: Follows classroom norms with Teacher's cues	L.O-13.4 1.1: Follows and assists others in following classroom norms	L.O-13.4 1.1: Participates in discussing classroom norms and behaves according to norms	L.O-13.4 1.1: Participates in establishing classroom norms and behaves accordingly
		L.O-13.4 1.2: Creates	CLO-13.4 1.2:	L.O-13.4 1.2: Creates DIY

		do-it yourself (DIY) classroom job charts/posters with the support of Teachers and follows it	Creates DIY classroom job charts/posters and follows it	classroom job charts/posters and illustrates them as well; follows it responsibly
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Annexure II

Mapping competencies of NIPUN Bharat and NCF for the Foundational Stage

NIPUN Bharat has taken significant strides and efforts in implementing the FLN aspects of NEP 2020. To enable the Mission, three Developmental Goals have been articulated, along with their associated Competencies and Learning Outcomes.

Curricula will be developed across the country on the basis of this NCF, which has stated the Curricular Goals, from which Competencies have been derived, and from which (illustrative) Learning Outcomes have been derived. These curricula will then be the bases for educational practice across the country.

Each curriculum thus developed will have its own set of Competencies and Learning Outcomes. It is important that the significant efforts of NIPUN Bharat, which includes teaching-learning-materials and training are aligned to these Learning Outcomes and Competencies, so that there is full alignment of the educational efforts and practice toward the Curricular Goals.

The method to ensure this is to first map the Development Goals of NIPUN Bharat to the Curricular Goals of this NCF. The most important step operationally would be to then map the Competencies from NIPUN Bharat to those of the NCF.

This Annexure has the mapping of Development Goals of NIPUN Bharat to the Curricular Goals of this NCF, and the Competencies from NIPUN Bharat to the Competencies of NCF. Similar mapping of the Learning Outcomes can also be done.

These two levels of mapping will enable the use of the methods and artefacts (TLM, training material etc.) created within NIPUN Bharat to be appropriately deployed towards the Learning Outcomes and Competencies of the Curriculum. This exercise needs to be conducted carefully for deep alignment to happen so that all efforts are synergized towards the realization of this NCF, and thus the overall aims of NEP 2020.

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

1.1 Mapping to NCF Curricular Goals

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

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

CG-3 Children develop a fit and flexible body

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

1.2 Mapping to NCF Competencies

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

Table 1

NIPUN Bharat Competency	NCF Competency
Awareness of self	C-4.1 Starts recognising 'self' as an individual belonging to a family and community
Development of positive self-concept	C-4.1 Starts recognising 'self' as an individual belonging to a family and community
Self-regulation	C-4.2 Recognises different emotions and makes deliberate effort to regulate them appropriately
Decision-making and problem solving	C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements

Development of pro-social behaviour	<p>C-4.3 Interacts comfortably with other children and adults</p> <p>C-4.4 Shows cooperative behaviour with other children</p> <p>C-4.5 Understands and responds positively to social norms in the classroom and school</p> <p>C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need</p> <p>C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children</p>
Development of healthy habits, hygiene, sanitation, and awareness for self-protection	<p>C-1.1 Shows a liking for and understanding of nutritious food and does not waste food</p> <p>C-1.2 Practices basic self-care and hygiene</p> <p>C-1.3 Keeps school/classroom hygienic and organized</p> <p>C-1.4 Practices safe use of material and simple tools</p> <p>C-1.5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately</p> <p>C-1.6 Understands unsafe situations and asks for help</p>
Development of gross motor skills	<p>C-3.1 Shows coordination between sensorial perceptions and body movements in various activities</p> <p>C-3.2 Shows balance, coordination, and flexibility in various physical activities</p>
Development of fine motor skills and eye-hand coordination	<p>C-3.3 Shows precision and control in working with their hands and fingers</p>
Participation in individual and team games and sports	<p>C-3.4 Shows strength and endurance in carrying, walking, and running</p>

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

2.1 NCF Curricular Goals

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

CG-9 Children develop effective communication skills for day-to-day

interactions in two languages

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

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

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

2.2 Mapping to NCF Competencies

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

2.2.1 Talking and Listening

table 1

NIPUN Bharat Competency	NCF Competency
Listening with comprehension	C-9.1 Listens to and appreciates simple songs, rhymes, and poems 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
Creative Self Expression and Conversation	C-9.2 Creates simple songs and poems on their own C-9.3 Converses fluently and can hold a meaningful conversation
Language and Creative thinking	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
Vocabulary Development	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
Conversation and talking skills	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

Meaningful uses of language	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-9.7 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-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material

2.2.2 Reading with comprehension

Table 2

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

Independent reading for pleasure and various purposes.	C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline, and what the author wants to say – on their own C-10.9 Shows interest in picking up and reading a variety of children’s books
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2.2.3. Writing with purpose

Table 3

NIPUN Bharat Competency	NCF Competency
Early literacy skills	<i>Aspects of this Competency are addressed in Learning Outcomes of many Competencies of Language and Literacy as well as Aesthetics and Culture Curricular Goals.</i>
Writing for self-expression	C-10.8 Writes a paragraph to express their understanding and experiences
Making use of her/his knowledge of letter and sounds, invents spellings to write	C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write words
<p>Making efforts to write in conventional ways</p> <p>Response to reading with drawings/ words and meaningful sentences</p> <p>Writing of rhyming words</p> <p>Writing meaningful sentences using naming words and action words</p> <p>Writing messages to express themselves</p> <p>Using mixed language codes</p> <p>Writing for different purposes in the classroom's activities and at home, such as making list, writing greeting to grandparents, messages/ invitation to friends, etc.</p>	C-10.8 Writes a paragraph to express their understanding and experiences (<i>this Competency has 15 Learning Outcomes embedded which covers various competencies outlined by NIPUN Bharat</i>)

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

3.1 NCF Curricular Goals

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

CG-2 Children develop sharpness in sensorial perceptions

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

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

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

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

3.2 Mapping to NCF Competencies

NIPUN Bharat categorises the Competencies under Development Goal 3 into seven. These are mapped to Competencies of NCF in the tables below.

3.2.1 Sensory Development

Table 1

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

Table 2

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

3.2.3 Concepts related to environment

Table 3

NIPUN Bharat Competency	NCF Competency
Natural-animals, fruits, vegetables, food	<p>C-6.1 Shows care for and joy in engaging with all life forms</p> <p>C-7.1 Observes and understands different categories of objects, and relationships between them</p>
Physical - water, air, season, sun, moon, day and night	C-7.1 Observes and understands different categories of objects, and relationships between them
Social - myself, family, transport, festival, community helpers, etc.	<p>C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need</p> <p>C-5.1 Demonstrates willingness and participation in age-appropriate physical work towards helping others</p>

3.2.4 Concept formation

Table 4

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

[^]One-to-one-correspondence is a learning outcome within this competency of counting

3.2.5 Number Sense

Table 5

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

1.1.1 Number Operations

Table 6

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

1.1.2 Measurement, Shapes, and Other Competencies

Table 7

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

Disability Screening Schedule (DSS)

Information about the child:

1. Name of the Child:
2. Mother's name:
3. Father's name:
4. Address:
5. Gender of the child:
 - i. Boy
 - ii. Girl
6. Date of birth:
7. Age of the Child:
 - i. 0-3 months
 - ii. 3-6 months
 - iii. 6-12 months
 - iv. 1-2 years
 - v. 2-3 years
 - vi. 3-4 years
 - vii. 4-5 years
 - viii. 5-6 years
 - ix. 6-7 years
 - x. 7-8 years

Part A: Please ask the following questions to the parents about the child and fill the response.

S. no.	Question	Yes/ No	Comments
1.	Did you experience any complications during your pregnancy? For example, high blood pressure, diabetes, anaemia, or disease like measles, mumps, or rubella?		If the answer to any of these questions is yes, the child should be watched carefully as they are at risk of having a disability
2.	Did you experience any of the following complications during childbirth? For example: Very long delivery, surgery, forceps delivery, premature delivery, baby was born with low		

	birth weight.		
3.	Did the child have problems at birth or soon after? For example, delayed birth cry, jaundice, blueness, or high fever.		
4.	Was the colour of the child unusual at birth? (Blue/Yellow/Pale)		
5.	Did the child have feeding difficulties such as suckling or swallowing during mother's feeding?		
6.	Has the child ever had fits or lost consciousness since birth?		If yes, this is red flag or warning sign. Please refer the child for diagnosis and treatment.
7.	Do the child's eyes frequently turn red or water?		If yes, this is red flag or warning sign. Please refer the child for diagnosis and treatment.
8.	Is there frequent pus or watery discharge from the child's ears?		If yes, this is red flag or warning sign. Please refer the child for diagnosis and treatment.
9.	Does the child frequently complain about earaches or headaches?		If yes, this is red flag or warning sign. Please refer the child for diagnosis and treatment.
10.	Does the child have any deformed or missing body parts?		If yes, this is red flag or warning sign. Please refer the child for diagnosis and treatment.
11.	Is the child too small or too weak compared to other children of similar age?		If yes, this is red flag or warning sign. Please refer the child for diagnosis and treatment.
12.	Does the child's body have uncoordinated or jerky movements, or does the child have poor balance while walking?		If yes, this is red flag or warning sign. Please refer the child for diagnosis and treatment.
13.	Does the child walk with a limp?		If yes, this is red flag or warning sign. Please refer the child for diagnosis and treatment.
14.	Can the child not walk, or did the child		If yes, this is red flag or

	start walking much later than other children?		warning sign. Please refer the child for diagnosis and treatment.
15.	Is there a lump or bump on the child's backbone?		If yes, this is red flag or warning sign. Please refer the child for diagnosis and treatment.
16.	Do the child's eyes squint?		If yes, this is red flag or warning sign. Please refer the child for diagnosis and treatment.
17.	Are the pupils of the child's eyes grey or white?		If yes, this is red flag or warning sign. Please refer the child for diagnosis and treatment.
18.	Does the child often bang into objects while walking, or does he fall frequently? Does he have difficulty seeing at night?		If yes, this is red flag or warning sign. Please refer the child for diagnosis and treatment.
19.	Are the child's ears deformed or missing?		If yes, this is red flag or warning sign. Please refer the child for diagnosis and treatment.
20.	Move any object, such as toy or a pen, about 12-20 inches in front of the child. Move it around within their visual field. Does the child move his head with the movement of the object?		If the child cannot visually track the object, this is red flag or warning sign. Please refer the child for diagnosis and treatment.
21.	Take a rattle/ bell/ utensil about 1-3 feet from the child's ears. Be careful that the child is not looking toward you. Now, make a sound by shaking/ banging the object. Does the child turn his head toward the source of the sound?		If the child doesn't turn his head toward the source of the sound then this is red flag or warning sign. Please refer the child for diagnosis and treatment.
22.	Does the child avoid engaging in activities requiring visual focus and has difficulty in socializing/communicating with others?		If yes, then please refer the child for diagnosis.
23.	Does the child face difficulties in doing task like brushing and toileting?		If yes, then please refer the child for diagnosis.
24.	Does the child follow instructions and directions?		If yes, then please refer the child for diagnosis.
25.	Does the child exhibit behaviour like speaking out of turn and keeps interrupting others?		If yes, then please refer the child for diagnosis.
26.	Does the child has continuous difficulties in understanding the meaning		If yes, then please refer the child for diagnosis.

	of what is read or exhibits difficulty in recalling the spellings of learnt words/ grammar/punctuation even after teaching multiple times?		
27.	Does the child has a comparatively short span of attention?		If yes, then please refer the child for diagnosis.
28.	Does the child experiences difficulties in organizing himself/ herself?		If yes, then please refer the child for diagnosis.
29.	Does the child lacks in a sense of direction e.g. left-right/up-down?		If yes, then please refer the child for diagnosis.
30.	The child finds it difficult to deal with sudden changes in routine e.g. changes in seating arrangement and curries made at home?		If yes, then please refer the child for diagnosis.
31.	Does the child often appears sad and seems withdrawn or has severe mood swings or has trouble focusing?		If yes, then please refer the child for diagnosis.
32.	Does the child exhibits swelling in the hands or feet most of the time?		If yes, then please refer the child for diagnosis.
33.	Does the child feel tired or fatigue most of the time?		If yes, then please refer the child for diagnosis.

Source: AadharShila and Questionnaire from PRASHAST apps

Part B: Age specific milestones

S. no.	Milestone	Time by which it should be achieved	Achieved/ Delayed
1.	No big smile or other warm, joyful expressions	By 6 months	
2.	Supports one own neck		
3.	Turns over belly to back to belly	By 7-8 months	
4.	Sits without support	By 9 months	
5.	Provides back-and-forth responses with sounds, smiles, or other facial expressions		

6.	Makes babbling sounds like 'ba ba' 'ma ma' 'da da'	By 12 months	
7.	Responds to own name		
8.	Does back-and-forth gestures such as pointing, showing, reaching or waving		
9.	Speaks a few words	By 16 months	
10.	Walks into support	By 18 months	
11.	Follows the instructions when asked to do something, like 'come here' or 'give me the glass'	By 18 months	
12.	Speaks a few words	By 24 months	
13.	Can say own name	By 3 years	
14.	Achieve toilet control	By 4 years	
15.	Avoids simple hazards		
16.	Eats by themselves		
17.	Dresses up own their own	By 5 years	

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