



A National Board for School Education notified by the Govt. of India, Ministry of Education vide letter No. F-11-3/2016-Sch-3 dated 03.02.2023 having been granted Pan-India Equivalence by the Association of Indian Universities (AIU) vide letter no. AIU/EV/IN(I)2022/BSB dated 3rd August, 2022.

## HOLISTIC PROGRESS CARD

FOUNDATIONAL STAGE

BALVATIKA 1

विद्या ददाति विनयं विनयाद् याति पात्रताम् ।

पात्रत्वात् धनमाप्नोति धनात् धर्मं ततः सुखम् ॥



# PART A

Name and Address of the School \_\_\_\_\_

State \_\_\_\_\_ Pin Code \_\_\_\_\_

## GENERAL INFORMATION ABOUT THE STUDENT

*(to be filled in by the teacher in consultation with the parents)*

Student Name : \_\_\_\_\_

Roll No.: \_\_\_\_\_ Registration No.: \_\_\_\_\_ Academic Session: \_\_\_\_\_

Grade: Balvatika 1 Section: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Mother's Name: \_\_\_\_\_

Mother's Education: \_\_\_\_\_ Mother's Occupation: \_\_\_\_\_

Father's Name: \_\_\_\_\_

Father's Education: \_\_\_\_\_ Father's Occupation: \_\_\_\_\_

Number of siblings: \_\_\_\_\_ Siblings' age: \_\_\_\_\_

Mother Tongue: \_\_\_\_\_ Medium of Instruction: \_\_\_\_\_

Rural/Urban: \_\_\_\_\_

Chronic illness (if any) \_\_\_\_\_

### ATTENDANCE

Months	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
No. of working days												
No. of days attended												
% Attendance												

### Student's Interests:

*(Tick (✓) one or more options)*

Reading

Gardening

Sports / Games

Yoga

Creative Writing

Art

Craft

Cooking

Dancing / Singing / Playing a musical instrument

Other (Please specify) \_\_\_\_\_

# All about me

My birthday \_\_\_\_\_

My Blood Group \_\_\_\_\_

My favourite:

Colour \_\_\_\_\_

Food \_\_\_\_\_

Games \_\_\_\_\_

Animals \_\_\_\_\_

I want to be \_\_\_\_\_ when I grow up.

## Term I

My height is \_\_\_\_\_ cm.

My weight is \_\_\_\_\_ kg.

## Term II

My height is \_\_\_\_\_ cm.

My weight is \_\_\_\_\_ kg.

# **A glimpse of myself**

**PHOTOGRAPH OF SELF**

# **A glimpse of my family**

**FAMILY PHOTOGRAPH**

## PART B

### STATUS OF ACHIEVEMENT OF COMPETENCIES UNDER DIFFERENT DOMAINS

<b>DOMAIN 1: PHYSICAL AND MOTOR DEVELOPMENT</b>				
<i><b>Development of Annamaya and Pranmaya Kosha</b></i>				
<b>CURRICULAR GOAL 1:</b> <i>Children develop the habits that keep them healthy &amp; safe.</i>				
<b>COMPETENCIES</b>	<b>LEARNING OUTCOMES</b>	<b>TERM 1</b>		<b>TERM 2</b>
C-1: Shows liking for and understanding of nutritious food and does not waste food	LO-1.1: Differentiates between things that can be eaten and cannot be eaten	B		B
		PR		PR
		PT		PT
	LO-1.2: Begins to recognise and eat a variety of foods	B		B
		PR		PR
		PT		PT
	LO-1.3: Makes choices from different options of food, with adults' help	B		B
		PR		PR
		PT		PT
	LO-1.4: Learns to not waste food, with adults' help	B		B
		PR		PR
		PT		PT
C-2: Practice basic self-care and hygiene	LO-2.1: Covers mouth while coughing	B		B
		PR		PR
		PT		PT
	LO-2.2: Can wear clothes (without buttoning them)	B		B
		PR		PR
		PT		PT
	LO-2.3: If asked chooses own clothes to wear	B		B
		PR		PR
		PT		PT
	LO-2.4: Puts on their footwear	B		B
		PR		PR
		PT		PT
	LO-2.5: Aware of their belongings such as bag, bottle, shoes, handkerchief, etc	B		B
		PR		PR
		PT		PT
C-3: Keeps school and classroom hygienic and organised	LO-3.1: Shows awareness of their belongings, such as bags, bottles, shoes, handkerchiefs, etc.	B		B
		PR		PR
		PT		PT
	LO-3.2: Places used plates and utensils in the designated space with the help of adults	B		B
		PR		PR
		PT		PT
	LO-3.3: Uses dustbin with assistance	B		B
		PR		PR
		PT		PT

Abbreviations: B-Beginner, PR -Progressing, PT - Proficient

COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2
C-4: Practice safe use of material and simple tools	LO-4.1: Avoids danger by not touching harmful objects like fire, hot stove, knife, electric plugs, etc.	B PR PT	B PR PT
C-5: Shows awareness of safety in movements (walking, running, cycling) and acts appropriately	LO-5.1: Identifies the importance of road safety, holds hands of adults and walks on the road	B PR PT	B PR PT
C-6: Understands unsafe situation and asks for help	LO-6.1: Avoids danger by not touching harmful objects like hot stove, knife, electric plugs, etc. (with reminders)	B PR PT	B PR PT
	LO-6.2: Understands actions which may harm and therefore avoids them, for example, jumping from an unreasonable height or by being careful of hands while opening or closing doors, windows and drawers	B PR PT	B PR PT
	LO-6.3: Differentiates between familiar and strange adults and avoids taking toys, chocolate from strangers (with reminders)	B PR PT	B PR PT

**CURRICULAR GOAL 2: Children develop sharpness in sensorial perceptions**

C-9: Differentiates sounds and sound patterns by their pitch, volume and tempo	LO-9.1: Differentiates different sounds in the environment as sound of humans, animals, vehicles, sound of clap, tap, sound of material, etc.	B PR PT	B PR PT
	LO-9.2: Differentiates loud and soft sounds	B PR PT	B PR PT
C-12: Begins integrating sensorial perceptions to get a holistic awareness of experiences	LO-12.1: Blows breath with force	B PR PT	B PR PT

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**CURRICULAR GOAL 3: Children develop a fit and flexible body**

<b>COMPETENCIES</b>	<b>LEARNING OUTCOMES</b>	<b>TERM 1</b>	<b>TERM 2</b>
C-13: Shows coordination between sensorial perceptions and body movements in various activities	LO-13.1: Walks and runs easily changing direction and speed	B	B
		PR	PR
		PT	PT
	LO-13.2: Walks backwards	B	B
		PR	PR
		PT	PT
	LO-13.3: Climbs in and out of bed or adults' chair	B	B
		PR	PR
		PT	PT
	LO-13.4: Kicks and throws a ball with little control of direction or speed	B	B
		PR	PR
		PT	PT
C-13: Shows coordination between sensorial perceptions and body movements in various activities	LO-13.5: Jumps on the spot, jumps across one hurdle, jumps landing on feet	B	B
		PR	PR
		PT	PT
	LO-13.6: Stands on their toes	B	B
		PR	PR
		PT	PT
	LO-13.7: Walks on their toes (6+ steps)	B	B
		PR	PR
		PT	PT
	LO-13.8: Stands on one foot, with aid	B	B
		PR	PR
		PT	PT
C-13: Shows coordination between sensorial perceptions and body movements in various activities	LO-13.9: Runs around obstacles and corners	B	B
		PR	PR
		PT	PT
	LO-13.10: Walks in straight line	B	B
		PR	PR
		PT	PT
	LO-13.11: Pushes objects	B	B
		PR	PR
		PT	PT
	LO-13.12: Actively participates in games, dances, and outdoor activities, etc.	B	B
		PR	PR
		PT	PT

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COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2
C-14: Shows balance, coordination and flexibility in various physical activities	LO-14.1: Stands on one foot with support/aid	B PR PT	B PR PT
	LO-14.2: Balances on one leg for a short time period	B PR PT	B PR PT
C-15: Shows precision and control in working with their hands and fingers	LO-15.1: Holds glass with one hand	B PR PT	B PR PT
	LO-15.2: Holds crayon with thumb and fingers	B PR PT	B PR PT
	LO-15.3: Involves in spontaneous drawing: Scribbles, Paints with some wrist actions	B PR PT	B PR PT
	LO-15.4: Rolls clay into balls or squiggly worms	B PR PT	B PR PT
	LO-15.5: Holds spoon with less spilling of liquids	B PR PT	B PR PT
	LO-15.6: Makes simple one level fold of paper	B PR PT	B PR PT
	LO-15.7: Uses coordinated movements to string beads, fits small objects into holes, fasten large buttons, cut paper with blunt scissors, pasting small pieces of paper on a large paper, etc	B PR PT	B PR PT
	LO-15.8: Builds simple structure with small blocks	B PR PT	B PR PT

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## DOMAIN 2: SOCIO-EMOTIONAL AND ETHICAL DEVELOPMENT

### *Development of Manomaya Kosha*

**CURRICULAR GOAL – 4:** *Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions and respond positively to social norms*

<b>COMPETENCIES</b>	<b>LEARNING OUTCOMES</b>	<b>TERM 1</b>	<b>TERM 2</b>
C-4.1: Starts recognising self as an individual belonging to a family and community	LO-4.1.1: Identifies close family members	B PR PT	B PR PT
C-4.2: Recognises different emotions and makes deliberate efforts to regulate them appropriately	LO-4.2.1: Begins to state some physical characteristics about self	B PR PT	B PR PT
	LO-4.2.2: Identifies their wants and feelings, for example, “I don’t want to colour today”, “I want to go out.”	B PR PT	B PR PT
	LO-4.2.3: Recognises simple emotions (fear, joy, sadness, etc.)	B PR PT	B PR PT
C-4.3: Interacts comfortably with other children and adults	LO-4.3.1: Plays near (parallel play) another child	B PR PT	B PR PT
	LO-4.3.2: Observes and imitates other child’s behaviour	B PR PT	B PR PT
	LO-4.3.3: Initiates social interactions with peers	B PR PT	B PR PT
	LO-4.3.4: Enjoys being with other children when playing	B PR PT	B PR PT
C-4.4: Shows cooperative behaviour with other children	LO-4.4.1: Participates in the activities and takes initiative	B PR PT	B PR PT
C-4.5: Understands and responds positively to social norms in the classrooms and school	LO-4.5.1: Waits for their turn and follows simple instruction with teachers support	B PR PT	B PR PT

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COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2
C-4.6: Shows kindness and helpfulness to others (including animals and plants) when they are in need	LO-4.6.1: Shows affection towards other children and adults	B PR PT	B PR PT
C-4.7: Understands and responds positively to different thoughts, preferences and emotional needs of other children	LO-4.7.1: Plays in the presence of other children (different from the point of view of the gender, ethnicity, spoken language, age, special education needs) LO-4.7.2: Shows interest towards other children or familiar adults (asks simple questions such as, "Where is X?") LO-4.7.3: Notices the gender difference between him/her and others	B PR PT B PR PT B PR PT	B PR PT B PR PT B PR PT
<b>CURRICULAR GOAL – 5:</b> <i>Children develop a positive attitude towards productive work and service or 'SEVA' (Development of Anandmaya Kosha)</i>			
C-5.1: Engages in age-appropriate work at school and home	LO-5.1.1: Places materials and toys back in their appropriate locations after use	B PR PT	B PR PT
<b>CURRICULAR GOAL – 6:</b> <i>Children develop a positive regard for the natural environment around them</i>			
C-6.1: Shows care for and joy in engaging with all lifeforms	LO-6.1.1: Shows curiosity in observing plants and animals	B PR PT	B PR PT
<b>CURRICULAR GOAL – 12:</b> <i>Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways</i>			
C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes	LO-12.1.1: Grasps relevant art materials, tools and instruments	B PR PT	B PR PT
	LO-12.1.2: Explores large and small sizes while creating marks, lines, scribbles and other 2D and 3D imagery in visual artworks,	B PR PT	B PR PT
	LO-12.1.3: Creates forms and imprints by mixing materials (for example, mud and water, sand and water, flour and water, paint and water, etc.)	B PR PT	B PR PT

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COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2
	LO-12.1.4: Creates imprints using blocks, stencils, found objects and natural materials	B PR PT	B PR PT
C-12.2: Explores and plays with own voice, body, spaces and a variety of objects to create music, role-play, dance, and movement	LO-12.2.1: Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	B PR PT	B PR PT
	LO-12.2.2: Produces a variety of sounds by playing with voice, body, objects and instruments	B PR PT	B PR PT
	LO-12.2.3: Explores volume (loud and soft), and pitch (high and low) while using voice, body, or playing with instruments and objects	B PR PT	B PR PT
	LO-12.2.4: Explores silence and stillness in everyday situations	B PR PT	B PR PT
C-12.3: Innovates and works imaginatively to express ideas and emotions through arts	LO-12.3.1: Observes their surroundings, local culture and examples of art to make connections with their own explorations	B PR PT	B PR PT
	LO-12.3.2: Creates a variety of visual imagery, body movements and sound explorations to symbolise objects, people and emotional experience	B PR PT	B PR PT
C-12.4: Works collaboratively in performing or creative arts	LO-12.4.1: Explores sound and movement produced individually and in groups	B PR PT	B PR PT
C-12.5: Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage	LO-12.5.1: Responds to artworks verbally/ non-verbally to express likes, dislikes and other views	B PR PT	B PR PT
	LO-12.5.2: Acknowledges the presence of others during activities related to the arts	B PR PT	B PR PT

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<b>CURRICULAR GOAL -13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom</b>				
<b>COMPETENCIES</b>	<b>LEARNING OUTCOMES</b>	<b>TERM 1</b>		<b>TERM 2</b>
C-13.1: Attention and intentional action: acquires skills to plan, focus attention, and direct activities to achieve specific goals	LO-13.1.1: Develops skills in initiating and sustaining activity	B		B
		PR		PR
		PT		PT
	LO-13.1.2: Demonstrates innovative thinking in using available materials and resources	B		B
		PR		PR
		PT		PT
	LO-13.1.3: Takes up opportunity for independent action	B		B
		PR		PR
		PT		PT
	LO-13.1.4: Begins to understand and apply basic planning ahead skills	B		B
		PR		PR
		PT		PT
C-13.2: Memory and flexibility: Developing adequate working memory, mental flexibility (to sustain or shift attention appropriately) and self-control (to resist impulsive actions and responses) that would assist them in learning in structured environments	LO-13.2.1: Attends to details of a task, conversation, talk by adults	B		B
		PR		PR
		PT		PT
	LO-13.2.2: Controls movement and stays in place	B		B
		PR		PR
		PT		PT
	LO-13.2.3: Improves listening skills	B		B
		PR		PR
		PT		PT
C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, thinkers with objects, asks questions	LO-13.3.1: Shows curiosity in exploring immediate surroundings (in outdoor contexts) with adult support	B		B
		PR		PR
		PT		PT

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2		
C-13.4: Adopts and follows norms with agency and understanding	LO-13.4.1: Observes and imitates adult behaviour for classroom norms	B		B		
		PR		PR		
		PT		PT		
<b>DOMAIN 3: COGNITIVE DEVELOPMENT</b> <i>Development of Vijnanamaya Kosha</i>						
<b>CURRICULAR GOAL – 7: Children make sense of world around through observation and logical thinking</b>						
C-7.1: Observes and understands different categories of objects and relationships between them	LO-7.1.1: Identifies and names common objects, people, pictures, animals, birds, events, etc. with assistance	B		B		
	LO-7.1.2: Identifies the missing part of a familiar picture of familiar object	PR		PR		
		PT		PT		
C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	LO-7.2.1: Uses ideas based on observations (for example, imitates adults blowing on hot food before eating)  LO-7.2.2: Makes choices and expresses preferences  LO-7.2.3: Explains the impact of one's actions/ behaviour on others (for example, hitting a dog with a stone hurts a helpless creature, not turning off a tap wastes water)	B		B		
		PR		PR		
		PT		PT		
C-7.3: Uses appropriate tools and technology in daily life situations and for learning	LO-7.3.1: Shows dexterity in using simple tools for drawing/ colouring	B		B		
		PR		PR		
		PT		PT		
<b>CURRICULAR GOAL – 8: Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures</b>						
C-8.1: Sorts objects into groups and sub-groups based on more than one property	LO-8.1.1: Sorts objects into 2 groups based on their physical attributes like colour, size, length, height and weight (big-small, long-short)	B		B		
		PR		PR		
		PT		PT		

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COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2
C-8.2: Identifies and extends simple patterns in their surroundings, shapes and numbers	LO-8.2.1: Recognises and repeats the patterns in pairs – Objects, pictures, shapes (leaf, flower, leaf, flower, in A B A B A B A B A B A), sounds (da-ma- ga, da-ma-ga, etc.), movements (hop-stand, hop-stand)	B PR PT	B PR PT
C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s	LO-8.3.1: Says/sings number names verbally till 5 in correct sequence/order with context LO-8.3.2: Counts objects up to 3 and develops understanding of cardinality till 3 (for example, counts 3 things in a set and says those are 3) LO-8.3.3: Counts given manipulatives or objects and can pick and give up to 3 things LO-8.3.4: Compares quantities between two collection and can distinguish if they are the same or more up to 3 objects	B PR PT B PR PT B PR PT B PR PT	B PR PT B PR PT B PR PT
C-8.4: Arranges numbers up to 99 in ascending and descending order	LO-8.4.1: Arranges familiar incidents, events or objects in an order (daily routine, story, shapes, size) (for up to 2 to 3 objects)	B PR PT	B PR PT
C-8.5: Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system	LO-8.5.1: Compares two groups/ collection (orally) up to 3 and uses vocabulary like 'more, less and same'	B PR PT	B PR PT
C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	LO-8.6.1: Takes/puts away very small collections (totalling up to 3) by grouping and ungrouping rather than answering verbally	B PR PT	B PR PT
C-8.7: Recognises multiplication as repeated addition and division as equal sharing	LO-8.7.1: Distributes a given set of objects to multiple recipients	B PR PT	B PR PT

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COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2
C-8.8: Recognises basic geometric shapes and their observable properties	LO-8.8.1: Matches objects based on one attribute like shape, size or colour	B PR PT	B PR PT
	LO-8.8.2: Compares and classifies objects by one factor like shape, colour and size	B PR PT	B PR PT
	LO-8.8.3: Follows simple instructions and places objects based on shape, colour and position (for example, bring red balloon here, keep round ball on the table)	B PR PT	B PR PT
	LO-8.8.4: Solves simple inset puzzles with shapes	B PR PT	B PR PT
C-8.9: Performs simple measurements of length, weight and volume of objects in their immediate environment	• Length LO-8.9.1: Uses vocabulary (length, width, height, distance) to express length through poems and stories	B PR PT	B PR PT
	• Weight LO-8.9.2: Uses vocabulary to express weight through poems and stories	B PR PT	B PR PT
	LO-8.10.1: Uses vocabulary in daily life like today, tomorrow and yesterday	B PR PT	B PR PT
	LO-8.10.2: Differentiates between day and night	B PR PT	B PR PT
C-8.11: Performs simple transactions using money up to Rs. 100	X	B PR PT	B PR PT
C-8.12: Formulates and solves simple mathematical problems related to quantities, shapes, space and measurements	LO-8.12.1: Solves inset puzzles with shapes	B	B
		PR	PR
		PT	PT

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## प्रथम भाषा (हिन्दी)

दक्षताएँ	सीखने के प्रतिफल	TERM 1	TERM 2
<b>पाठ्यचर्या लक्ष्य – 9: बच्चे दो भाषाओं में दैनिक जीवन के लिए प्रभावी संप्रेषण की कुशलता विकसित करते हैं।</b>			
C-9.1: सरल गीतों, तुकबंदी और कविताओं को सुनते हैं और उनकी सराहना करते हैं।	LO-9.1.1: विविधता भरे गीतों और कविताओं को सुनते हैं।  LO-9.1.2: सरल गीत या कविता को दोहराते हैं।	B  PR  PT	B  PR  PT
C-9.2: स्वयं से सरल गीत और कविताएँ बनाते हैं।	LO-9.2.2: परिचित कविताओं और गीतों को गाने का आनंद लेते हैं।	B  PR  PT	B  PR  PT
C-9.3: धारा प्रवाह बातचीत करते हैं और सार्थक बातचीत में शामिल रहते हैं।	LO-9.3.1: ध्यानपूर्वक सुनते हैं और आस-पास के परिचित व्यक्तियों के साथ संक्षिप्त बातचीत में बोलते हैं।  LO-9.3.2: अर्थपूर्ण छोटे वाक्यों के माध्यम से अपनी आवश्यकताओं और भावनाओं को अभिव्यक्त करते हैं।	B  PR  PT	B  PR  PT
C-9.4: एक जटिल कार्य के लिए मौखिक निर्देशों को समझते हैं और उसी कार्य के लिए दूसरों को स्पष्ट मौखिक निर्देश देते हैं।	LO-9.4.1: छोटे निर्देशों को सुनते हैं और उनका पालन करते हैं (जैसे - खिलौना ले आइए, हाथों को ठीक से धोएँ आदि)।	B  PR  PT	B  PR  PT
C-9.5: सुनाई गई/पढ़ने वाली कहानियों को समझते हैं और पात्रों, कथावस्तु एवं लेखक के आशय की पहचान करते हैं।	LO-9.5.1: कहानियों को रुचि के साथ सुनते हैं।	B  PR  PT	B  PR  PT
C-9.6: कथावस्तु और पात्रों को ध्यान में रखते हुए स्पष्टता के साथ लघु कथाएँ सुनाते हैं।	LO-9.6.1: अपने मन से कहानी बनाकर सुनाते हैं।	B  PR  PT	B  PR  PT
C-9.7: दिन-प्रतिदिन की बातचीत को प्रभावी ढंग से करने के लिए पर्याप्त शब्दों को जानते हैं और उपयोग करते हैं तथा मौजूदा शब्दावली का उपयोग करके नए शब्दों के अर्थ का अनुमान लगा सकते हैं।	LO-9.7.1: अपने आस-पास की कुछ वस्तुओं के नाम अपनी भाषा में बताते हैं।	B  PR  PT	B  PR  PT

दक्षताएँ	सीखने के प्रतिफल	TERM 1	TERM 2
<b>पाठ्यचर्चाया लक्ष्य – 10: बच्चे पहली भाषा (R1) में पढ़ने और लिखने में निपुणता विकसित करते हैं।</b>			
C-10.1: ध्वन्यात्मक जागरूकता विकसित करते हैं और ध्वनियों/अक्षरों को शब्दों में मिश्रित करते हैं तथा शब्दों को ध्वनियों/अक्षरों में बाँटते हैं।	LO-10.1.1: लयात्मक गीत गाते हैं।	B	B
		PR	PR
		PT	PT
C-10.2: किताब की आधारभूत संरचना/रूपरेखा, प्रिंट में शब्दों के विचार और दिशा को समझते हैं, जिसमें वे प्रिंट होते हैं एवं आधारभूत विराम-चिह्नों की पहचान करते हैं।	LO-10.2.1: सामान्य चिह्नों, लोगों और लेबल आदि (रैपर के रंग के आधार पर बिस्किट का नाम बताना, साबुन का कवर आदि) को पहचानते हैं।	B	B
		PR	PR
		PT	PT
C-10.3: लिपि में वर्णमाला के सभी अक्षरों की पहचान करते हैं और पढ़ने-लिखने में इस ज्ञान का प्रयोग करते हैं।	LO-10.3.1: अपनी भाषा में अपनी भाषा के सभी लिपि-चिह्नों से बनने वाले शब्दों का मौखिक भाषा में प्रयोग करते हैं।	B	B
		PR	PR
		PT	PT
C-10.4: उचित अनुतान और गति के साथ परिशुद्ध एवं प्रवाहपूर्ण रूप से अनुच्छेद व कहानियाँ पढ़ते हैं।	NOT APPLICABLE	B	B
		PR	PR
		PT	PT
C-10.5: कथानक, पात्रों और लेखक क्या कहना चाहता है— की पहचान करते हुए स्वयं लघु कहानियों को समझ के साथ पढ़ते हैं।	LO-10.5.1: सस्वर पठन की कहानी को सुनते हैं और शिक्षक द्वारा पूछे गए प्रश्नों का प्रत्युत्तर देते हैं।	B	B
		PR	PR
		PT	PT
C-10.6: छोटी कविताएँ पढ़ते हैं और शब्दों के चयन एवं कल्पना के लिए कविता की सहाना की शुरुआत करते हैं।	LO-10.6.1: कविताओं को गाने का आनंद लेते हैं।	B	B
		PR	PR
		PT	PT
C-10.7: छोटे समाचार, निर्देश और व्यंजन बनाने की विधि एवं प्रचार सामग्री को पढ़कर अर्थ समझते हैं।	NOT APPLICABLE	B	B
		PR	PR
		PT	PT
C-10.8: अपनी समझ और अनुभवों को अभिव्यक्त करने के लिए लिखते हैं।	LO-10.8.1: लेखन की विभिन्न प्रकार की सामग्री का प्रयोग करते हैं, जैसे - पेंसिलें, रंगीन पेंसिलें, पेंटिंग के ब्रश, क्रयोन आदि।	B	B
		PR	PR
		PT	PT

दक्षताएँ	सीखने के प्रतिफल	TERM 1		TERM 2	
C-10.9: विभिन्न प्रकार के बाल साहित्य को चुनने और पढ़ने में रुचि व्यक्त करते हैं।	LO-10.9.1: पढ़ी गई कहानी और कविताओं में रुचि लेते हैं।	B		B	
		PR		PR	
		PT		PT	
<b>पाठ्यचर्या लक्ष्य – 11: बच्चे द्वितीय भाषा (R2) में पढ़ना-लिखना प्रारंभ करते हैं।</b>					
C-11.1: ध्वन्यात्मक जागरूकता विकसित करते हैं और ध्वनियों/अक्षरों को शब्दों में मिश्रित करते हैं तथा शब्दों को ध्वनियों/अक्षरों में बाँटते हैं।	NOT APPLICABLE	B		B	
		PR		PR	
		PT		PT	
C-11.2: लिपि में वर्णमाला के सभी अक्षरों की पहचान करते हैं और पढ़ने-लिखने में इस ज्ञान का प्रयोग करते हैं।	NOT APPLICABLE	B		B	
		PR		PR	
		PT		PT	

Abbreviations: B-Beginner, PR -Progressing, PT - Proficient

Language 2 (English)				
COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2	
<b>CURRICULAR GOAL – 9:</b> <i>Children develop effective communication skills for day-to-day interactions in two languages.</i>				
C-9.1: Listens to and appreciates simple songs, rhymes and poems	LO-9.1.1: Listens to and enjoys humming a variety of songs in different languages regularly heard at home and in their neighbourhood	B	B	
		PR	PR	
		PT	PT	
C-9.2: Creates simple songs and poems of their own	NOT APPLICABLE	B	B	
		PR	PR	
		PT	PT	
C-9.3: Converses fluently and can hold a meaningful conversation	LO-9.3.1: Interacts in monosyllables to questions	B	B	
		PR	PR	
		PT	PT	
C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others	LO-9.3.2: Is introduced to familiar words (nouns and verbs) in the language like book, sit, come, take, give, washroom, toilet, water and so on	B	B	
		PR	PR	
		PT	PT	
C-9.5: Comprehends narrated/ read-out stories and identifies characters, storyline, and what the author wants to say	NOT APPLICABLE	B	B	
		PR	PR	
		PT	PT	
C-9.6: Narrates short stories with clear plot and characters	NOT APPLICABLE	B	B	
		PR	PR	
		PT	PT	
C-9.7: Knows and uses enough words to carry out day-to-day interactions effectively and can guess the meaning of new words by using existing vocabulary	LO-9.7.1: Begins to use appropriate vocabulary for some common and familiar objects	B	B	
		PR	PR	
		PT	PT	
	LO-9.7.2: Enrich vocabulary through Picture talk & Object talk	B	B	
		PR	PR	
		PT	PT	

Abbreviations: B-Beginner, PR -Progressing, PT - Proficient

<b>CURRICULAR GOAL – 11: Children begin to read and write in Language 2</b>				
C-11.1: Develops phonological awareness and is able to blend phonemes/ syllables into words and segment words into phonemes/ syllables	NOT APPLICABLE		B	B
	NOT APPLICABLE		PR	PR
	NOT APPLICABLE		PT	PT
C-11.2: Recognises most frequently occurring letters of the alphabet of the script and uses this knowledge to read and write simple words and sentences	NOT APPLICABLE		B	B
	NOT APPLICABLE		PR	PR
	NOT APPLICABLE		PT	PT

Abbreviations: B-Beginner, PR -Progressing, PT - Proficient

## Parent's feedback

Aspect	Term 1	Term 2
My child enjoys	-----	-----
My child needs support in	-----	-----
One special attribute about my child is	-----	-----
My child has been appropriately vaccinated	YES / NO	YES / NO

# PART C

## Self-Assessment

Self-reflection on inter-disciplinary activities done by the child: Clay-modelling, drawing, playing games, colouring, puppet-making, model making, etc.

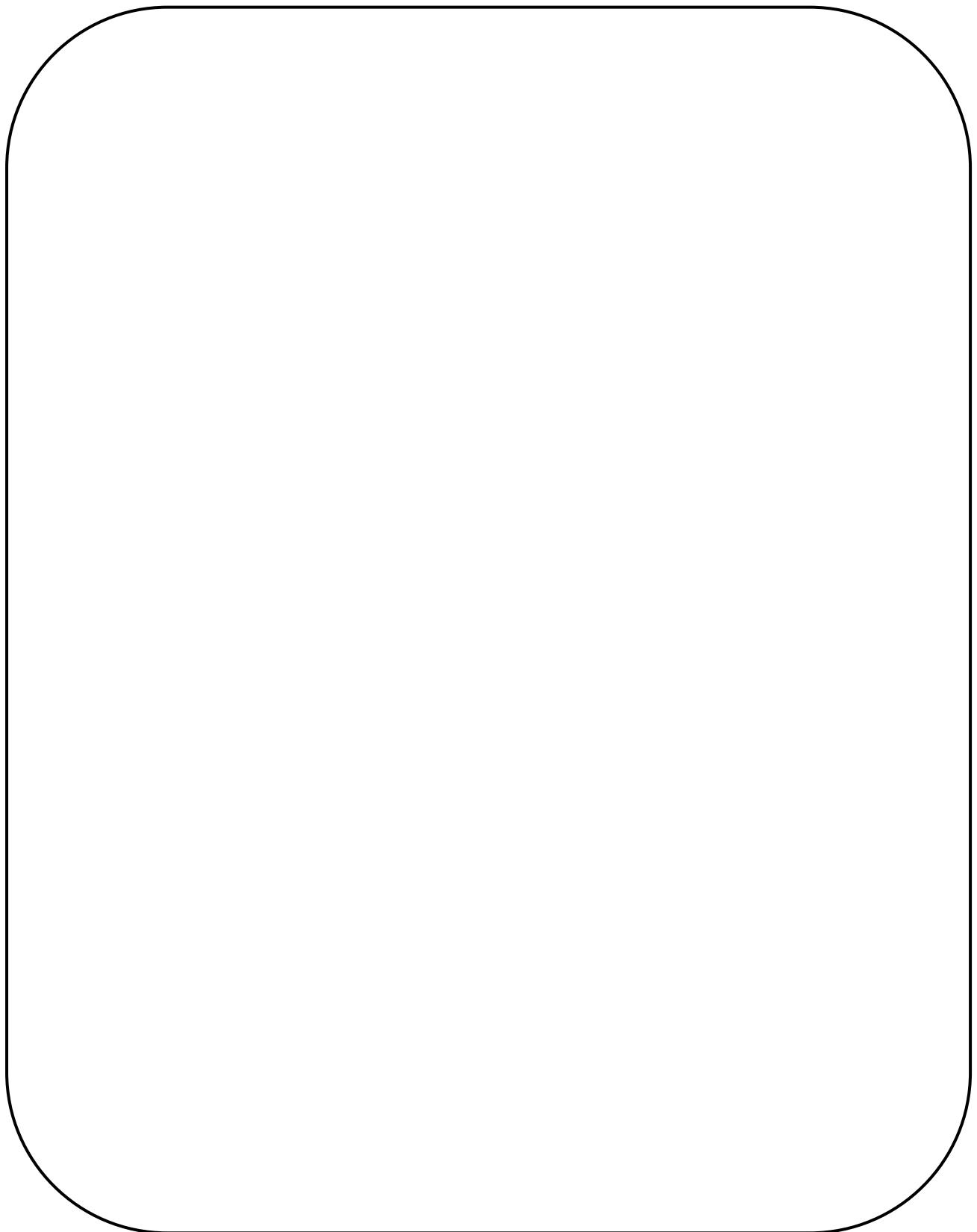
<b>The teacher must help the children to fill this sheet:</b> (For younger children teachers may fill the information based on observation and discussion)		Term 1	Term 2
1.	Activities that I enjoy the most		
2.	Activities that I find difficult to do		
3.	Activities that I enjoy doing with my friends		

## Peer-Assessment

<b>Peer feedback from classmate(s) (will tick the relevant no. of stars)</b> <i>Collaborative games/activity such as colouring together, playing a game, etc. done in pairs/groups</i>			
		Term 1	Term 2
1.	Helps in completing task/activity	★	★
		★ ★	★ ★
		★ ★ ★	★ ★ ★
2.	Likes to play with others	★	★
		★ ★	★ ★
		★ ★ ★	★ ★ ★
3.	Shares stationary (crayons/glue/chalk, etc.) with classmates	★	★
		★ ★	★ ★
		★ ★ ★	★ ★ ★

# **Learner's portfolio**

**NOTE: Paste pictures/ display selected work done by student in various experiential and inter-disciplinary tasks done in class.**



# Learner's profile by the teacher

Teacher must present a narrative summary of the child, highlighting the strengths, challenges and suggestions for improvement.

1. Strengths:	_____
	_____
	_____
2. Challenges:	_____
	_____
	_____
3. Uniqueness:	_____
	_____
	_____
4. Suggestions for Improvement:	_____
	_____
	_____

## SUMMARY FOR THE ACADEMIC YEAR

### KEY PERFORMANCE DESCRIPTORS

*(Qualitative inputs by teacher based on the student's performance during the whole academic year)*

1. Physical Development	_____
	_____
	_____
	_____
2. Socio-Emotional Development	_____
	_____
	_____
	_____

### **3. Cognitive Development**

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### **4. Language and Literacy Development**

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### **5. Aesthetic and Cultural Development**

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**Note for Teachers:** *Teachers will give a narrative summary in regard to the achievement about the following curriculum Aims/ Values/ Capacities/ Dispositions and Knowledge.*

#### **5.1 Positive Learning Habits**

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#### **5.2 Values:**

Seva, Ahimsa, Swacchata, Satya, Nishkam Karma, tolerance, honest hard work, respect for women, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment.

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#### **5.3 Dispositions:**

- a. Positive Work Ethic
- b. Curiosity and Wonder
- c. Pride and Rootedness in India

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**5.4 Capacities:**

- a. Enquiry
- b. Communication
- c. Problem Solving and Logical Reasoning
- d. Social Engagement

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**5.5 Knowledge:**

- a. About the Self
- b. About the Social World
- c. About the Physical and Natural world

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Term	Signature of Parent/Guardian	Signature of Class Teacher	Signature of Principal
Term 1			
Term 2			

# Holistic Progress Card

This is an exemplar Holistic Progress Card for Foundational Stage (Balvatika-1) based on the National Curriculum Framework for Foundational Stage (NCF-FS 2022) to be adopted/adapted by BSB Affiliated/Associated schools.

## Note:

1. The curriculum goals are to be observed with the use of activity-based and experiential learning pedagogy by the teacher to enable a child to develop competencies.
2. This card is a combination of child's own expression of assessment by self, peers, parents, and teacher.
3. The card provides disaggregated reporting unlike a single score or letter grades in a subject area. It is to be filled in at the end of each term.

The competencies are to be interpreted at various levels on the basis of the following description:

<b>Level</b>	<b>Interpretation</b>
Beginner	Has begun to achieve the competency with considerable support from teachers.
Progressing	Has achieved competency with some support of teachers.
Proficient	Has achieved competency on his/her own.

“ Excellence is a  
continuous process, not  
a single event. ”

– Dr. A.P.J. Abdul  
Kalam