



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 2

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 2 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	<input type="checkbox"/>	Gardening	<input type="checkbox"/>
Sports / Games	<input type="checkbox"/>	Yoga	<input type="checkbox"/>
Creative Writing	<input type="checkbox"/>	Art	<input type="checkbox"/>
Craft	<input type="checkbox"/>	Cooking	<input type="checkbox"/>
Dancing / Singing / Playing a musical instrument	<input type="checkbox"/>		

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

DOMAIN 1: PHYSICAL AND MOTOR DEVELOPMENT <i>Development of Annamaya and Pranmaya Kosha</i>					
CURRICULAR GOAL 1: <i>Children develop the habits that keep them healthy and safe.</i>					
COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
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: Wipes running nose with a handkerchief	B		B	
		PR		PR	
		PT		PT	
	LO-2.2: Can wear clothes (including buttoning)	B		B	
		PR		PR	
		PT		PT	
	LO-2.3: Washes and dries hands before and after toileting and eating	B		B	
		PR		PR	
		PT		PT	
	LO-2.4: Eats without spilling	B		B	
		PR		PR	
		PT		PT	
	LO-2.5: Helps serve meals	B		B	
		PR		PR	
		PT		PT	
	LO-2.6: Passes food at the table {meal-time}	B		B	
		PR		PR	
		PT		PT	
	LO-2.7: Uses a dustbin	B		B	
		PR		PR	
		PT		PT	
	LO-2.8: Uses personal care objects correctly and regularly. For example, brushes hair, teeth, etc.	B		B	
		PR		PR	
		PT		PT	

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

COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
C-3: Keeps school and classroom hygienic and organised	LO-3.1: Keeps and retrieves their personal belongings from the correct place (with reminders)	B		B	
		PR		PR	
		PT		PT	
	LO-3.2: Identifies and uses clean glasses and plates and places used plates and utensils in the designated space independently	B		B	
		PR		PR	
		PT		PT	
	LO-3.3: Begins to use a dustbin to dispose off waste	B		B	
		PR		PR	
		PT		PT	
C-4: Practice safe use of material and simple tools	LO-4.1: Uses child friendly and blunt scissors, knife with care under supervision	B		B	
		PR		PR	
		PT		PT	
C-5: Shows awareness of safety in movements (walking, running, cycling) and acts appropriately	LO-5.1: Looks both ways before crossing the road, holds hands of peer or adult and walks safely	B		B	
		PR		PR	
		PT		PT	
C-6: Understands unsafe situation and asks for help	LO-6.1: Communicates witnessing dangerous behaviours to peers and adults, for example, other children jumping from an unreasonable height, throwing stones on the playground, etc.	B		B	
		PR		PR	
		PT		PT	
	LO-6.2: Names trusted adults, begins to say ‘No’ to strangers when offered gifts and expresses discomfort in unfamiliar situation	B		B	
		PR		PR	
		PT		PT	
	LO-6.3: Seeks help from adults when there is an injury (for example, scraped knee, burns, wound, etc).	B		B	
		PR		PR	
		PT		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: Distinguishes between high (unchaswar) and low pitches (nimnaswar) in the sounds of birds and animals, musical instruments and the human voice	B		B	
		PR		PR	
		PT		PT	
	LO-9.2: Distinguishes between slow and fast tempo (dheemigati, teevragati) in rhythmic beats (taal)	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
C-12: Begins integrating sensorial perceptions to get a holistic awareness of experiences	LO-12.1: Blows light objects (for example, paper)	B		B	
		PR		PR	
		PT		PT	
	LO-12.2: Sits or lies still for a short duration	B		B	
		PR		PR	
		PT		PT	
CURRICULAR GOAL 3: <i>Children develop a fit and flexible body</i>					
C-13: Shows coordination between sensorial perceptions and body movements in various activities	LO-13.1: Walks in straight and curved line	B		B	
		PR		PR	
		PT		PT	
	LO-13.2: Walks up and down stairs, on alternating feet without support	B		B	
		PR		PR	
		PT		PT	
	LO-13.3: Walks up and down stairs carrying an object in one or in both hands	B		B	
		PR		PR	
		PT		PT	
	LO-13.4: Crawls easily through tunnels or under tables	B		B	
		PR		PR	
		PT		PT	
	LO-13.5: Climbs on play equipment	B		B	
		PR		PR	
		PT		PT	
	LO-13.6: Catches a large ball with two hands	B		B	
		PR		PR	
		PT		PT	
	LO-13.7: Kicks the ball forward	B		B	
		PR		PR	
		PT		PT	
	LO-13.8: Jumps on both feet and over small objects while keeping balance	B		B	
		PR		PR	
		PT		PT	
	LO-13.9: Pedals consistently when riding a tricycle	B		B	
		PR		PR	
		PT		PT	
	LO-13.10: Tries new activities that involve physical movement without adult's support	B		B	
		PR		PR	
		PT		PT	
	LO-13.11: Balances oneself on variety of surfaces (bricks, ladders, etc.)	B		B	
		PR		PR	
		PT		PT	
	LO-13.12: Hops on one leg for up to 5 jumps	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 for longer period without support	B		B	
		PR		PR	
		PT		PT	
	LO-14.2: Hops 4–5 steps	B		B	
		PR		PR	
		PT		PT	
	LO-14.3: Balances on a variety of surfaces (for example, bricks, ladders)	B		B	
		PR		PR	
		PT		PT	
C-15: Shows precision and control in working with their hands and fingers	LO-15.1: Serves food to self without assistance	B		B	
		PR		PR	
		PT		PT	
	LO-15.2: Uses spoon properly while eating	B		B	
		PR		PR	
		PT		PT	
	LO-15.3: Uses various drawing and art materials (crayons, brushes, finger paints, etc.)	B		B	
		PR		PR	
		PT		PT	
	LO-15.4: Copies shapes shown in the book of blocks	B		B	
		PR		PR	
		PT		PT	
	LO-15.5: Cuts in a straight line or curve line	B		B	
		PR		PR	
		PT		PT	
	LO-15.6: Completes puzzles of 10 to 25 pieces	B		B	
		PR		PR	
		PT		PT	
	LO-15.7: Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning, using large zippers, etc.	B		B	
		PR		PR	
		PT		PT	
	LO-15.8: Builds tower of small blocks (8–10 blocks)	B		B	
		PR		PR	
		PT		PT	
	LO-15.9: Strings the stringing board, strings whole flowers (may not follow a pattern)	B		B	
		PR		PR	
		PT		PT	
	LO-15.10: Independently uses both hands in building things	B		B	
		PR		PR	
		PT		PT	
	LO-15.11: Writes some letters or numbers which can be recognised	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-15.12: Uses one hand consistently for drawing and writing	B		B	
		PR		PR	
		PT		PT	
	LO-15.13: Catches a bouncing ball	B		B	
		PR		PR	
		PT		PT	
	LO-15.14: Strings flowers or beads in a desired pattern	B		B	
		PR		PR	
		PT		PT	
	LO-15.15: Grips pencil correctly, uses smooth, controlled finger and hand movements while cutting, holding, threading, buttoning, etc.	B		B	
		PR		PR	
		PT		PT	
	LO-15.16: Uses coordinated movements while using writing/colouring tools	B		B	
		PR		PR	
		PT		PT	
	LO-15.17: Demonstrate control and appropriate pressure when using writing and drawing tools	B		B	
		PR		PR	
		PT		PT	
	LO-15.18: Traces outlines of blocks (2”×2” blocks)	B		B	
		PR		PR	
		PT		PT	
	LO-15.19: Copies simple geometric shapes and designs	B		B	
		PR		PR	
		PT		PT	
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					
C-4.1: Starts recognising self as an individual belonging to a family and community	LO-4.1.1: Identifies close family members, friends, and neighbours	B		B	
		PR		PR	
		PT		PT	
C-4.2: Recognises different emotions and makes deliberate efforts to regulate them appropriately	LO-4.2.1: Describes self in terms of physical characteristics	B		B	
		PR		PR	
		PT		PT	
	LO-4.2.2: Describes their feelings and their causes, for example, “I am angry because he broke my block tower”, “I am very happy today because my friend shared her meals with me.”	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-4.2.3: Associates emotions with words and facial expressions	B		B	
		PR		PR	
		PT		PT	
C-4.3: Interacts comfortably with other children and adults	LO-4.3.1: Demonstrates spontaneously the preference to play with familiar children	B		B	
		PR		PR	
		PT		PT	
	LO-4.3.2: Joins a group of children playing, with adult's help if necessary	B		B	
		PR		PR	
		PT		PT	
	LO-4.3.3: Initiates an activity together with another child	B		B	
		PR		PR	
		PT		PT	
	LO-4.3.4: Separates willingly from adults to play with peers, most of the time	B		B	
		PR		PR	
		PT		PT	
	LO-4.3.5: Follows the group's decisions	B		B	
		PR		PR	
		PT		PT	
	LO-4.3.6: Cooperates and exchanges objects while playing	B		B	
		PR		PR	
		PT		PT	
	LO-4.3.7: Makes and maintains a friendship with at least one child	B		B	
		PR		PR	
		PT		PT	
	LO-4.3.8: Stays with the group and doesn't leave with an adult stranger	B		B	
		PR		PR	
		PT		PT	
C-4.4: Shows cooperative behaviour with other children	LO-4.4.1: Expresses own preferences and interests	B		B	
		PR		PR	
		PT		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 instructions	B		B	
		PR		PR	
		PT		PT	
C-4.6: Shows kindness and helpfulness to others (including animals and plants) when they are in need	LO-4.6.1: Shows care in handling materials	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
C-4.7: Understands and responds positively to different thoughts, preferences and emotional needs of other children	LO-4.7.1: Engages in symbolic play (pretends he/ she is something or is somebody else, etc.)	B		B	
		PR		PR	
		PT		PT	
	LO-4.7.2: Makes comparisons with others from the company in regard to hair colour, height, etc.	B		B	
		PR		PR	
		PT		PT	
	LO-4.7.3: Plays with different children from the point of view of gender, language, ethnicity or SEN, with adults' guidance	B		B	
		PR		PR	
		PT		PT	
	LO-4.7.4: Identifies similarities and differences between persons (gender, physical appearance, age, profession, cultural and linguistic background, etc.)	B		B	
		PR		PR	
		PT		PT	
CURRICULAR GOAL 5: <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: Assists the teacher and organises the classroom	B		B	
		PR		PR	
		PT		PT	
CURRICULAR GOAL 6: <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: Does not harm plants and animals unnecessarily	B		B	
		PR		PR	
		PT		PT	
CURRICULAR GOAL 12: <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: Explores a variety of grasps and grips while using art materials, tools and instruments (for example, sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors, etc.)	B		B	
		PR		PR	
		PT		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		B	
		PR		PR	
		PT		PT	
	LO-12.1.3: Creates large-scale work (for example, floor rangolis, some sculptural forms) in collaboration with peers, facilitators, and local community	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-12.1.4: Creates three-dimensional forms by rolling and patting materials like clay or dough	B		B	
		PR		PR	
		PT		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: Distinguishes fast and slow tempo while exploring rhythm with voice, body or other instruments	B		B	
		PR		PR	
		PT		PT	
	LO-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.)	B		B	
		PR		PR	
		PT		PT	
	LO-12.2.3: Uses volume and pitch to convey ideas and emotions, create music, develop characters and create situations	B		B	
		PR		PR	
		PT		PT	
	LO-12.2.4: Play with moments of silence and stillness through music, drama and movement practices	B		B	
		PR		PR	
		PT		PT	
C-12.3: Innovates and works imaginatively to express ideas and emotions through arts	LO-12.3.1: Plays with moments of silence and stillness through music, drama and movement practices	B		B	
		PR		PR	
		PT		PT	
	LO-12.3.2: Shares their own ideas, tools and methods of working in arts and improvises based on familiar examples	B		B	
		PR		PR	
		PT		PT	
C-12.4: Works collaboratively in performing or creative arts	LO-12.4.1: Mimics a few recognisable physical and behavioural characteristics of people, animals, plants, objects, etc., through visual and performative modes	B		B	
		PR		PR	
		PT		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: Communicates responses to different aspects of artworks or local cultural expression (for example, the voice of a character was very loud and scary)	B		B	
		PR		PR	
		PT		PT	
	LO-12.5.2: Shares responses and ideas in the peer group during arts processes	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
CURRICULAR GOAL 13: <i>Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom</i>					
C-13.1: Attention and intentional action: acquires skills to plan, focus attention, and direct activities to achieve specific goals	LO-13.1.1: Engages in a classroom environment that nurtures habits and behaviours essential for developing skills and competencies required for living responsible and successful life	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: Demonstrates improved attention span in a cheerful class environment, supported by teacher’s effective communication skills, and engaging learning-teaching materials	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 or without adult support	B		B	
		PR		PR	
		PT		PT	
C-13.4: Adopts and follows norms with agency and understanding	LO-13.4.1: Follows classroom norms with teacher’s cues	B		B	
		PR		PR	
		PT		PT	
DOMAIN 3: COGNITIVE DEVELOPMENT					
<i>Development of Vijnanamaya Kosha</i>					
CURRICULAR GOAL 7: <i>Children make sense of world around through observation and logical thinking</i>					
C-7.1: Observes and understands different categories of objects and relationships between them	LO-7.1.1: Identifies and describes common objects, people, pictures, animals, birds, events, etc., on their own	B		B	
		PR		PR	
		PT		PT	
	LO-7.1.2: Identifies 3 to 5 missing parts of a picture of familiar object	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
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: Applies known information in a new context (for example, builds a castle out of blocks as seen in a story book)	B		B	
		PR		PR	
		PT		PT	
	LO-7.2.2: Expresses own preferences, interests and makes choices	B		B	
		PR		PR	
		PT		PT	
	LO-7.2.3: Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peers	B		B	
		PR		PR	
		PT		PT	
	LO-7.2.4: Expresses views on needs of plants, birds and animals	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 inclination to using simple tools while playing	B		B	
		PR		PR	
		PT		PT	
	LO-7.3.2: Shows attention and regulation when interacting with digital audio-visual material	B		B	
		PR		PR	
		PT		PT	
CURRICULAR GOAL 8: <i>Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures</i>					
C-8.1: Sorts objects into groups and sub-groups based on more than one property	LO-8.1.1: Sorts objects into at least 3 groups based on their physical attributes like colour, size, length, height and weight (big–small, long–short)	B		B	
		PR		PR	
		PT		PT	
C-8.2: Identifies and extends simple patterns in their surroundings, shapes and numbers	LO-8.2.2: Recognises the unit of a repeating pattern, and extends the patterns of 3 to 4 objects/ pictures/ shapes (for example, pen-book-pencil; pen-book-pencil, in ABC ABC ABC pattern), 3 different body movements/ action/sounds (for example, clap, snap, tap, clap, snap, tap)	B		B	
		PR		PR	
		PT		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 in correct sequence/ order up to 10	B		B	
		PR		PR	
		PT		PT	
	LO-8.3.2: Counts objects with understanding of cardinality (recognising the quantity of set) up to 5	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-8.3.3: Demonstrates the understanding of number sense (for example, 5 could be 5 different objects - 5 people, 5 books, 5 pencils)	B		B	
		PR		PR	
		PT		PT	
	LO-8.3.4: Demonstrates fluency of counting concrete, discrete objects and abstract things up to 5 (for example, 5 steps, 5 claps)	B		B	
		PR		PR	
		PT		PT	
	LO-8.3.5: Recognises instantly the count of a collection of 4 objects (for example, recognises 4 biscuits, chocolates or blocks without counting)	B		B	
		PR		PR	
		PT		PT	
	LO-8.3.6: Counts backward from 5	B		B	
		PR		PR	
		PT		PT	
C-8.4: Arranges numbers up to 99 in ascending and descending order	LO-8.4.1: Arranges objects in order of size up to 3 levels and verbalises their levels (big – small – smaller; long – short – shorter; tall – short – shorter)	B		B	
		PR		PR	
		PT		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: Recognises numerals up to 5	B		B	
		PR		PR	
		PT		PT	
	LO-8.5.2: Compares two groups/collection up to 5 and uses vocabulary like ‘more than, less than and same as’	B		B	
		PR		PR	
		PT		PT	
C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	LO-8.6.1: Combines two groups up to 5 objects and recounts (for example, there are 2 chocolates with me and 3 with my sister put them together and count and tell me how many I have in all)	B		B	
		PR		PR	
		PT		PT	
	LO-8.6.2: Takes out up to 5 objects from a collection of up to 9 objects and recounts the remaining	B		B	
		PR		PR	
		PT		PT	
C-8.7: Recognises multiplication as repeated addition and division as equal sharing	LO-8.7.1: Shares objects (up to 6) equally to two recipients	B		B	
		PR		PR	
		PT		PT	
C-8.8: Recognises basic geometric shapes and their observable properties	LO-8.8.1: Matches shapes of different sizes and colours	B		B	
		PR		PR	
		PT		PT	

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

COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-8.8.2: Compares and classifies objects by two factors (for example, shape and colour, colour and size)	B		B	
		PR		PR	
		PT		PT	
	LO-8.8.3: Describes the physical features of various solids/ shapes in their own language (for example, a ball rolls and has no corners, a box slides and has corners)	B		B	
		PR		PR	
		PT		PT	
	LO-8.8.4: Follows instructions with multiple steps by understanding positional words, different shapes, colours and positions to form a pattern (for example, arranges different things into formation of mandala; making a collage/by understanding positional words – in between, above, below)	B		B	
		PR		PR	
		PT		PT	
C-8.9: Performs simple measurements of length, weight and volume of objects in their immediate environment	• Length LO-8.9.1: Compares two objects in terms of their lengths as longer than/ shorter than, taller than/ shorter than	B		B	
		PR		PR	
		PT		PT	
	• Weight LO-8.9.2: Compares two objects in terms of their weight as heavier than/ lighter than	B		B	
		PR		PR	
		PT		PT	
	• Volume LO-8.9.3: Uses vocabulary to express volume through poems and stories	B		B	
		PR		PR	
		PT		PT	
C-8.10: Performs simple measurements of time in minutes, hours, day, weeks and months	LO-8.10.1: Identifies and relates special days like Saturday, Sunday, holiday (for example, Sunday is a holiday, Special dish in Mid-day meal)	B		B	
		PR		PR	
		PT		PT	
	LO-8.10.2: Names objects in the sky (sun, moon, stars, clouds)	B		B	
		PR		PR	
		PT		PT	
	LO-8.10.3: Identifies summer and winter	B		B	
		PR		PR	
		PT		PT	
C-8.11: Performs simple transactions using money up to Rs. 100	LO-8.11.1: Uses vocabulary related to money using poems and stories	B		B	
		PR		PR	
		PT		PT	
C-8.12: Formulates and solves simple mathematical problems related to quantities, shapes, space and measurements	LO-8.12.1: Creates specific figures from other shapes including tangram	B		B	
		PR		PR	
		PT		PT	

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

प्रथम भाषा (हिन्दी)					
दक्षताएँ	सीखने के प्रतिफल	TERM 1		TERM 2	
पाठ्यचर्या लक्ष्य – 9: बच्चे दो भाषाओं में दैनिक जीवन के लिए प्रभावी संप्रेषण की कुशलता विकसित करते हैं ।					
C-9.1: सरल गीतों, तुकबंदी और कविताओं को सुनते हैं और उनकी सराहना करते हैं।	LO-9.1.1: घर अथवा पड़ोस में नियमित रूप से भिन्न-भिन्न भाषाओं में विविधतापूर्ण गीत सुनते हैं और गुनगुनाने का आनंद लेते हैं।	B		B	
		PR		PR	
		PT		PT	
C-9.2: स्वयं से सरल गीत और कविताएँ बनाते हैं।	LO-9.2.1: गीतों/कविताओं में लय वाले शब्दों का आनंद लेते हैं।	B		B	
		PR		PR	
		PT		PT	
C-9.3: धारा प्रवाह बातचीत करते हैं और सार्थक बातचीत में शामिल रहते हैं।	LO-9.3.1: विद्यालय की वैविध्यपूर्ण स्थितियों में शिक्षक के साथ और समवयस्कों के साथ दैनिक जीवन में बातचीत में पहल करते हैं।	B		B	
		PR		PR	
		PT		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: कई चरणों (एक समय में 2-3 निर्देशों) वाले कुछ सरल निर्देशों का पालन करते हैं।	B		B	
		PR		PR	
		PT		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: कम अवधि (5-7 मिनट) के लिए ध्यानपूर्वक कहानियाँ सुनते हैं।	B		B	
		PR		PR	
		PT		PT	
C-9.6: कथावस्तु और पात्रों को ध्यान में रखते हुए स्पष्टता के साथ लघु कथाएँ सुनाते हैं।	LO-9.6.1: अपनी पसंद की कहानी का अपनी तरह से अंत करके सुनाते हैं।	B		B	
		PR		PR	
		PT		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: कुछ समान और परिचित वस्तुओं एवं अनुभवों के लिए उचित शब्दावली का प्रयोग प्रारंभ करते हैं (अपना नाम बताइए, अपने दोस्तों, समान वस्तुओं एवं चित्रों, मीठा, खट्टा, गोल आदि)।	B		B	
		PR		PR	
		PT		PT	
पाठ्यचर्या लक्ष्य – 10: बच्चे पहली भाषा (R1) में पढ़ने और लिखने में निपुणता विकसित करते हैं ।					
C-10.1: ध्वन्यात्मक जागरूकता विकसित करते हैं और ध्वनियों/अक्षरों को शब्दों में मिश्रित करते हैं तथा शब्दों को ध्वनियों/अक्षरों में बाँटते हैं।	LO-10.1.1: आक्षरिक ध्वनियों को बोलते हैं।	B		B	
		PR		PR	
		PT		PT	

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

दक्षताएँ	सीखने के प्रतिफल	TERM 1		TERM 2	
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: छपी हुई पाठ्यवस्तु और चित्रों में अंतर करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.2.2: कहानी के चित्रों के आधार पर परिचित पुस्तकों को पढ़ने का अभिनय करते 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: जानते हैं कि शब्द अक्षरों से बनते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.3.2: देखकर वर्णों की पहचान और उनकी ध्वनि से मिलान करने की शुरुआत 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: “साझा पठन” में शिक्षक के साथ हिस्सा लेते हैं और पढ़ी गई कहानी आदि के बारे में चर्चा करते हैं। उस कहानी के कथानक, पात्रों की पहचान करते हैं एवं संक्षिप्त क्रम में कहानी सुनाते हैं।	B		B	
		PR		PR	
		PT		PT	
C-10.6: छोटी कविताएँ पढ़ते हैं और शब्दों के चयन एवं कल्पना के लिए कविता की सराहना की शुरुआत करते हैं।	LO-10.6.1: कविता पोस्टर को देखकर छोटी कविताओं को गाने का प्रयास करते 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 सामग्री का प्रयोग करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.8.2: चित्र बनाते हैं और उसके बारे में मौखिक रूप से बताते हैं।	B		B	
		PR		PR	
		PT		PT	
C-10.9: विभिन्न प्रकार के बाल साहित्य को चुनने और पढ़ने में रुचि व्यक्त करते हैं।	LO-10.9.1: ध्यान से पुस्तक को पकड़ते हैं।	B		B	
		PR		PR	
		PT		PT	

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

दक्षताएँ	सीखने के प्रतिफल	TERM 1		TERM 2	
पाठ्यचर्या लक्ष्य – 11: बच्चे द्वितीय भाषा (R2) में पढ़ना-लिखना प्रारंभ करते हैं।					
C-11.1: ध्वन्यात्मक जागरूकता विकसित करते हैं और ध्वनियों/अक्षरों को शब्दों में मिश्रित करते हैं तथा शब्दों को ध्वनियों/अक्षरों में बाँटते हैं।	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	
CURRICULAR GOAL – 9: <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 (4-8 line) songs/poems (unfamiliar) with attention and enacts them	B		B	
		PR		PR	
		PT		PT	
C-9.2: Creates simple songs and poems of their own	N/A	B		B	
		PR		PR	
		PT		PT	
C-9.3: Converses fluently and can hold a meaningful conversation	LO-9.3.1: Is introduced to more familiar words/ phrases (nouns and verbs) in the language like up, down, outside, inside, come here, go there and so on	B		B	
		PR		PR	
		PT		PT	
	LO-9.3.2: Uses known vocabulary to converse in the classroom	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	N/A	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	N/A	B		B	
		PR		PR	
		PT		PT	
C-9.6: Narrates short stories with clear plot and characters	N/A	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: Uses vocabulary acquired from specific topics introduced in class	B		B	
		PR		PR	
		PT		PT	
CURRICULAR GOAL – 11: <i>Children begin to read and write in Language 2</i>					
C-11.1: Develops phonological awareness and is able to blend phonemes/ syllables into words and segment words into phonemes/ syllables	LO-11.1.1: Identifies sounds of letters and its corresponding words	B		B	
		PR		PR	
		PT		PT	
	LO: 11.1.2: Knows how to open and use a picture book (left to right)	B		B	
		PR		PR	
		PT		PT	

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

COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
C-11.2: Recognises most frequently occurring letters of the alphabet of the script and uses this knowledge to read and write simple words and sentences	N/A	B		B	
		PR		PR	
		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.

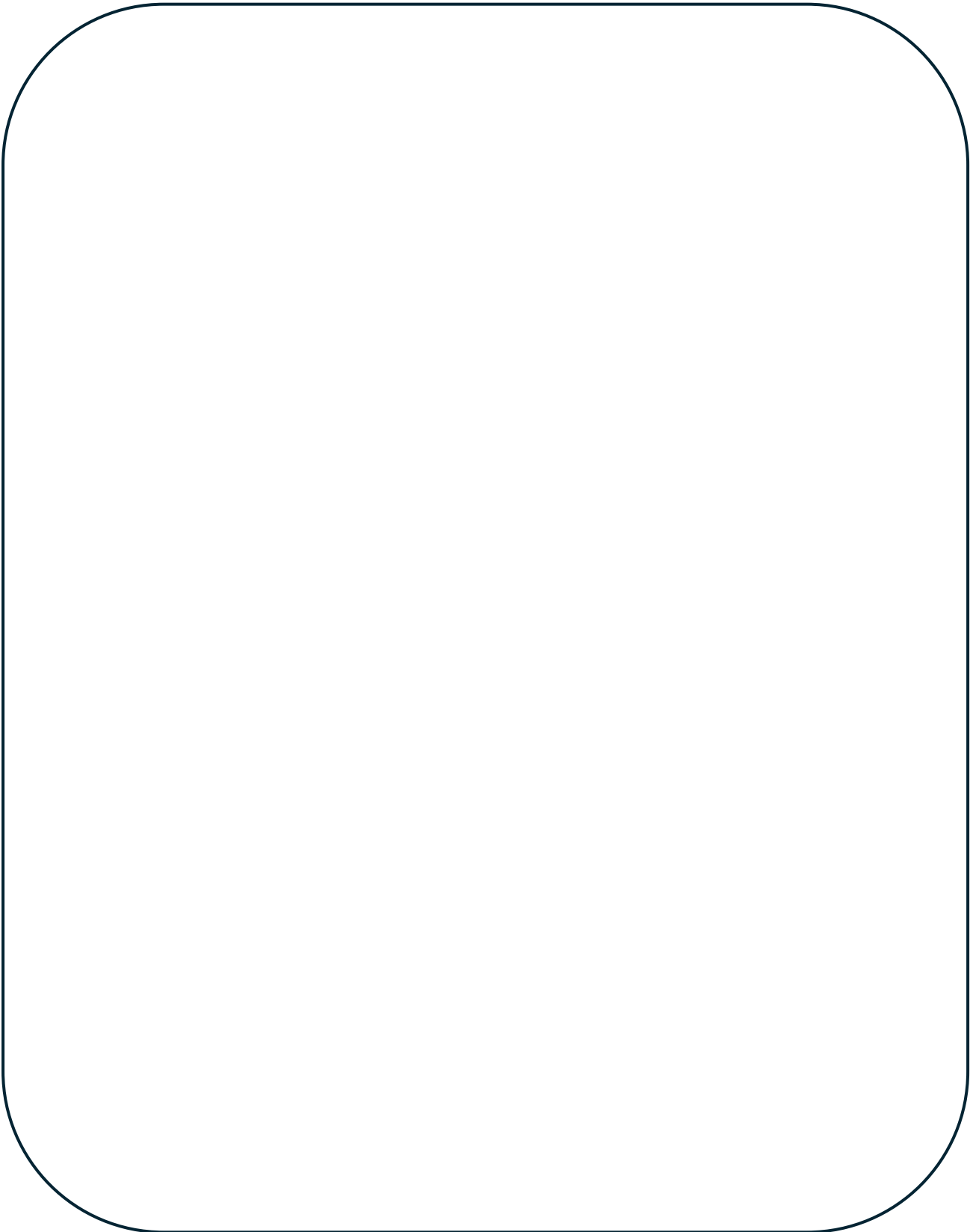
The teacher must help the children to fill this sheet: (For younger children teachers may fill the information based on observation and discussion)			
		Term 1	Term 2
1.	Activities that I enjoy the most		
2.	Activities that I find difficult to do		
3.	Activities that I enjoy doing with my friends		

Peer-Assessment

Peer feedback from classmate(s) (will tick the relevant no. of stars) <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.

A large, empty rounded rectangular box with a thin black border, intended for students to paste pictures or display their work. The box has rounded corners and occupies most of the page below the note.

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 _____

4. Language and Literacy Development _____

5. Aesthetic and Cultural Development _____

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 _____

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.

5.3 Dispositions:

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

5.4 Capacities:

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

5.5 Knowledge:

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

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-2) based on the National Curriculum Framework for Foundational Stage (NCF-FS 2022) to be adopted/adapted by BSB Affiliated/Associated schools.

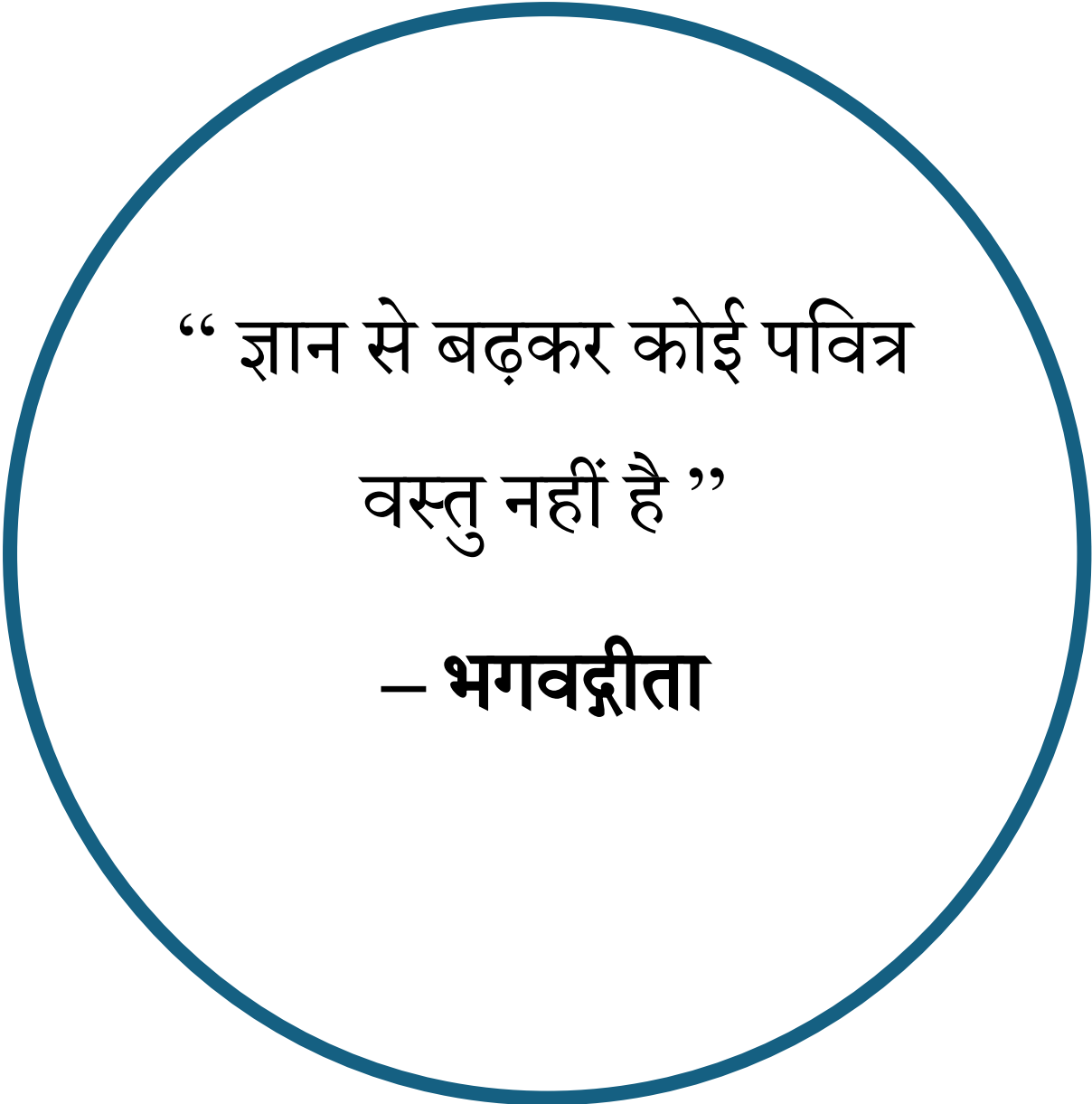
Note:

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:

Level	Interpretation
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.

The level of attainment can be depicted by using any neutral icon such as flower, tree, star, smiley, etc.



“ ज्ञान से बढ़कर कोई पवित्र
वस्तु नहीं है ”

– भगवद्गीता