



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 3<sup>rd</sup> August, 2022.

## HOLISTIC PROGRESS CARD

FOUNDATIONAL STAGE  
BALVATIKA 3

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 3** 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>				
<b><i>Development of Annamaya and Pranamya Kosha</i></b>				
<b>CURRICULAR GOAL 1:</b> <i>Children develop the habits that keep them healthy and 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: Tries new food when offered	B		B
		PR		PR
		PT		PT
	LO-1.2: Makes choices from different options of food, without help	B		B
		PR		PR
		PT		PT
	LO-1.3: Chooses healthy foods with adults' support	B		B
		PR		PR
	LO-1.4: Learns to not waste food, without 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
	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: Maintains their personal belongings in good shape	B	B
		PR	PR
		PT	PT
	LO-3.2: Washes their plates and utensils	B	B
		PR	PR
		PT	PT
	LO-3.3: Always uses 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: Shows awareness of road safety rules (walking on the side, crossing road, etc.)	B	B
		PR	PR
		PT	PT
	LO-5.2: Identifies traffic symbols (traffic lights, symbols like – zebra crossing, U-turn, bridge/railway bridge, etc.) (With minimal prompts by the adult)	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
<b>CURRICULAR GOAL 2:</b> <i>Children develop sharpness in sensorial perceptions.</i>			
C-9: Differentiates sounds and sound patterns by their pitch, volume and tempo	LO-9.1: Recognises the mid-range in pitch (madhyamswar)	B	B
		PR	PR
		PT	PT
	LO-9.2: Recognises the mid-range in volume and tempo	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: Breathes in and out rhythmically	B PR PT	B PR PT
	LO-12.2: Sits still and pays attention to their breath for a short duration	B PR PT	B PR PT
<b>CURRICULAR GOAL 3: Children develop a fit and flexible body</b>			
C-13: Shows coordination between sensorial perceptions and body movements in various activities	LO-13.1: Walks in straight and curved line	B PR PT	B PR PT
	LO-13.2: Walks up and down stairs, on alternating feet without support	B PR PT	B PR PT
	LO-13.3: Walks up and down stairs carrying an object in one or in both hands	B PR PT	B PR PT
	LO-13.4: Crawls easily through tunnels or under tables	B PR PT	B PR PT
	LO-13.5: Climbs on play equipment	B PR PT	B PR PT
	LO-13.6: Catches a large ball with two hands	B PR PT	B PR PT
	LO-13.7: Kicks the ball forward	B PR PT	B PR PT
	LO-13.8: Jumps on both feet and over small objects while keeping balance	B PR PT	B PR PT
	LO-13.9: Pedals consistently when riding a tricycle	B PR PT	B PR PT
	LO-13.10: Tries new activities that involve physical movement without adult's support	B PR PT	B PR PT
	LO-13.11: Balances oneself on variety of surfaces (bricks, ladders, etc.)	B PR PT	B PR PT
	LO-13.12: Hops on one leg for up to 5 jumps	B PR PT	B PR 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: Hops 10–15 steps comfortably	B PR PT	B PR PT
	LO-14.2: Balances things on head/hand (for example, walks with a book on their head)	B PR PT	B PR PT
	LO-14.3: Shows good body balance (for example, rides bicycle without support)	B PR PT	B PR PT
C-15: Shows precision and control in working with their hands and fingers	LO-15.1: Serves food to self without assistance	B PR PT	B PR PT
	LO-15.2: Uses spoon properly while eating	B PR PT	B PR PT
	LO-15.3: Uses various drawing and art materials (crayons, brushes, finger paints, etc.)	B PR PT	B PR PT
	LO-15.4: Copies shapes shown in the book of blocks	B PR PT	B PR PT
	LO-15.5: Cuts in a straight line or curve line	B PR PT	B PR PT
	LO-15.6: Completes puzzles of 10 to 25 pieces	B PR PT	B PR PT
	LO-15.7: Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning, using large zippers, etc.	B PR PT	B PR PT
	LO-15.8: Builds tower of small blocks (8–10 blocks)	B PR PT	B PR PT
	LO-15.9: Strings the stringing board, strings whole flowers (may not follow a pattern)	B PR PT	B PR PT
	LO-15.10: Independently uses both hands in building things	B PR PT	B PR PT
	LO-15.11: Writes some letters or numbers which can be recognised	B PR PT	B PR PT

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COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2
	LO-15.12: Uses one hand consistently for drawing and writing	B PR PT	B PR PT
	LO-15.13: Catches a bouncing ball	B PR PT	B PR PT
	LO-15.14: Strings flowers or beads in a desired pattern	B PR PT	B PR PT
	LO-15.15: Grips pencil correctly, uses smooth, controlled finger and hand movements while cutting, holding, threading, buttoning, etc.	B PR PT	B PR PT
	LO-15.16: Uses coordinated movements while using writing/colouring tools	B PR PT	B PR PT
	LO-15.17: Demonstrate control and appropriate pressure when using writing and drawing tools	B PR PT	B PR PT
	LO-15.17: Traces outlines of blocks (2"×2" blocks)	B PR PT	B PR PT
	LO-15.18: Copies simple geometric shapes and designs	B PR PT	B PR 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: Exhibits understanding of relationship with pre-school teachers and extended family members	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 and others in terms of physical characteristics, gender, interests, likes and dislikes	B PR PT		B PR PT	
	LO-4.2.2: Expresses emotions through verbal and non-verbal modes (gestures, drawings, etc.)	B PR PT		B PR PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2
C-4.3: Interacts comfortably with other children and adults	LO-4.3.1: Demonstrates spontaneously the preference to play with familiar children	B PR PT	B PR PT
	LO-4.3.2: Joins a group of children playing, with adult's help if necessary	B PR PT	B PR PT
	LO-4.3.3: Initiates an activity together with another child	B PR PT	B PR PT
	LO-4.3.4: Separates willingly from adults to play with peers, most of the time	B PR PT	B PR PT
	LO-4.3.5: Follows the group's decisions	B PR PT	B PR PT
	LO-4.3.6: Cooperates and exchanges objects while playing	B PR PT	B PR PT
	LO-4.3.7: Makes and maintains a friendship with at least one child	B PR PT	B PR PT
	LO-4.3.8: Stays with the group and doesn't leave with an adult stranger	B PR PT	B PR PT
C-4.4: Shows cooperative behaviour with other children	LO-4.4.1: Demonstrates independence in activities	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: Follows instructions and simple rules at the same time	B PR PT	B PR 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 PR PT	B PR 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.)  LO-4.7.2: Makes comparisons with others from the company in regard to hair colour, height, etc.  LO-4.7.3: Plays with different children from the point of view of gender, language, ethnicity or SEN, with adults' guidance  LO-4.7.4: Identifies similarities and differences between persons (gender, physical appearance, age, profession, cultural and linguistic background, etc.)	B  PR  PT  B  PR  PT  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: Cleans own plates or tiffin after eating food	B  PR  PT	B  PR  PT
	LO-5.1.2: Performs appropriate chores at home and/or at school (for example, putting away toys, watering plants, etc.)	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 joy in engaging with plants and animals in the local environment	B  PR  PT	B  PR  PT
	LO-6.1.2: Shows no discomfort in physical engagement with nature (for example, in garden or parks)	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: 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  PR  PT	B  PR  PT
	LO-12.1.2: Creates large-scale work (for example, floor rangolis, wall murals, sculptural forms) in collaboration with peers, facilitators, and local community	B  PR  PT	B  PR  PT

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COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2
	LO-12.1.3: Creates collages by combining materials of varying consistencies, colours and textures in one's own arrangement	B PR PT	B PR PT
	LO-12.1.4: Creates patterns by combining and arranging materials in a variety of shapes, forms, textures and colours	B PR PT	B PR PT
	LO-12.1.5: Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects	B PR PT	B PR PT
	LO-12.1.6: Creates patterns by combining and arranging materials in a variety of shapes, forms, textures and colours	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: Distinguishes fast, medium and slow tempo while playing with voice, body or other instruments	B PR PT	B PR PT
	LO-12.2.2: Explores the difference between their singing voice and speaking voice and uses both playfully	B PR PT	B PR PT
	LO-12.2.3: Differentiates between instrumental and vocal music and explores both	B PR PT	B PR PT
	LO-12.2.4: Moderates volume and pitch based on musical composition, space, context and situation	B PR PT	B PR PT
C-12.3: Innovates and works imaginatively to express ideas and emotions through arts	LO-12.3.1: Explores varying durations of silence and stillness based on space, context and situation	B PR PT	B PR PT
C-12.4: Works collaboratively in performing or creative arts	LO-12.4.1: Identifies and interprets a variety of expressions, ideas and emotions through arts and applies it in their own artistic explorations	B PR PT	B PR PT
	LO-12.4.2: Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas and experiences	B PR PT	B PR PT

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COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2
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: Compares different artworks, arrangements, cultural expressions and articulates a variety of responses	B PR PT	B PR PT
	LO-12.5.2: Recognises that personal preferences in arts differ from one person to another	B PR PT	B PR PT
	<b>CURRICULAR GOAL 13:</b> <i>Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom</i>		
	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 and wonder in exploring collections from the nature or immediate surroundings	B	B
		PR	PR
		PT	PT
C-13.4: Adopts and follows norms with agency and understanding	LO-13.4.1: Follows and assists others in following classroom norms	B PR PT	B PR PT
		B	B
		PR	PR
	LO-13.4.2: Creates do-it-yourself (DIY) classroom job charts/posters with the support of teachers and follows it	PT	PT

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### DOMAIN 3: COGNITIVE DEVELOPMENT

#### *Development of Vijnanamaya Kosha*

COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2
<b>CURRICULAR GOAL 7:</b> <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	<p>LO-7.1.1: Notices and describes general details of common objects, people, pictures, animals, birds in the immediate environment and in pictures/ models (for example, the big door in the house)</p> <p>LO-7.1.2: Identifies 4–6 missing parts of a picture of familiar object</p>	B PR PT	B PR PT
C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis	<p>LO-7.2.1: Recognises the effect of one object on another (for example, if I put salt in water it will dissolve, if I put ice in the sun it will melt)</p> <p>LO-7.2.2: Explains effects of simple actions on objects (for example, the harder I kick the ball the further it goes)</p> <p>LO-7.2.3: Makes causal connections (for example, Abdul did not come to school because he was sick, the plant died because it has not rained)</p> <p>LO-7.2.4: Makes predictions based on causal relationships (for example, if there are white clouds in the sky it will not rain)</p> <p>LO-7.2.5: Observes and forms generalisations such as notices forms and tests simple hypothesis (for example, plates float and pins sink, drops a piece of paper and a stone together and see which will reach the ground first, things that roll—tires and bangles—have ‘round’ shape)</p> <p>LO-7.2.6: Explains clothing and food for summer and winter</p>	B PR PT B PR PT B PR PT B PR PT B PR PT	B PR PT B PR PT B PR PT B PR PT

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COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2
C-7.3: Uses appropriate tools and technology in daily life situations and for learning	LO-7.3.1: Chooses appropriate tools for appropriate tasks  LO-7.3.2: Engages with digital technology like smartphones/ tablets with the assistance of the teacher	B  PR  PT	B  PR  PT
<b>CURRICULAR GOAL 8:</b> <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 groups based on attributes that they recognise	B  PR  PT	B  PR  PT
C-8.2: Identifies and extends simple patterns in their surroundings, shapes and numbers	LO-8.2.1: Creates new pattern-based different features — colour, shape, size	B  PR  PT	B  PR  PT
	LO-8.2.2: Describes the rule of pattern and creates new pattern in different objects (creating mandalas with twigs, flowers, etc.)	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 in correct sequence up to 20	B  PR  PT	B  PR  PT
	LO-8.3.2: Counts objects with understanding of cardinality till 10 accurately Counts objects in any order accurately in a given collection and understands that the quantity remains same irrespective of the order in which the objects are being counted, (for example, given a handful of beads, children can count in any order and be able to tell the quantity accurately)	B  PR  PT	B  PR  PT
	LO-8.3.3: Understands the concept of 0 as a number by reducing (backward counting) objects in a set (for example, backward counting of 3 beads, after taking away the last bead, how many beads are left?)	B  PR  PT	B  PR  PT
	LO-8.3.4: 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. Example: In the following sequence (image from NCF page 244)	B  PR  PT	B  PR  PT

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COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2	
	LO-8.3.5: Recognises without counting a collection of objects up to 6 (for example, recognises 6 biscuits, chocolates or blocks without counting)	B PR PT	B PR PT	
C-8.4: Arranges numbers up to 99 in ascending and descending order	LO-8.4.1: Arranges up to 5 objects based on size/length/weight in increasing or decreasing order	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: Recognises numerals up to 9	B PR PT	B PR PT	
	LO-8.5.2: Writes numerals up to 9 comfortably	B PR PT	B PR PT	
	LO-8.5.3: Compares two numbers up to 9 and uses vocabulary like 'more than, less than and same as'	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: Combines two groups up to 9 objects and recounts (for example, there are 5 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all)	B PR PT	B PR PT	
	LO-8.6.2: Takes out up to 9 objects from a collection of up to 18 objects and recounts the remaining	B PR PT	B PR PT	
	LO-8.7.1: Makes groups of 2 objects totalling up to 10 and counts the total number of objects  LO-8.7.2: Shares objects (up to 10) equally to 2-3 recipients	B PR PT	B PR PT	
C-8.8: Recognises basic geometric shapes and their observable properties		B PR PT	B PR PT	
		B PR PT	B PR PT	
		B PR PT	B PR PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2
	LO-8.8.4: 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
	LO-8.8.5: Identifies the 2D shapes by tracing the faces of 3D shapes on a plane surface	PR	PR
	LO-8.8.6: Draws 2D shapes freehand with some accuracy and control	PT	PT
	• Length LO-8.9.1: Compares three objects in terms of their lengths as longest/ shortest or tallest/ shortest	B	B
	• Weight LO-8.9.2: Compares three objects in terms of their weight as heaviest/ lightest	PR	PR
	• Volume LO-8.9.3: Compares volumes of two vessels like bottles, glasses, buckets, etc.	PT	PT
	LO-8.10.1: Recites the names of the days of the week and months of the year	B	B
	LO-8.10.2: Observes recurrence of events at a regular interval— illustrates using birthdays, festivals, holidays and seasons	PR	PR
	LO-8.10.3: Explains clothing and food for summer and winter	PT	PT
	LO-8.10.4: Connects sunrise and sunset today and night	B	B
	LO-8.11.1: Identifies Indian currency notes and coins	PR	PR
		PT	PT
	LO-8.12.1: Solves simple riddles and puzzles	B	B
		PR	PR
		PT	PT

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## प्रथम भाषा (हिन्दी)

दक्षताएँ	सीखने के प्रतिफल	TERM 1	TERM 2
<u>पाठ्यचर्या लक्ष्य – 9:</u> 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: अनुतान एवं हाव-भाव के साथ गीतों के साथ-साथ गाते हैं। LO-9.1.2: छोटे गीत/कविताओं (4-5 वाक्यों) को गाते हैं/कविता पाठ करते हैं।	B PR PT	B PR PT
C-9.2: स्वयं से सरल गीत और कविताएँ बनाते हैं।	LO-9.2.1: परिचित कविताओं में लयात्मक शब्दों की पहचान करते 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: सरल वाक्यों में प्रतिदिन के अनुभवों का वर्णन करते हैं और क्या, कब, कैसे, कौन आदि वाले प्रश्न पूछते 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: कई चरणों (एक समय में 4-5 निर्देशों) वाले कुछ सरल निर्देशों का पालन करते हैं।	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: सुनाई गई कहानी की कुछ घटनाओं और पात्रों का पुनर्स्मरण करते हैं और अपने शब्दों में पुनर्कथन करते 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 तरीके से (वैयक्तिक) अंत करने वाली कहानियों के बारे में कल्पना करते हैं और कहानी 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: कक्षा में बताए गए प्रकरण और अंतर्वस्तु से अर्जित शब्दावली का अपनी बातचीत में प्रयोग करते हैं।	B PR PT	B PR PT
<u>पाठ्यचर्या लक्ष्य – 10:</u> 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: शब्द में पहली और अंतिम ध्वनि की पहचान करते हैं। LO-10.1.2: सरल शब्दों का निर्माण करने के लिए 2-3 अक्षरों को जोड़ते हैं।	B PR PT	B PR PT

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: पुस्तक को पकड़ते हैं, खोलते हैं और अर्थ की खोज के लिए उसके पन्ने पलटते हैं। LO-10.2.2: छपे हुए पृष्ठ शब्दों में बाएँ से दाएँ और ऊपर से नीचे की ओर शब्दों का अनुगमन करते हैं। LO-10.2.3: पाठ्यवस्तु का अनुगमन करने के दौरान शब्द जैसी ध्वनि बोलते हुए पढ़ने का अभिनय करते हैं।	B PR PT B PR PT B PR PT B PR PT	B PR PT B PR PT B PR PT B PR 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: परिचित अक्षरों से बनने वाले द्विआक्षरिक शब्द पढ़ते हैं। LO-10.3.2: अपने नाम, वस्तुओं के लेबल को दृश्य-शब्द के रूप में पहचान करते हैं।	B PR PT B PR PT B PR PT	B PR PT B PR PT
C-10.4: उचित अनुतान और गति के साथ परिशुद्ध एवं प्रवाहपूर्ण रूप से अनुच्छेद व कहानियाँ पढ़ते हैं।	LO-10.4.1: दृश्य शब्दों के रूप में सरल वाक्यों को पढ़ने का प्रयास करते हैं।	B PR PT	B PR 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।	NOT APPLICABLE	B PR PT	B PR 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: छोटी कविताएँ पढ़ते हैं।	B PR PT	B PR PT
C-10.7: छोटे समाचार, निर्देश और व्यंजन बनाने की विधि एवं प्रचार सामग्री को पढ़कर अर्थ समझते हैं।	LO-10.7.1: सरल निर्देशों के छोटे समूह को पढ़ते हैं और उनका पालन करते हैं।	B PR PT	B PR PT
C-10.8: अपनी समझ और अनुभवों को अभिव्यक्त करने के लिए लिखते हैं।	LO-10.8.1: अपेक्षाकृत अधिक परिशुद्धता के साथ चित्र बनाते हैं जिसमें छवि नज़र आती है तथा उसके बारे में मौखिक रूप से वर्णन करते हैं।	B PR PT	B PR PT
	LO-10.8.2: पहचाने गए अक्षरों को लिखना प्रारंभ करते हैं और शब्द का निर्माण करने के लिए उनका प्रयोग करते हैं।	B PR PT	B PR PT
	LO-10.8.3: चित्र बनाते हैं और उसके साथ शब्द/वाक्य लिखते हैं (स्व-वर्तनी सहित)।	B PR PT	B PR 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: शिक्षक द्वारा दी गई पुस्तकों में से अपनी पसंद की पुस्तक चुनना और बताना कि वह पुस्तक उन्हें क्यों पसंद है।	B PR PT	B PR PT
	LO-10.9.2: स्वयं से छोटी पुस्तकें, चित्र कथाएँ आदि उठाते हैं, पढ़ते हैं और उसके बारे में दूसरे बच्चों को बताते हैं।	B PR PT	B PR 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।	LO-11.1.1: लयात्मक कविताएँ रुचि एवं हाव-भाव के साथ गाते हैं।	B PR PT	B PR PT
	LO-11.1.2: आधारिक ध्वनि को बोलते हैं।	B PR PT	B PR PT
C-11.2: लिपि में वर्णमाला के सभी अक्षरों की पहचान करते हैं और पढ़ने-लिखने में इस ज्ञान का प्रयोग करते हैं।	LO-11.2.1: वर्णों को देखकर उनकी पहचान करते हैं और वर्णों को उनकी ध्वनियों से जोड़ते हैं।	B PR PT	B PR PT

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

Language 2 (English)					
COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2		
<b>CURRICULAR GOAL – 9: Children develop effective communication skills for day-to-day interactions in two languages.</b>					
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	NOT APPLICABLE	B	B		
		PR	PR		
		PT	PT		
C-9.3: Converses fluently and can hold a meaningful conversation	LO-9.3.1: Frames complete sentences and uses them confidently in daily conversations  LO-9.3.2: Contributes to a classroom discussion independently	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-9.4.1: Follows simple instructions like 'come inside', 'sit down' 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	LO-9.5.1: Listens to stories and narratives and enjoys them	B	B		
		PR	PR		
		PT	PT		
C-9.6: Narrates short stories with clear plot and characters	LO-9.6.1: Narrates events happening in day-to-day life	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: Learn using the new words learnt based on contextual clues	B	B		
		PR	PR		
		PT	PT		
<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	LO-11.1.1: Recognises, recalls and articulates the letters and the phonemes  LO-11.1.2: Writes the letters of the alphabet beginning with strokes	B	B		
		PR	PR		
		PT	PT		
		B	B		
		PR	PR		
		PT	PT		

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

COMPETENCIES	LEARNING OUTCOMES	TERM 1	TERM 2
	LO-11.1.3: Pronounces blends in words	B PR PT	B PR PT
	LO: 11.1.4: Combines 2 syllables to form simple words	B PR PT	B PR 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 PR PT	B PR 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.

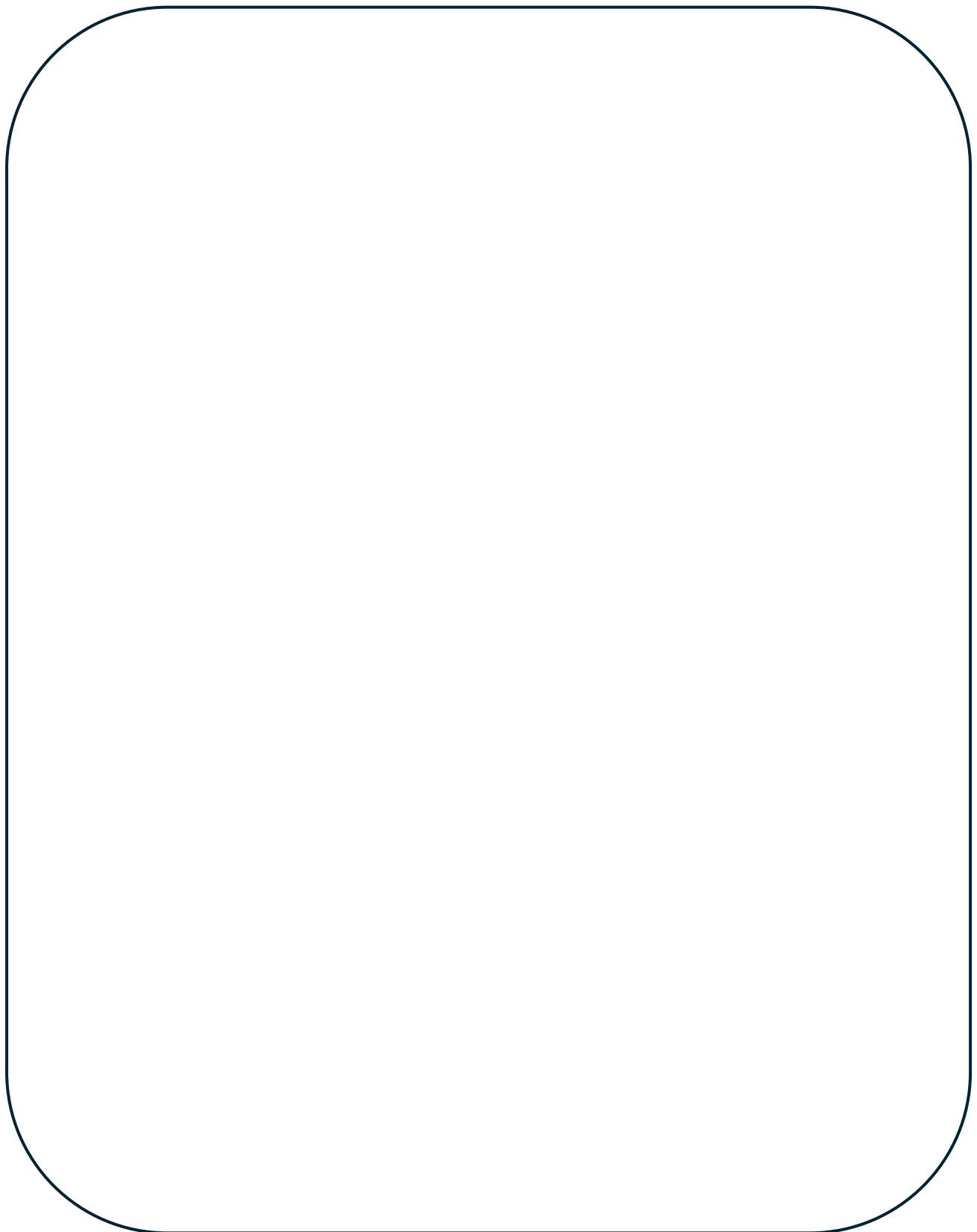
<b>The teacher must help the children to fill this sheet:</b> (For younger children teachers may fill the information based on observation and discussion)		
	Term 1	Term 2
1. Activities that I enjoy the most		
2. Activities that I find difficult to do		
3. Activities that I enjoy doing with my friends		

## 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-3) 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.

“ The purpose of  
education is to guide  
humanity on the path of truth  
and righteousness. ”

– *Swami Dayanand Saraswati*