



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

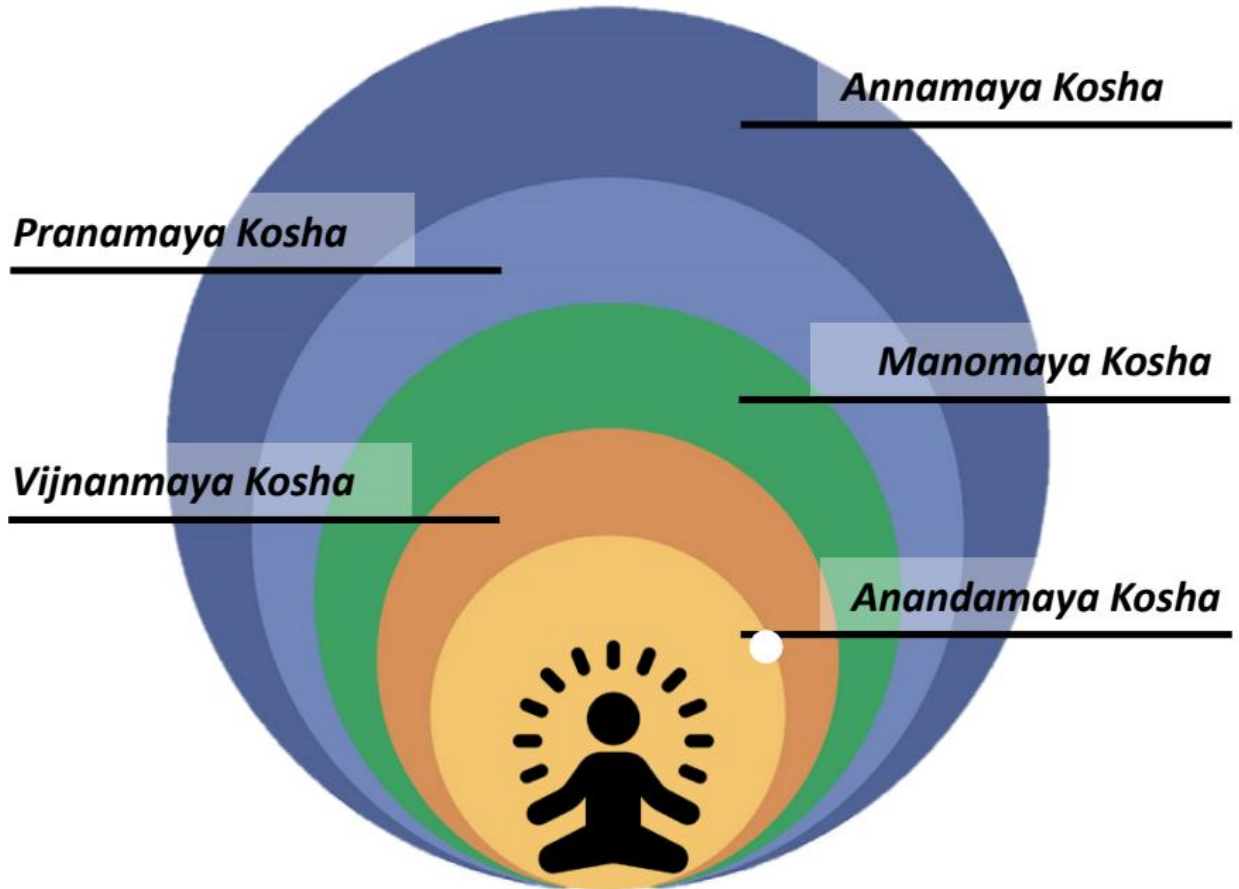
FOUNDATIONAL STAGE

Grade 2

विद्या ददाति विनयं विनयाद् याति पात्रताम् ।
पात्रत्वात् धनमाप्नोति धनात् धर्मं ततः सुखम् ॥

Panchkoshiya Vikas

A key note in Indian Tradition of Human Development



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: 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 ☐

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

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: Participates in preparing nutritious snacks (for example, bhelpuri)	B		B	
		PR		PR	
		PT		PT	
	LO-1.2: Names some qualities of good nutritious food	B		B	
		PR		PR	
		PT		PT	
	LO-1.3: Helps in serving meal and estimates the appropriately sized portions of food	B		B	
		PR		PR	
		PT		PT	
	LO-1.4: Explains the benefits and the dangers of eating certain foods for human body	B		B	
		PR		PR	
		PT		PT	
	LO-1.5: Recognises foods from different food groups with adult's assistance	B		B	
		PR		PR	
		PT		PT	
C-2: Practice basic self-care and hygiene	LO-2.1: Gets water from water container/earthen pot by self without spilling	B		B	
		PR		PR	
		PT		PT	
	LO-2.2: Carries out self-help tasks, for example, washing hands when dirty and before meals on their own	B		B	
		PR		PR	
		PT		PT	
	LO-2.3: Takes appropriately sized portions for eating	B		B	
		PR		PR	
		PT		PT	
	LO-2.4: Serves without spilling	B		B	
		PR		PR	
		PT		PT	
	LO-2.5: Recognises and communicates when feeling unwell	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: Takes care of school property, books, materials and furniture	B		B	
		PR		PR	
		PT		PT	
	LO-3.2: Participates in the cleaning of classrooms, bathrooms, playgrounds, etc.	B		B	
		PR		PR	
		PT		PT	
	LO-3.3: Segregates garbage appropriately	B		B	
		PR		PR	
		PT		PT	
C-4: Practice safe use of material and simple tools	LO-4.1: Independently uses scissors, small knife, nail cutter, etc.	B		B	
		PR		PR	
		PT		PT	
C-5: Shows awareness of safety in movements (walking, running, cycling) and acts appropriately	LO-5.1: Follows traffic rules while walking on the road, etc.	B		B	
		PR		PR	
		PT		PT	
	LO-5.2: Recognises most safety symbols and avoids dangers (electric, fire, repair, digging, etc.)	B		B	
		PR		PR	
		PT		PT	
C-6: Understands unsafe situation and asks for help	LO-6.1: Recognises symbols that indicate danger and avoids it	B		B	
		PR		PR	
		PT		PT	
	LO-6.2: Understands the difference between safe and unsafe touch	B		B	
		PR		PR	
		PT		PT	
	LO-6.3: Does not accept toys, chocolates, money, or other things from strangers	B		B	
		PR		PR	
		PT		PT	
	LO-6.4: Identifies the adults who can help in dangerous situations (other than parents)	B		B	
		PR		PR	
		PT		PT	
	LO-6.5: Anticipates and understands the consequences of not following the rules	B		B	
		PR		PR	
		PT		PT	
CURRICULAR GOAL 2: <i>Children develop sharpness in sensorial perceptions.</i>					
C-9: Differentiates sounds and sound patterns by their pitch, volume and tempo	LO-9.1: Distinguishes between a linear and non-linear progression of musical notes in a given scale	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: Does <i>anulom-vilom</i> breathing	B		B	
		PR		PR	
		PT		PT	
	LO-12.2: Sits still and is able to observe one’s own flow of thoughts	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 and runs easily, coordinating body movements harmoniously	B		B	
		PR		PR	
		PT		PT	
	LO-13.2: Moves body accordingly for performing a movement (catching a ball, throwing a ball, etc.)	B		B	
		PR		PR	
		PT		PT	
	LO-13.3: Kicks large ball to a given point with some accuracy	B		B	
		PR		PR	
		PT		PT	
	LO-13.4: Throws a medium-sized ball with some accuracy	B		B	
		PR		PR	
		PT		PT	
	LO-13.5: Skips with ease	B		B	
		PR		PR	
		PT		PT	
	LO-13.6: Hops on one leg for a long period	B		B	
		PR		PR	
		PT		PT	
C-14: Shows balance, coordination and flexibility in various physical activities	LO-14.1: Skips and hops with rope with comfort	B		B	
		PR		PR	
		PT		PT	
	LO-14.2: Shows agility and balance (for example, climbing on trees, jungle, gym)	B		B	
		PR		PR	
		PT		PT	
	LO-14.3: Can stand on one leg with the other leg folded for a minute (for example, dhruvasana)	B		B	
		PR		PR	
		PT		PT	
C-15: Shows precision and control in working with their hands and fingers	LO-15.1: Holds glass with one hand	B		B	
		PR		PR	
		PT		PT	
	LO-15.2: Holds crayon with thumb and fingers	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-15.3: Involves in spontaneous drawing: Scribbles, Paints with some wrist actions	B		B	
		PR		PR	
		PT		PT	
	LO-15.4: Rolls clay into balls or squiggly worms	B		B	
		PR		PR	
		PT		PT	
	LO-15.5: Holds spoon with less spilling of liquids	B		B	
		PR		PR	
		PT		PT	
	LO-15.6: Makes simple one level fold of paper	B		B	
		PR		PR	
		PT		PT	
	LO-15.7: Uses coordinated movements to string beads, fit small objects into holes, fasten large buttons, cut paper with blunt scissors, pasting small pieces of paper on a large paper, etc.	B		B	
		PR		PR	
		PT		PT	
	LO-15.8: Builds simple structure with small blocks	B		B	
		PR		PR	
		PT		PT	
	LO-15.9: Serves food to self without assistance	B		B	
		PR		PR	
		PT		PT	
	LO-15.10: Uses spoon properly while eating	B		B	
		PR		PR	
		PT		PT	
	LO-15.11: Uses various drawing and art materials (crayons, brushes, finger paint, etc.)	B		B	
		PR		PR	
		PT		PT	
	LO-15.12: Copies shapes shown in the book of blocks	B		B	
		PR		PR	
		PT		PT	
	LO-15.13: Cuts in a straight line or curve line	B		B	
		PR		PR	
		PT		PT	
	LO-15.14: Completes puzzles of 10 to 25 pieces	B		B	
		PR		PR	
		PT		PT	
	LO-15.15: Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning, using large zippers, etc.	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-15.16: Builds tower of small blocks	B		B	
		PR		PR	
		PT		PT	
	LO-15.17: Strings the stringing board or strings whole flowers (may not follow a pattern)	B		B	
		PR		PR	
		PT		PT	
	LO-15.18: Independently uses both hands in building things	B		B	
		PR		PR	
		PT		PT	
	LO-15.19: Writes some letters or numbers which can be recognised	B		B	
		PR		PR	
		PT		PT	
	LO-15.20: Uses one hand consistently for drawing and writing	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: Demonstrates love and respect for immediate and extended family 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 emotions in socially approved ways, for example, stops crying and explains why he/she was crying	B		B	
		PR		PR	
		PT		PT	
	LO-4.2.2: Expresses emotions through play and arts	B		B	
		PR		PR	
		PT		PT	
	LO-4.2.3: Shares their feelings and emotions with others (peer and familiar adults)	B		B	
		PR		PR	
		PT		PT	
	LO-4.2.4: Reacts emotionally in an adaptative and flexible way in various social and physical environments	B		B	
		PR		PR	
		PT		PT	
	LO-4.2.5: Expresses frustration in words	B		B	
		PR		PR	
		PT		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: Interacts from own initiative with peers in different contexts	B		B	
		PR		PR	
		PT		PT	
	LO-4.3.2: Invents activities which involve more than one child	B		B	
		PR		PR	
		PT		PT	
	LO-4.3.3: Asks and provides help (assists other child to lay the bed, to find a toy, etc.)	B		B	
		PR		PR	
		PT		PT	
	LO-4.3.4: Proposes and follows a playmate's suggestions about how to play	B		B	
		PR		PR	
		PT		PT	
	LO-4.3.5: Identifies themselves as the friend of other children from immediate environments (kindergarten, block/home)	B		B	
		PR		PR	
		PT		PT	
C-4.4: Shows cooperative behaviour with other children	LO-4.4.1: Follows rules and enjoys movement and rhythm, participates in play activities	B		B	
		PR		PR	
		PT		PT	
	LO-4.4.2: Follows complex instructions/ rules; starts creating their own rules	B		B	
		PR		PR	
		PT		PT	
	LO-4.4.3: Shows increased attention span and persistence in tasks	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: Expresses their point of view while playing or working together	B		B	
		PR		PR	
		PT		PT	
	LO-4.5.2: Takes on a task and completes it	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: Participates in group activities with kindness and affection	B		B	
		PR		PR	
		PT		PT	
C-4.7: Understands and responds positively to different thoughts, preferences and emotional needs of other children	LO-4.7.1: Formulates questions regarding other's family, ethnicity, spoken language, physical characteristics, etc.	B		B	
		PR		PR	
		PT		PT	
	LO-4.7.2: Recognises the skills of other children in different fields (X plays dafli, Y runs fast ...)	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-4.7.3: Names and accepts differences and similarities in regard to favourite food and games of self and other children	B		B	
		PR		PR	
		PT		PT	
	LO-4.7.4: Notices that other children use different words for the same object (for example, for water, mother, toy, etc.)	B		B	
		PR		PR	
		PT		PT	
	LO-4.7.5: Observes that the same person can play different social roles (mother is his/her mother, but also an employee ... and the daughter of his/her grandma, etc.)	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 teachers to create TLMs	B		B	
		PR		PR	
		PT		PT	
	LO-5.1.2: Helps in the kitchen with cleaning and cutting	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: Takes responsibility for tending to and caring for animals like kittens, puppies, chicken, etc.	B		B	
		PR		PR	
		PT		PT	
	LO-6.1.2: Enjoys going out for nature walks and observing plants and animals	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: Able to vary pressure while using tools to create dark and light impressions, marks or lines	B		B	
		PR		PR	
		PT		PT	
	LO-12.1.2: Able to scale own work in large and small sizes, based on available space or materials (for example, creating a small clay doll, or a big paper doll)	B		B	
		PR		PR	
		PT		PT	
	LO-12.1.3: Creates collages by combining materials of varying consistencies, colours and textures in one’s own arrangement	B		B	
		PR		PR	
		PT		PT	
	LO-12.1.4: Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-12.1.5: Creates a variety of textures with one material through its manipulation (for example, clay, cloth, paper, rubber, wood, etc.)	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: Follows the beat in songs and movement, and explores own variations based on familiar rhythm patterns	B		B	
		PR		PR	
		PT		PT	
	LO-12.2.2: Creates simple sound improvisations in familiar songs or situations by using voice, body, instruments, and objects (for example, playing the beats using different body parts/ instruments for a song, creating the ambience of a dramatic scene through sounds)	B		B	
		PR		PR	
		PT		PT	
	LO-12.2.3: Attempts to match pitch using voice or instrument	B		B	
		PR		PR	
		PT		PT	
	LO-12.2.4: Explores varying durations of silence and stillness based on space, context and situation	B		B	
		PR		PR	
		PT		PT	
C-12.3: Innovates and works imaginatively to express ideas and emotions through arts	LO-12.3.1: Explores multiple approaches or variations while expressing particular ideas and emotions (for example, thinking of multiple ways to role-play a cat using body, voice, mask, puppets or movement combinations)	B		B	
		PR		PR	
		PT		PT	
	LO-12.3.2: Persists with challenges by exploring multiple solutions and finding own resources	B		B	
		PR		PR	
		PT		PT	
	LO-12.3.3: Pays attention to thematic details, material properties (texture, colour, size, form), space and situation while creating and viewing works of art	B		B	
		PR		PR	
		PT		PT	
C-12.4: Works collaboratively in performing or creative arts	LO-12.4.1: Pays attention to sequence while performing role-play, music, dance and movement steps	B		B	
		PR		PR	
		PT		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		B	
		PR		PR	
		PT		PT	
	LO-12.5.2: Shares and appreciates multiple responses in relation to artistic thought and expression	B		B	
		PR		PR	
		PT		PT	
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: Attends to adult-initiated tasks that are not based on their interests (for example, participates in a teacher-led small group)	B		B	
		PR		PR	
		PT		PT	
	LO-13.1.2: Sustains engagement with a task for long periods of time (30 minutes)	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: Remembers and recalls, identifies missing things (for example, two identical scenes with one or two significant differences, studies both pictures and points out the difference)	B		B	
		PR		PR	
		PT		PT	
	LO-13.2.2: Adopts, adapts and creates classroom situations congenial for learning	B		B	
		PR		PR	
		PT		PT	
	LO-13.2.3: Participates actively in all activities, welcomes suggestions and feedback	B		B	
		PR		PR	
		PT		PT	
	LO-13.2.4: Manages emotions, waits for their turn, follows rules, frames rule, demonstrates leadership qualities and suggests ideas for change in activities	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 eagerness and takes initiative in exploring the immediate surroundings and uses resources from nature responsibly	B		B	
		PR		PR	
		PT		PT	
C-13.4: Adopts and follows norms with agency and understanding	LO-13.4.1: Participates in establishing classroom norms and behaves according	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-13.4.2: Creates DIY classroom job charts/ posters and illustrates them as well; follows it responsibly	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 finer details of the objects, signs, places, common activities in the immediate environment and in the picture/models (for example, the big brown door in the small green house)	B		B	
		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: 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)	B		B	
		PR		PR	
		PT		PT	
	LO-7.2.2: Explains effects of simple actions on objects (for example, the harder I kick the ball the further it goes)	B		B	
		PR		PR	
		PT		PT	
	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)	B		B	
		PR		PR	
		PT		PT	
	LO-7.2.4: Makes predictions based on causal relationships (for example, if there are white clouds in the sky it will not rain)	B		B	
		PR		PR	
		PT		PT	
	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)	B		B	
		PR		PR	
		PT		PT	
	LO-7.2.6: Explains clothing and food for summer and winter	B		B	
		PR		PR	
		PT		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: Builds simple tools and implements them to perform day-to-day activities	B		B	
		PR		PR	
		PT		PT	
	LO-7.3.2: Shows fluency and comfort in using digital audiovisual material in learning situations	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 groups and sub-groups (for example, in a group of blocks, first sorts based on colour, then within the colour, sorts based on shape, then sorts based on size Sorts between trees and creepers, within that sort fruit bearing and non-fruit bearing, within that edible or non-edible)	B		B	
		PR		PR	
		PT		PT	
C-8.2: Identifies and extends simple patterns in their surroundings, shapes and numbers	LO-8.2.1: Describes the rule of patterns and applies this on abstract patterns such as numbers, symbols and analogic thinking patterns (for example, using colours in pattern while drawing and painting; using symbols or dots of same quantity into different patterns)	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: Demonstrates skip counting in 2s or 3s on a number line or blocks/ pictures	B		B	
		PR		PR	
		PT		PT	
	LO-8.3.2: Reads and writes Indian numerals for numbers up to 99 using place value in groups of tens and ones	B		B	
		PR		PR	
		PT		PT	
	LO-8.3.3: Counts in groups of 10s, 20s, 30s up to 99	B		B	
		PR		PR	
		PT		PT	
C-8.4: Arranges numbers up to 99 in ascending and descending order	LO-8.4.1: Arranges numbers from a given set of numbers in ascending and descending order	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 and reads numerals up to 99 using place value concept	B		B	
		PR		PR	
		PT		PT	
	LO-8.5.2: Compares and forms the greatest and smallest two-digit numbers (with and without repetition of given digits)	B		B	
		PR		PR	
		PT		PT	

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

COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition	LO-8.6.1: Uses flexible strategies and derives combinations of composing (add together) and decomposing numbers (take away for the set) for addition and subtraction (for example, $57 + 33$, the child can take 3 out of the 33 and add it to 57 to make it 60 and then add 30 to it to come to 90)	B		B	
		PR		PR	
		PT		PT	
	LO-8.6.2: Adds two numbers using place value concept (sum not exceeding 99) and applies them to solve simple daily life problems/ situations	B		B	
		PR		PR	
		PT		PT	
	LO-8.6.3: Subtracts two numbers up to 99 using place value and applies them to solve simple daily life problems/ situations	B		B	
		PR		PR	
		PT		PT	
	LO-8.6.4: Appreciates and applies the relationship between addition and subtraction of numbers	B		B	
		PR		PR	
		PT		PT	
	LO-8.6.5: Identifies appropriate operation (addition or subtraction) to solve problems in a familiar situation/context	B		B	
		PR		PR	
		PT		PT	
	LO-8.6.6: Comprehends and solves simple word problems	B		B	
		PR		PR	
		PT		PT	
C-8.7: Recognises multiplication as repeated addition and division as equal sharing	LO-8.7.1: Develops the meaning of multiplication as repeated addition and skip counting up to 99 (concretely, pictorially and symbolically)	B		B	
		PR		PR	
		PT		PT	
	LO-8.7.2: Develops the idea of division of numbers as equal distribution/ sharing through contextual situations (To connect two meanings of division—making equal groups and sharing)	B		B	
		PR		PR	
		PT		PT	
C-8.8: Recognises basic geometric shapes and their observable properties	LO-8.8.1: Identifies 3D shapes by their names (for example, cuboid, cylinder, cone and sphere) and describes their observable characteristics (for example, a cube has six faces)	B		B	
		PR		PR	
		PT		PT	
	LO-8.8.2: Identifies 2D shapes by their names (for example, square, rectangle, triangle and circle) and describes their observable characteristics (for example, the pages of a book are rectangular and have 4 sides, 4 corners)	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
	LO-8.8.3: Distinguishes between straight and curved lines and draws/ represents straight lines in various orientations (for example, vertical, horizontal, slant)	B		B	
		PR		PR	
		PT		PT	
	LO-8.8.4: Traces 2D outlines of 3D objects	B		B	
		PR		PR	
		PT		PT	
	LO-8.8.5: Identifies objects by observing their shadows	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: Measures lengths and distances along short and long paths using uniform (non-standard) units, extends to longer lengths	B		B	
		PR		PR	
		PT		PT	
	LO-8.9.2: Estimates and measures length/ distances and capacities of containers using uniform non-standard units like a rod/ pencil, cup/ spoon/ bucket	B		B	
		PR		PR	
		PT		PT	
	• Weight LO-8.9.4: Appreciates the need for a simple balance	B		B	
		PR		PR	
		PT		PT	
	LO-8.9.5: Compares weights of given objects using simple balance	B		B	
		PR		PR	
		PT		PT	
	• Volume LO-8.9.6: Arranges containers in order as per their volumes based on perception and verifies by pouring out	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: Gets a feel for sequence of seasons (varying locally)	B		B	
		PR		PR	
		PT		PT	
	LO-8.10.2: Measures duration of time using standard units— days, hours (for example, 7 days a week and 24 hours in a day)	B		B	
		PR		PR	
		PT		PT	
	LO-8.10.3: Names the directions (north, south, east, west)	B		B	
		PR		PR	
		PT		PT	

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COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
C-8.11: Performs simple transactions using money up to Rs. 100	LO-8.11.1: Adds up notes and coins to form amounts up to Rs. 100	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: Talks about different ways to solve a simple mathematical problem	B		B	
		PR		PR	
		PT		PT	
	LO-8.12.2: Rechecks their solutions to see if there are any errors	B		B	
		PR		PR	
		PT		PT	
	LO-8.12.3: Engages in games and puzzles that require quantification	B		B	
		PR		PR	
		PT		PT	

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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: लंबे (4-8 वाक्यों वाले) गीत, कविताओं (अपरिचित) को ध्यान से सुनते हैं और उनके बारे में बातचीत करते हैं और प्रश्न पूछते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-9.1.2: कुछ विशिष्ट प्रकार के गीतों और कविताओं को सुनने में रुचि दिखाते हैं और अपनी पसंद का कारण बताते हैं। 2-3 पद वाले गीतों/कविताओं को गाते हैं/पाठ करते हैं।	B		B	
		PR		PR	
		PT		PT	
C-9.2: स्वयं से सरल गीत और कविताएँ बनाते हैं।	LO-9.2.1: स्वतंत्र रूप से अपने शब्दों में छोटी कविताएँ रचते हैं/तुकबंदी करते 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: एक से अधिक आदान-प्रदान वाली बातचीत में सूत्र को बनाए रखते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-9.3.2: कक्षा में यथार्थ विषय-सामग्री के सस्वर पठन में शामिल होते हैं और ज्ञान को अपने अनुभवों से जोड़ते हैं, उसके बारे में बात करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-9.3.3: किसी विषय के बारे में चर्चा में शामिल होते हैं और प्रश्न उठाते हैं एवं प्रतिक्रिया देते 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: अनेक चरणों (एक समय में 8-9 निर्देश) वाले निर्देश स्पष्ट रूप से देते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-9.4.2: सशर्त शाखाओं वाले निर्देशों का पालन करते हैं (उदाहरण के लिए, यदि बारिश हो रही है तो पौधों को पानी न दें, इसके बजाय निराई करें; अन्यथा पौधों को पानी दें)।	B		B	
		PR		PR	
		PT		PT	
	LO-9.4.3: स्पष्ट गणितीय निर्देश देते हैं (जैसे - सटीक दिशाएँ, स्थानिक और तात्कालिक आयाम)।	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: कहानी में कथानक और पात्रों के आशय की व्याख्या करते हैं और कहानी को अलग रूप में पुनः प्रस्तुत करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-9.5.2: कहानी लेखन के लिए लेखक की प्रेरणाओं की व्याख्या करते हैं और कहानी को फिर से ऐसे सुनाते हैं, जैसे वे ही लेखक थे।	B		B	
		PR		PR	
		PT		PT	

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दक्षताएँ	सीखने के प्रतिफल	TERM 1		TERM 2	
C-9.6: कथावस्तु और पात्रों को ध्यान में रखते हुए स्पष्टता के साथ लघु कथाएँ सुनाते हैं।	LO-9.6.1: जटिल कथानकों और अनेक पात्रों के साथ अपनी कहानियाँ गढ़ते 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: चित्र और संदर्भ का उपयोग करते हुए अपरिचित शब्दों के अर्थ का अनुमान लगाते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-9.7.2: पाठ्यसामग्री में आए अपरिचित शब्दों के अर्थ की पहचान करने के लिए बाल शब्दकोश का प्रयोग करते हैं।	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: समान लय वाले शब्दों और समान ध्वनि वाले शब्दों (अनुप्रास वाले) का निर्माण करते 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: सरल विराम-चिह्नों (पूर्ण विराम, प्रश्नसूचक चिह्न) का उचित प्रयोग 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: सभी संयुक्ताक्षरों की पहचान करते हैं और उनसे संबंधित ध्वनियों को जोड़ते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.3.2: एक से अधिक अक्षर वाले शब्दों (संयुक्त व्यंजन वाले शब्दों सहित) को पढ़ते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.3.3: परिशुद्धता के साथ एक से अधिक अक्षर वाले शब्दों (संयुक्त व्यंजन वाले शब्दों सहित) और ‘नोन-वर्ड्स’ को पढ़ते 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।	LO-10.4.1: उचित अनुतान एवं यति के साथ परिशुद्ध एवं प्रवाहपूर्ण रूप से छोटे अनुच्छेदों को पढ़ते हैं।	B		B	
		PR		PR	
		PT		PT	

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

दक्षताएँ	सीखने के प्रतिफल	TERM 1		TERM 2	
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: समान पाठ्यवस्तु एवं दृश्यसामग्री वाली किताबें “स्वतंत्र रूप से पढ़ना” प्रारंभ करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.5.2: शिक्षक से मिले मार्गदर्शन के साथ अपरिचित कहानी की किताबों को पढ़कर समझना प्रारंभ करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.5.3: पढ़ी हुई कहानी में पात्रों, कथानक, क्रम और लेखक के आशय की पहचान करते 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: छोटी कविताएँ पढ़ते हैं और कवि की कल्पना के बारे में अनुमान लगाते 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।	LO-10.7.1: छोटे समाचार और प्रचार पैम्फलेट और विषयवस्तु को स्पष्ट करते हैं।	B		B	
		PR		PR	
		PT		PT	
C-10.8: अपनी समझ और अनुभवों को अभिव्यक्त करने के लिए लिखते हैं।	LO-10.8.1: श्रुतलेख के दौरान छोटे वाक्य लिखते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.8.2: चित्रों को क्रम से बनाते हैं और उनके साथ परिशुद्ध रूप से छोटे वाक्य लिखते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.8.3: चित्र कथा से कहानी का अनुमान लगाते हुए लिखते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.8.4: सहपाठियों के लिए सरल प्रक्रियाओं को करने के लिए छोटे निर्देश लिखते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.8.5: घटनाओं का वर्णन और अनुभव लिखते 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: श्रुतलेख के दौरान छोटे वाक्य लिखते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.9.2: चित्रों को क्रम से बनाते हैं और उनके साथ परिशुद्ध रूप से छोटे वाक्य लिखते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.9.3: चित्र कथा से कहानी का अनुमान लगाते हुए लिखते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-10.9.4: सहपाठियों के लिए सरल प्रक्रियाओं को करने के लिए छोटे निर्देश लिखते हैं।	B		B	
		PR		PR	
		PT		PT	

दक्षताएँ	सीखने के प्रतिफल	TERM 1		TERM 2	
	LO-10.9.5: घटनाओं का वर्णन और अनुभव लिखते हैं।	B		B	
		PR		PR	
		PT		PT	
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।	LO-11.1.1: समान लय वाले शब्दों और समान ध्वनि वाले शब्दों (अनुप्रास वाले) का निर्माण करते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-11.1.2: अक्षरों को उनकी स्वर और व्यंजन ध्वनियों में बाँटते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-11.1.3: सर्वाधिक परिचित शब्दों के निर्माण के लिए ध्वनियों (स्वर और व्यंजन) को जोड़ते हैं।	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।	LO-11.2.1: वर्णमाला के सभी अक्षरों को पहचानते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-11.2.2: 3-4 अक्षर वाले परिचित शब्दों को पढ़ते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-11.2.3: सामान्य रूप से प्रयुक्त होने वाले संज्ञा, सर्वनाम, समुच्चयबोधक आदि शब्दों को दृश्य शब्दों के रूप में पहचानते हैं।	B		B	
		PR		PR	
		PT		PT	
	LO-11.2.4: श्रुतलेख के दौरान छोटे शब्द लिखते हैं।	B		B	
		PR		PR	
		PT		PT	

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

Language 2 (English)					
CURRICULAR GOAL – 9: <i>Children develop effective communication skills for day-to-day interactions in two languages.</i>					
COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
C-9.1: Listens to and appreciates simple songs, rhymes and poems	LO-9.1.1: Listens to and comprehends 8 to 12-line poems in English (R2) and identifies the rhyming words	B		B	
		PR		PR	
		PT		PT	
	LO-9.1.2: Enjoys recitation	B		B	
		PR		PR	
		PT		PT	
	LO-9.1.3: Appreciates rhyme and rhythm of the poem	B		B	
		PR		PR	
		PT		PT	
	LO-9.1.4: Understands the literal meaning of the poem	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: Engages in short meaningful conversations (structured conversations)	B		B	
		PR		PR	
		PT		PT	
	LO-9.3.2: Observes a picture and converses accordingly	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 step-wise instructions and responds accordingly	B		B	
		PR		PR	
		PT		PT	
	LO-9.4.2: Eg: Come inside, sit down and take out your English book	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: Comprehends narrated / read-out stories, identifies characters and interacts in English	B		B	
		PR		PR	
		PT		PT	
C-9.6: Narrates short stories with clear plot and characters	LO-9.6.1: Narrates short stories	B		B	
		PR		PR	
		PT		PT	
	LO-9.6.2: Narrates folk/ local tales heard from parents/ elders and retelling them in class	B		B	
		PR		PR	
		PT		PT	

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

COMPETENCIES	LEARNING OUTCOMES	TERM 1		TERM 2	
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 known and acquired vocabulary in classroom conversations and to ask/tell	B		B	
		PR		PR	
		PT		PT	
	LO-9.7.2: Initiates short conversation in a group on classroom concepts	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: Reads multisyllable words	B		B	
		PR		PR	
		PT		PT	
	LO-11.1.2: Listens to the word, spells and writes it	B		B	
		PR		PR	
		PT		PT	
	LO-11.1.3: Writes rhyming words for the given word	B		B	
		PR		PR	
		PT		PT	
	LO-11.1.4: Uses common blends in familiar words like, ‘fr’ in frog, ‘br’ in brother and so on	B		B	
		PR		PR	
		PT		PT	
	LO-11.1.5: Understands the punctuation mark (full stop, question mark, comma, exclamation mark)	B		B	
		PR		PR	
		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	
		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.

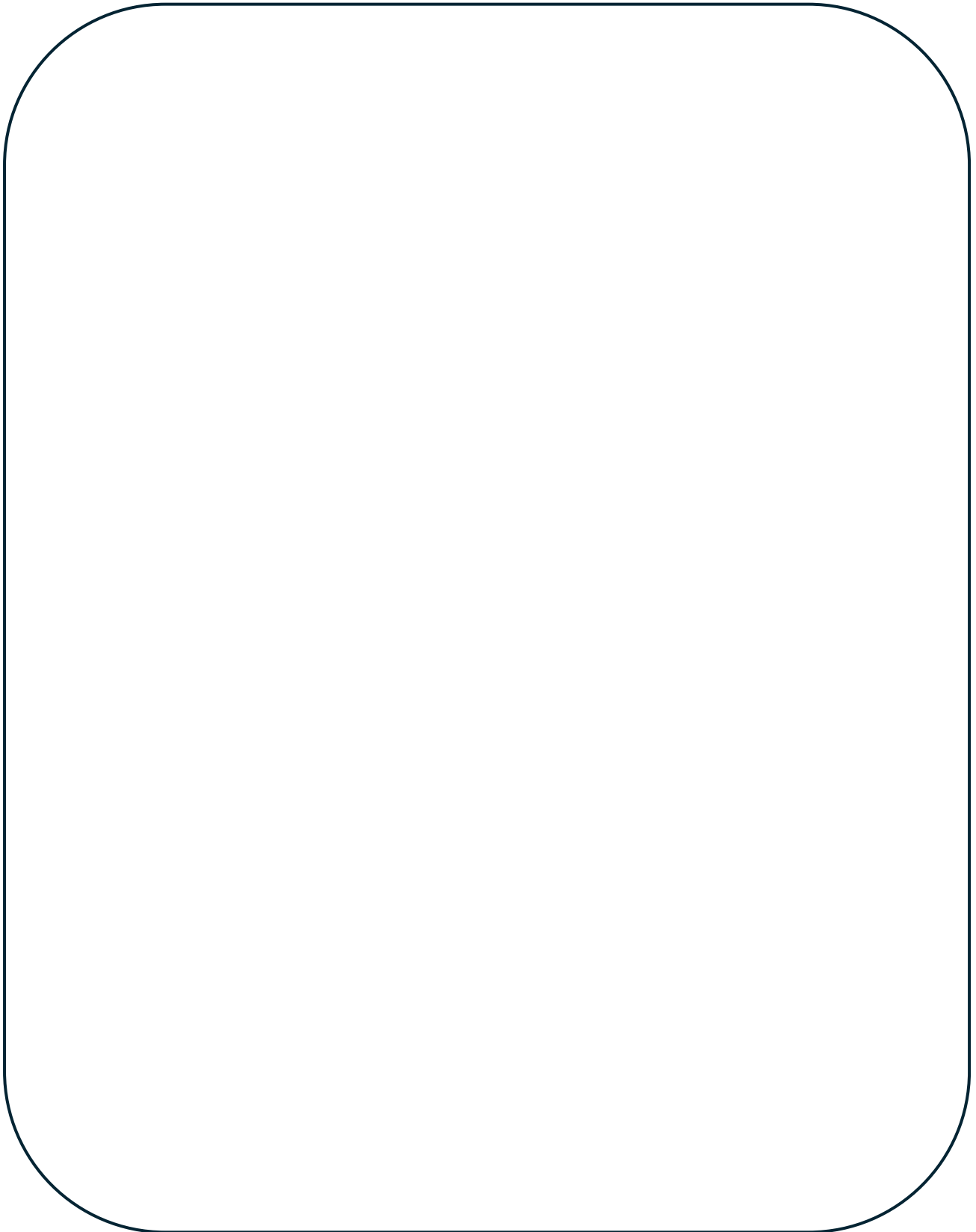
The teacher must help the children to fill this sheet: (For younger children teachers may fill the information based on observation and discussion)			
		Term 1	Term 2
1.	Activities that I enjoy the most		
2.	Activities that I find difficult to do		
3.	Activities that I enjoy doing with my friends		

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

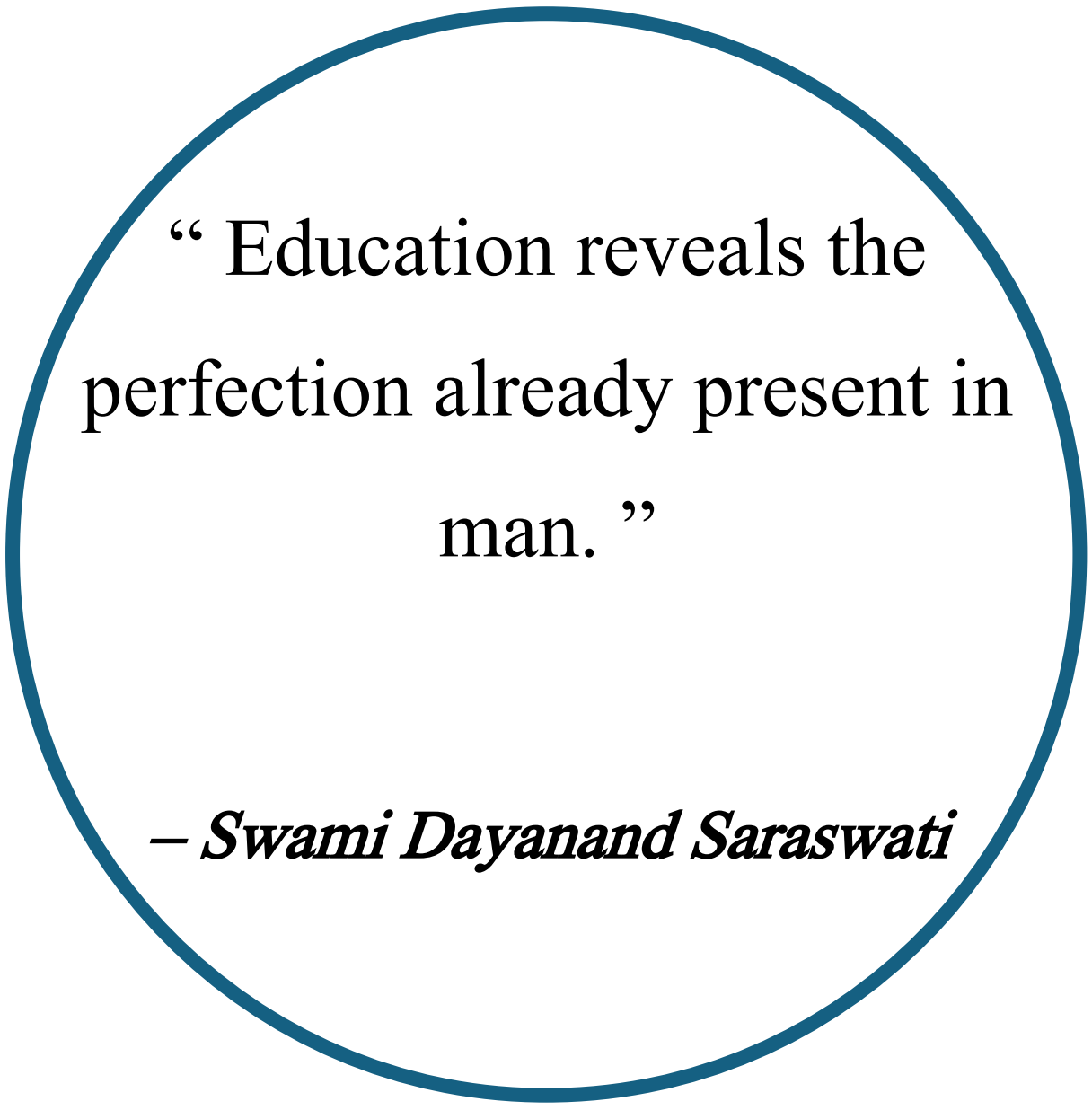
Note:

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.



“ Education reveals the
perfection already present in
man. ”

– *Swami Dayanand Saraswati*