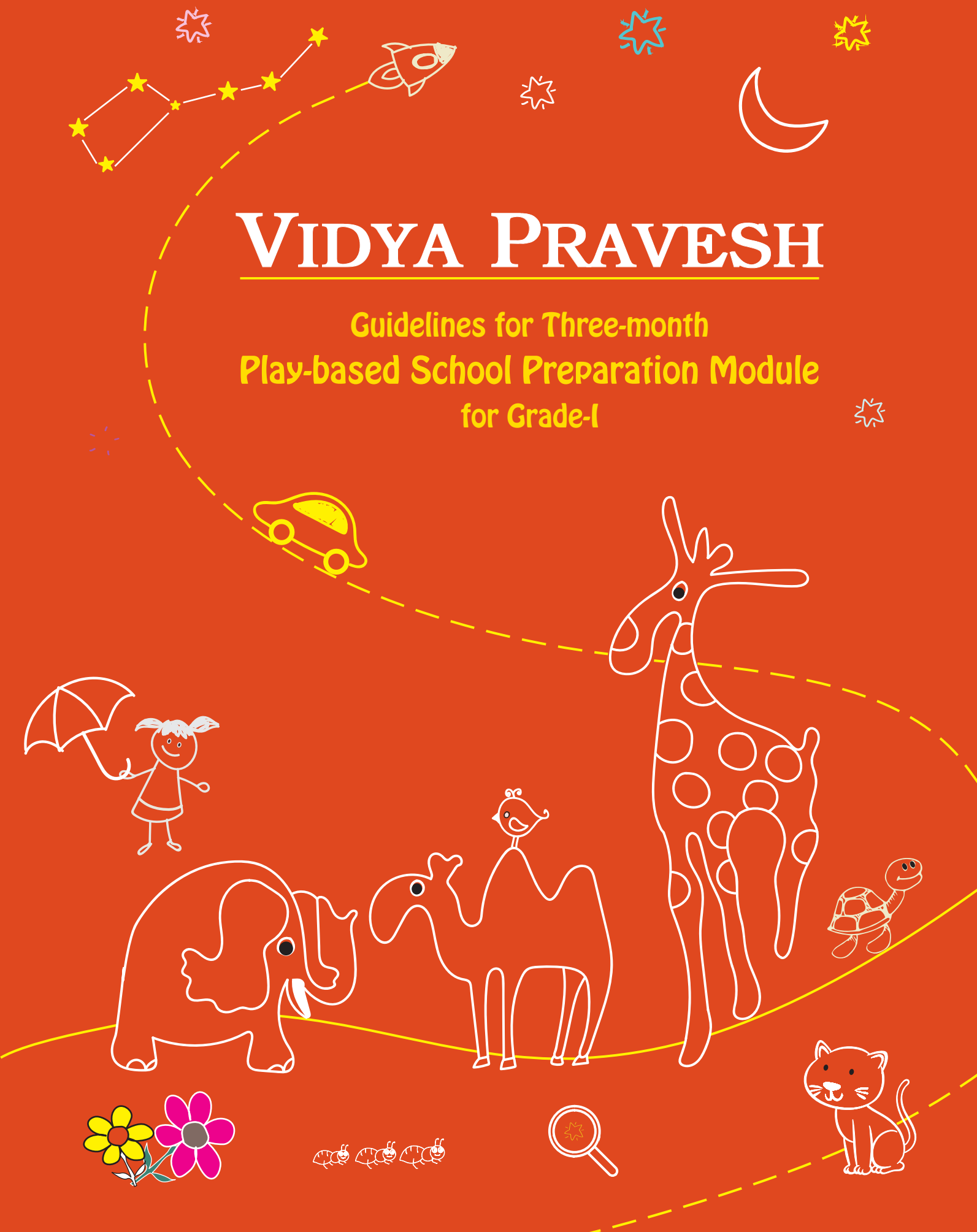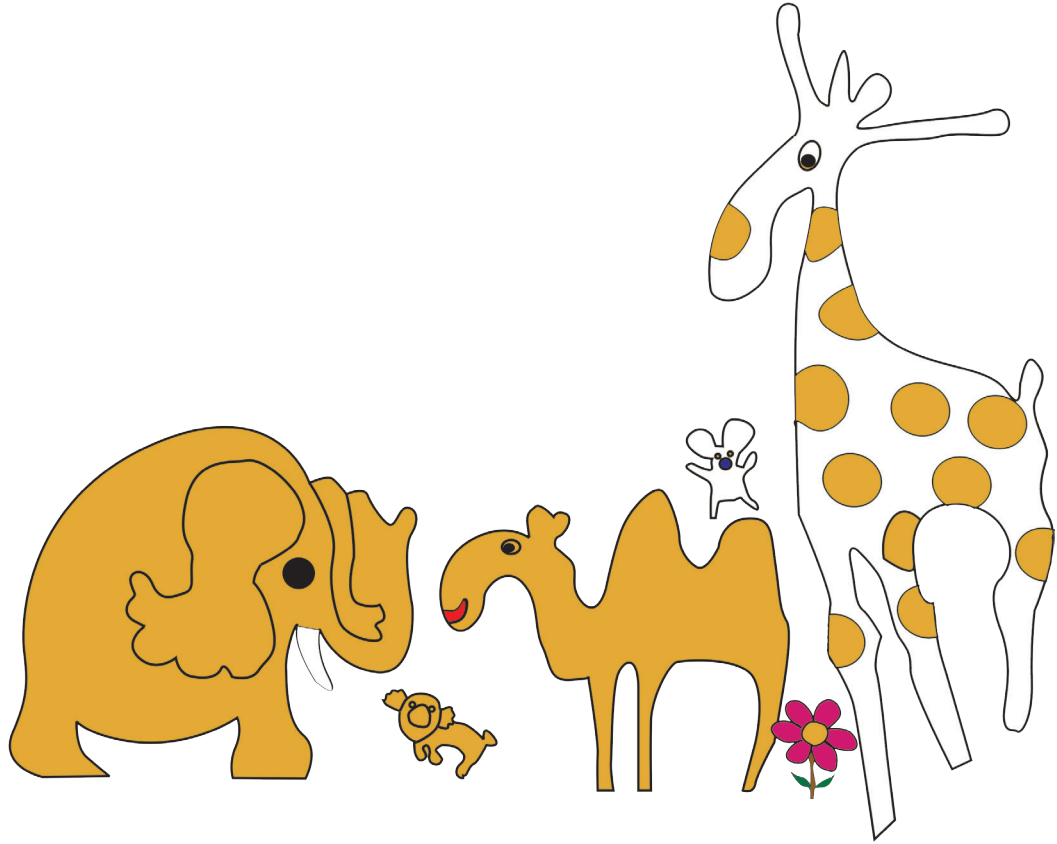# VIDYA PRAVESH

Guidelines for Three-month
Play-based School Preparation Module
for Grade-I

VIDYA PRAVESH

Guidelines for Three-month Play-based School Preparation Module for Grade-I

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एन सी ई आर टी
NCERT

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

FOREWORD

The foundational stage of children's life is crucial for their growth, holistic development and learning. Accessibility to equitable quality education at this stage is fundamental for developing foundational competencies related to health, well-being, language literacy, mathematical thinking and environmental awareness. Therefore, the National Education Policy (NEP 2020) emphasises on developing the relevant concepts and attaining requisite competencies to facilitate optimal learning when children start schooling. It is an interim measure to bridge the gap in the preparedness of children for school. Children, who begin their education in primary schools with such strong foundational competencies, grasp more advanced competencies faster. Hence, this beginning must be smooth and comfortable in Grade-I leading to better adjustment with the school education system and the process of learning. It is clearly pointed out in the policy that a large proportion of children currently in primary schools are facing learning crisis, especially in terms of foundational literacy and numeracy. Timely intervention and well designed age and developmentally appropriate activities provide children opportunities to develop the required competencies and promote their holistic development in an integrated manner, irrespective of their diverse backgrounds. Keeping the focus on this holistic development, the National Council of Educational Research and Training (NCERT) has developed a Guidelines for Three-month Play-based School Preparation Module for Grade-I children 'VIDYA PRAVESH'.

VIDYA PRAVESH is one of the essential components of NIPUN BHARAT—National Mission on Foundational Literacy and Numeracy, an initiative of the Government of India. This document intends to address the developmental and learning needs of all children who enter Grade-I, and who may or may not had any prior preschool experience. The document will facilitate teachers to make children's entry in school education smooth, fearless and joyful. The school preparation programme is suggested to be designed and implemented for initial three months of Grade-I which can be transacted for four hours per day. It follows a play-based pedagogy and promotes experiential learning with emphasis on the use of developmentally appropriate activities and local play materials. Conscious efforts have been made to ensure the role of parents and community in the growth, development and learning of children.

The document is the result of collective efforts of the NCERT faculty along with subject experts, teachers, practitioners and teacher-educators. The guidelines are suggestive and can be adapted or adopted by the States/Union Territories and other stakeholders as per their requirements. It is also a dynamic document, which will continuously be improved as per the feedback from the teachers and other stakeholders based on their experiences of implementing Foundational Literacy and Numeracy Mission. The efforts of the Department of Elementary Education, NCERT, are well appreciated for the development of these guidelines. The Council welcomes comments and suggestions from the users for further enhancing the quality and usability of this document.

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CONTENTS

1. Introduction

VIDYA PRAVESH—Guidelines for Three-month Play-based School Preparation Module for Grade-I Children, has been developed as per the recommendations of the National Education Policy (NEP) 2020. The purpose is to help teachers ensure that all children are exposed to a warm and welcoming environment when they enter Grade-I, particularly during the Covid-19 pandemic, leading to their smooth transition to school. The guidelines intends to create a stimulating learning environment that is joyful, safe, ensures emotional security and provides support to all the children in school and at home. The play-based pedagogy is a significant aspect of the guidelines that plays a vital role in creating a joyful and stress-free environment for children to learn, and also in addressing the learning needs of children with special needs or disabilities (*Divyang*). Focus is also given on learning in mother tongue or home language and allowing as many languages as children bring to the classroom, including sign language.

The document suggests three months or 12 weeks preparation as an interim measure until the universal provisioning of quality early childhood development, care and education is achieved with a target to ensure that all children entering Grade-I are school ready at least by 2030 (NEP 2020). VIDYA PRAVESH is an integral part of NIPUN BHARAT—A National Mission on Foundational Literacy and Numeracy (FLN Mission) of the Government of India and well aligned to the key competencies and the learning outcomes (Annexure I) of Preschool 3 (*Balvatika*) (Fig 1).
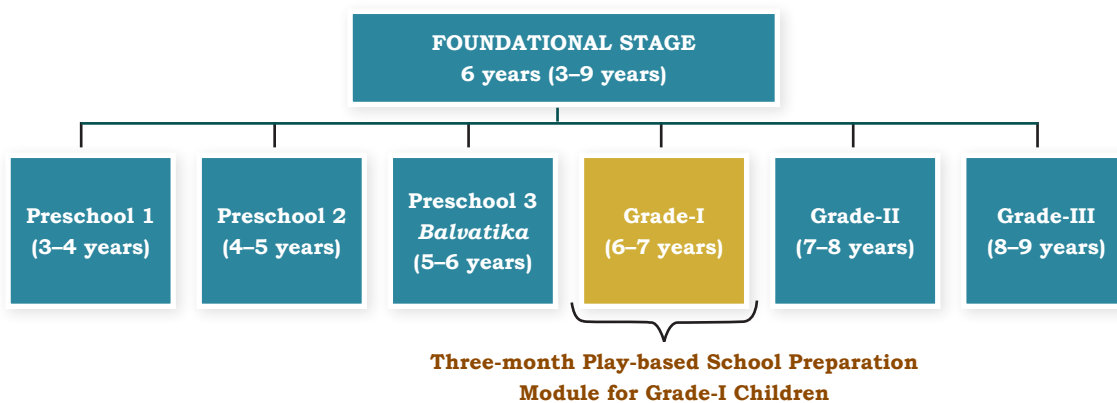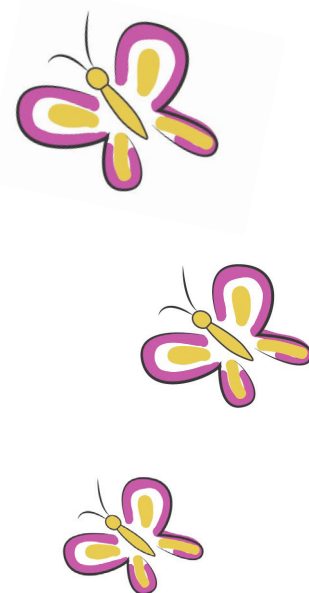
Fig. 1: Transaction Stage of the Module

The FLN Mission aims to enable all the children to read and respond with comprehension; independently write with

understanding; understand the reasoning in the domains of number, measurement, and shapes; and become independent in problem-solving. The purpose is to ensure that every child in the country necessarily attains foundational literacy and numeracy by the end of Grade-III, and not later than Grade-V, by 2025.

The guidelines also suggest that a variety of learning experiences needs to be given to the children through play activities, interaction, worksheets, etc. As directed in the NEP-2020, it is recommended to introduce children with play and activity based learning experiences in the initial three months or 12 weeks of Grade-I, before introducing the activities in the curriculum prescribed for Grade-I. It is important to note that the pedagogical processes recommended are not limited to three months or 12 weeks only, but it is expected to be continued throughout the foundational stage of learning as the children enter the Grade-I, with diverse backgrounds (home contexts) and prior preschool experience. The context for this recommendation is that a large proportion of children currently in elementary schools are undergoing what is being termed as 'learning crisis'. It is estimated that approximately over 5 crore children in the elementary school system have not been able to attain foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and carry out basic addition and subtraction (NEP 2020). Some children might come directly to Grade-I, some through *Anganwadis* and some through private preschools. In most cases they come with little or no access to quality preschool education. As a result, children enter Grade-I, with inadequate conceptual and linguistic preparedness for the primary school curriculum. The research also indicates that a large number of children are admitted to school at the age of 5 or 6 years with limited language and cognitive skills and conceptual foundation, which are actually

> The policy recommends to ensure that all children are prepared for school, a Three-month play-based school preparation module for all Grade-I students, consisting of activities and workbooks around the learning of alphabets, sounds, words, colours, shapes, and numbers, and involving collaborations with peers and parents, will be developed by the NCERT and SCERTs (NEP 2020).

> ➢ Foundational literacy includes oral language, print awareness, phonemic awareness, book handling, vocabulary, letter sound correspondence, alphabet recognition, rhyming, letter sound correspondence, etc.
> ➢ Foundational numeracy includes concepts related to shapes, colours, sizes, spatial sense, one to one correspondence, classification, seriation, pattern making, sequential thinking, number sense, data handling, etc.

needed as a prerequisite for them to be able to successfully acquire competencies related to the foundational literacy and numeracy at the foundational stage in schools. The learning gap has a cumulative impact on their future learning in higher classes. The policy calls for immediate measures to be taken in 'mission mode' to ensure that the children have basic curricular preparedness in Grade-I.

The learning experiences need to be designed to help children learn foundational literacy and numeracy concepts and acquire skills which will enable them to develop a sound foundation for learning in the early primary grades. The activities should also provide opportunities to develop competencies like helping, sharing, getting along with other children, following a school routine, learning to adjust in a new environment, and to concentrate on an activity for a period of time, thus extending their attention span. Once children learn to naturally focus on the subject, their overall learning becomes more effective. Opportunities should also be given for experimentation, exploration, investigation, problem-solving, critical thinking, enriching interaction with others, learning cultural diversity and ethical values. *Yoga*, dance, exercise and play activities for motor development must be a regular feature of school preparation for gaining physical fitness, mental alertness, memory enhancement and emotional balance.

The confidence, motivation, and the vigour to learn, developed during this process, prepares children for a smooth and successful start for the foundational stage. It facilitates adjustment in the first few years of the foundational stage leading to reduction in the number of dropouts and retention in the preparatory classes in schools and helps children build a strong foundation for further learning and development. Learning the importance of *seva*, sense of responsibility would help them become good citizens in the future.

The guidelines focus on planning and transaction of the module including planning of activities, tracking children's progress or assessment, involving parents and communities in the learning of children, development of weekly schedule, and ways to implement the daily or routine activities are given both for the teachers and parents. The focus is on building an interface between children, schools, and the family to

work together to ensure smooth transition of children from home to school or from preschool to the primary school (Fig. 2).

SCHOOL
Provision of stimulating safe, secure and joyful learning environment
Opportunities for experimentation, exploration, problem solving, critical thinking and interaction
Focus on the development of foundational literacy and numeracy competencies
Play-based pedagogy

FAMILY
Warm, caring, supportive and joyful learning environment at home
Appreciate and encourage children's learning
Engage with children, talk and play with them
Support children's overall well-being (physical, socio-emotional and cognitive)

CHILDREN
Learn joyfully
Maintain good health and well-being
Become effective communicators
Become involved learners and connect with their immediate environment

Fig. 2: Strengthening Foundation for Children's Development and Learning

In NIPUN BHARAT guidelines for foundational literacy and numeracy mission, the competencies for holistic development of the child from 3 to 9 years are codified under three developmental goals. The competencies and learning outcomes for three years of preschool education and classes 1 to 3 have been progressively and spirally arranged. The teachers need to keep the developmental goals, competencies and learning outcomes in mind while designing the learning experiences, activities and worksheets.

The Developmental Goals

Developmental Goal 1: Children maintain good health and well-being

- To provide experiences for physical and motor development, socio-emotional development, nutrition, safety, hygiene and sanitation

Developmental Goal 2: Children become effective communicators

- To build the foundations for language and literacy

Developmental Goal 3: Children become involved learners and connect with their immediate environment

- To build foundations of numeracy, and provide direct experience and interaction with the physical, social and natural environment

These developmental goals are interrelated and are aimed to provide opportunities for the development of competencies for ensuring holistic development of children, i.e., cognitive, language, physical, socio-emotional and creativity (Fig. 3). The teacher should develop and plan learning opportunities around all three developmental goals;

Developmental Goal 1
Gross Motor Skills
Fine Motor Skills
Eye-Hand Coordination
Socio-Emotional Development
Health and Nutrition
Hygiene
Safety

Developmental Goal 2
Talking and Listening
Reading with Comprehension
Writing with Purpose

Developmental Goal 3
Sensory Development
Cognitive Skills
Concepts related to Environment
Number Sense

Competencies for Holistic Development of Children

Fig. 3: Aim of the Module

The Duration of the Module

The module is to be designed for three months or 12 weeks duration for all children who have entered Grade-I. The learning opportunities should be provided for five days a week, for four hours per day, for the initial three months or 12 weeks of Grade-I (Fig. 4). However, the four hours per day transaction duration is flexible and the teachers may reduce or increase the duration as per the need. In schools which function on Saturdays, the teachers may recapitulate the activities done and also plan for the next week.
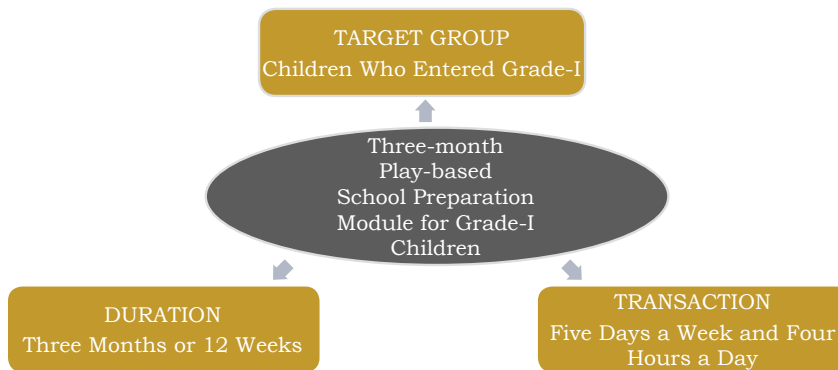
TARGET GROUP
Children Who Entered Grade-I

Three-month
Play-based
School Preparation
Module for Grade-I
Children

DURATION
Three Months or 12 Weeks

TRANSACTION
Five Days a Week and Four
Hours a Day

Fig. 4: Main Features of the Module

The Objectives

The objectives of the three-month preparation module are:

1. To promote school preparedness in all children coming to Grade-I from diverse backgrounds.

2. To ensure a smooth transition of children to Grade-I.

3. To provide play-based, age and developmentally appropriate learning experiences in a joyful and stimulating environment leading to holistic development.

4. To prepare children with the cognitive and linguistic competencies which are pre-requisite for learning to read, write and develop number sense through a play-based approach.

The Pedagogy

The pedagogy used during this period shall primarily focus on play-based learning emphasizing on the development of cognitive, affective and psycho-motor abilities and of early literacy and numeracy competencies. The learning experiences should promote learning by exploration, investigation, problem solving and critical thinking. It should also provide opportunities to each child to acquire knowledge, skills, attitudes and dispositions in a particular social context. While developing the module or planning the learning opportunities, it is important for the teachers to keep in mind all the three components of pedagogy used i.e., play, interactions and the

environment (Fig. 5). The pedagogy and the process suggested may be extended for addressing learning needs of children up to Grade-III.

Play: Play helps in the overall development of children and reflects their progress. The learning opportunities should lay emphasis on play as a medium to the children to interact with the environment, and with eachother, and in the process engage with and construct their own knowledge.

There are two kinds of play—

- Free Play: Free play provides opportunities for children to make choices and take decisions and also helps in understanding others' rights and perspectives. It is a place where children choose play material independently and engage themselves with the material and peers. It is recommended that the classrooms have interest or activity areas like discovery, music, doll area, etc.

- Guided or Structured Play: Guided play should be initiated by the teachers to provide subtle guidance that allow children to explore the right aspects of the environment to reach the learning outcomes.

Fig. 5: Pedagogy of the Module

Interactions: Interactions with adults or teachers, peers, older children and siblings are important and integral in the play-based learning process. There are three types of interactions which need to be ensured in the classroom—

- Peer Interaction: Engaging with other children in play provides an important context for learning where children observe, imitate and build on what they observe and learn from each other.

- Material Interaction: Children interact with a variety of materials during free and guided play and thus learn experientially to solve problems and innovate.

- Adult or Teacher Interaction: Interactions with adults or teachers, and parents can help children identify and make connections between previously learned and newly acquired competencies. Adults or teachers may guide children and create the environment to support and scaffold the learning process of the children.

Environment: Children are naturally curious. They want to know about everything that they come across. Through a variety of activities and materials, children explore the physical, social and natural environment by manipulating objects, asking questions, experimenting, making predictions and generalisations.
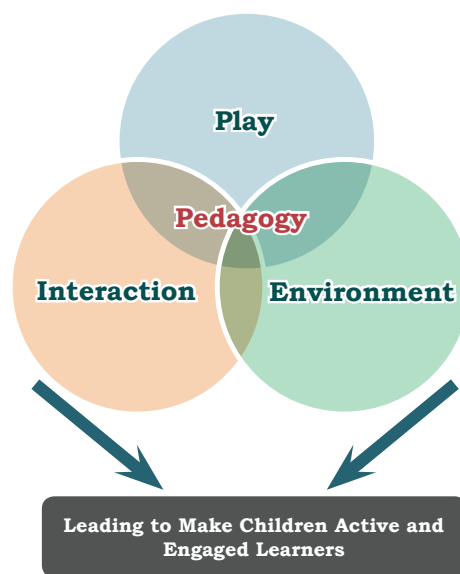
2. Planning And Transaction

This section provides guidelines for three months or 12 weeks school preparation module to be developed by teachers according to their need and local context for children who enter Grade I.

The teachers are expected to go through the following aspects for planning and transaction of the activities:

- Keeping in mind the developmental goals, competencies and learning outcomes (Annexure I) plan for three months or 12 weeks programme beforehand.

- Experiences from all the three developmental goals have to be provided to children every day.

- Develop weekly and daily schedule for transacting the programme. An exemplar day-wise schedule has been given for ready reference (Page 14-15).

- While developing and planning, there has to be a balance between teacher-initiated and child-initiated activities, indoor and outdoor activities, and large and small group activities.

- Go through the day-wise sample week's schedule for designing the activities worksheet and plan a day's programme. (The learning opportunities should be flexible and provided through activities, worksheets, learning material or toys, stories, etc.)

- Plan beforehand, the teaching-materials required for transacting the curriculum. The material may be developed by the teachers using local recources, low-cost or no cost materials. Some ready-made teaching-learning materials can also be procured. Plan to include natural resources as learning aids such as leaves, twigs, pebbles, etc.

- Use indigenous toys and materials. Make sure children can manipulate the material easily and have safe accessibility to the material and other resources.

- Plan the seating arrangement for the selected activities. Seating arrangement should be done keeping in view the needs of children with special needs (CWSN).

- Purposefully repeat the activities and worksheets to provide children enough time for engagement in learning.

- The allotted time slots for daily or routine activities in the exemplar weekly schedule may be interchanged or kept flexible depending on the interest of children.

- Ways of conducting each daily or routine activity such as Greet and Meet, Circle Time and Free Expression, Free Play, Outdoor Play, Goodbye Circle Time, Meal Time, Language and Literacy and Numeracy activities are explained in detail in the guidelines for smooth implementation of the programme.

- It is important to track each child's progress and modify the experiences for children facing difficulty in achieving the learning outcomes.

- Use the mother tongue or the language familiar to most children in the class as the medium of instruction and welcome as many languages as children bring into the classroom and appreciate them, while slowly introducing the language of instruction.

- Create learning or interest areas for free-play and equip these areas with a variety of play materials that are easily accessible to the children. Also, create a print-rich and numeracy-rich classroom. Some suggestive activityinterest areas are given (Fig. 6). The materials required for activity or interest areas are given for ready reference.

- In the daily schedule, transition activities should also be planned. A transition is something that helps move children from one activity to another, e.g., it would be from numeracy time to story time or clean up time to snack time. Transitions can be rhythmic chants, rhymes, songs or short stories.
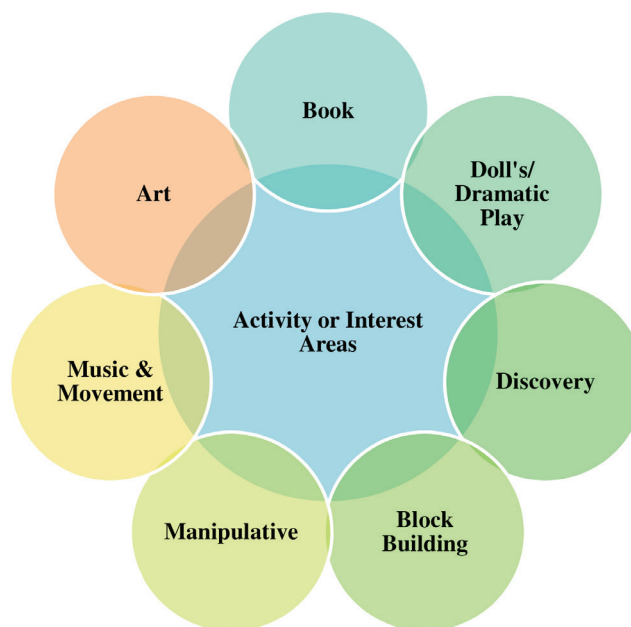

Fig. 6: Activity or Interest Areas

Some exemplar transition activities are given as follows—

- Creative Visualisation: Ask children to imagine a nice relaxing scene with their eyes closed. Narrate the scene in such a calm way that they can focus completely on visualisation. This can be done before creative arts related activity.

- Deep Breathing: After a rigorous activity like outdoor play and before initiating the next activity, ask the

Address the Needs of Children with Disabilities (*Divyang*)

- Involve them in all activities at their level to make them feel worthy of themselves.
- Sensitise children to help them willingly, not out of a sense of pity or feeling it a burden.
- Encourage them to solve their conflicts with other children.
- Make them a part of the circle time in solving classroom problems.
- Counsel and guide the parents of such children for parenting and support at home. Ask them to appreciate their child's strengths, talk about how the entire family can support at home.
- Take help from a special needs educator to provide specific care to the autistic and hyperactive children. The teacher needs to be aware of them and follow the guidelines given by the special educator.

Assessment Measures

- *Observations:* Observation of children in specific situation to understand their personality dimensions and learning process.
- *Anecdotal records:* Brief written notes based on observations of children in terms of language used, social relationships, mode of interaction, etc.
- *Portfolios:* Collection of concrete work sample of each child such as painting, art, craft work, collage making, etc.
- *Checklist:* List of learning outcomes, behaviours and traits of children in different developmental areas.
- *Rating Scale:* Assessment of the performance of tasks and skill levels.
- *Photographs and video clips:* Visual and audio recording of children's performance to help further understand about their personality dimensions and learning process.

children to sit with their eyes closed and focus on breathing. Let them breathe slowly and relax.

- Jump or Hop: After a quiet activity, for transition to another activity, ask children to jump or hop on the spot to the count of 10.
- Rhymes: Do different kinds of rhymes, e.g., Finger Rhymes before fine motor activities, and *Rail Gaadi* to get children form a circle and make a train and then move around singing the song *Chhuk-chhuk karti aati rail.* Take children outside the classroom with this formation or vice versa.

Track Children's Progress or Assessment

Observing and assessing children regularly will help to focus on children's strengths, on what children can do, and what more is required. Continuous assessment and tracking of children's progress or learning helps to adapt and modify teaching-learning strategies, play material, activity areas and so on and this review and reflection ensures that learning needs and gaps are identified and addressed timely. In order to track the monthly progress of each child, month-wise assessment framework for all three months is enclosed in Annexure II. The following process should be followed to assess children's learning:

- Develop each child's portfolio. This would help teachers track and record each child's progress.
- Observe children as they engage in different learning experiences.
- Ensure clarity about the objectives while observing children in the learning process.

- Focus on observing small groups of children at a time.
- Write anecdotes for what has been observed. Remember to be objective in observation. Ensure that opinion and assumptions do not affect the observations and describe behaviour rather than evaluate it.
- Assess the progress of each child taking into account the previous level as reference point. Do not compare an individual child with other children.
- After the completion of third assessment, keep the consolidated record of each child to help them further, to plan the learning experiences, and share with the parents and to modify the programme.

Remember!
Children learn best with appreciation and not criticism
Do not label any child as Pass or Fail

Involve Parents and Community in the Learning of Children

Parents are the first teachers of children before they enter formal school. The help and support of parents and community is of great importance in children's education and learning. Therefore, teachers must make a conscious effort to chalk out the ways to build a strong case to involve parents and community and ensure their participation. Following strategies can be followed in this regard—

- Converse with the parents as and when required and inform them about the learning level of their children, their achievements and the areas that needing improvement.
- Encourage parents to be in touch with the school and engage in effective conversation with the teachers.
- Use community and parents as a resource or as support to improve children's learning and development by creating an enriching home learning environment.
- Be in constant touch with the community also to discuss any support required such as, drinking water, adequate space for the primary school and other resources.
- A few local people or leaders in various capacities may be appointed as School Management Committee (SMC) members.

Apart from this, teachers should guide and encourage parents to—

- Spend time with their children to build on their emotional strength and model positive behaviour that they want the child to follow.

- Participate in their children's education and look for ways to make learning interesting for them.

- Focus on children's physical development along with studies through play and engaging them in activities like swinging, hopping, running, etc.

- Narrate a story anytime during the day or at bedtime and engage with them in conversation related to the story such as, 'How many characters were there in the story?'; 'Who were the characters in the story?'; 'Who did what?'; and 'What would you have done, if you were there in her/his or its place?'.

- Ask the children to tell a story and encourage them to create one, draw any picture based on the story and describe it.

- Appreciate the child after listening to the story.

- Conduct creative games, drawing and painting.

- Let children watch videos of stories, poems or games under teacher's or parent's supervision for a limited duration and discuss about the same.

- Make sure children are engaged in role play, dramatisation and puppetry.

- Encourage children to do some clay moulding, sand and water play, and art and craft work.

- Help children learn colour, shapes, classification, etc., of the items available at home.

- Make children aware about items available at home, mainly in the kitchen and plan activities around them such as, sorting pulses of different colours, naming vegetables, observing shapes (of tables, almirahs, glasses, bowls and plates), observing colours of different objects, observing nature of different objects (heavy-light, hot-cold, etc.), tasting of different food items, recognising the sound of different objects, and counting of objects, etc.

- Ask children simple questions everyday such as, 'What did you do in the school today?'; 'Which story did you read or listen to?'; and 'When did you have your food?'.

- Check the child's notebooks, worksheets or diaries everyday.

- Appreciate their children for their good work.
- Check with their child where she/he went wrong and find ways on how to improve on it.
- If the children are not able to answer, ask them to take help from elder siblings or friends or the teacher for improvement.

In order to create awareness about the importance of school preparedness of children among the parents and community, various activities can be carried out, such as, involving parents in the routine activities, parent-teacher interaction through meetings and home visits, awareness programmes, and Readiness Mela in the community, etc.

Ways to Create Awareness among Parents and Community

Connect with the family to know each child's interest, and provide suggestions for the activities to be conducted at home with their children.

Organise 'School Readiness *Mela*; for children and their parents prior to the admission of children to Grade-I. A variety of activities related to the overall development of children can be organised and parents can be asked to participate with their children. Parents can be aware so that they can carry out a variety of activities such as stories, rhymes, dramatisation, discussion, outdoor play, art and craft with their children leading to the development of competencies required for further learning and school achievement.
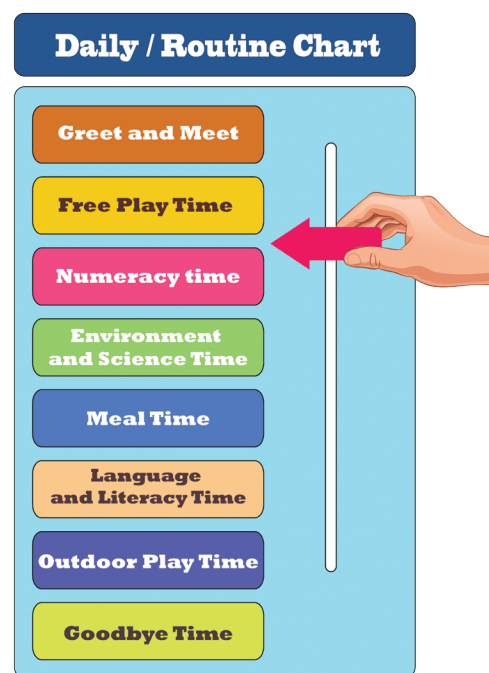
Ways to Implement the Daily or Routine Activities

It is important to plan a daily or routine activity chart for the transaction of daily or routine activities. It should be displayed in the classroom as it gives a clear idea to children and visitors about what is going to happen throughout the day (Fig. 6).

Greet and Meet, Morning Circle Time, and Free Expression

'Greet and Meet' is what the teacher does before the class begins. Teachers should welcome children to the class; call them by name and initiate talk to develop a sense of belongingness, affection and security in them. During Circle Time, children sit in a circle or semi-circle leaving enough space between each other for easy movement. This helps them to participate in the activities with minimal disruption. 'Circle Time' can be planned for story-telling session and group activities. These should be both free

Daily / Routine Chart

Greet and Meet

Free Play Time

Numeracy time

Environment and Science Time

Meal Time

Language and Literacy Time

Outdoor Play Time

Goodbye Time

Fig. 6: Daily or Routine Activity Chart

and guided conversation. Guided conversation should be initiated by the teacher around a particular topic or theme, whereas in free conversation children should be encouraged to talk about anything related to their daily experiences.

SAMPLE WEEKLY SCHEDULE

Session Name	Monday	Tuesday	Wednesday	Thursday	Friday
	• Welcome Children • Warm Up • Health and Hygiene Check-up • Free Conversation • Calendar Activity				
Greet Meet or Circle Time (teacher initiated large group) 30 min	Adaptability to Routine, Self regulation	Adaptability to Routine, Self regulation	Involvement in Play (Indoor Free Play)	Involvement in Play (Indoor Free Play)	Self-regulation
Free Play (child initiated small group activity) 30 min	Involvement in Play (Indoor)	Involvement in Play (Indoor)	Free Play (Indoor)	Free Play (Indoor)	Free Play (Indoor)
	The teacher should provide opportunities to the children for free play inside the classroom or in activity or interest areas, daily. • Children should be allowed to choose the activity or interest areas of their own choice of play • Habit of putting the material back on the respective racks or shelves should be developed in children. • Teacher should continuously observe and record how children are playing, using materials and participating in the activities				
Numeracy, environmental awareness and scientific thinking (teacher initiated) 30–35 min	Sense of Sight	Sense of Sound	Sense of Touch	Sense of Smell	Sense of Taste
	Any science activity developed by the teacher, e.g., floating and sinking, nature walk using a magnifying glass, etc., should be conducted for at least three days a week.				
Art activities for creative and aesthetic development/ fine motor development 30–35 min	Stringing Beads	Opportunity for Free-hand Drawing	Tearing and Pasting for Eye-hand Coordination	Printing (Vegetables, Blocks, etc.)	Clay or Dough Moulding

Meal Time (30 min)						
Language and Literacy skills (teacher initiated large group) 30 – 35 min	**Oral**	Listening Comprehension and Conversational Skills	Listening Comprehension and Conversational Skills	Creative Self Expression	Vocabulary Development and Meaningful use of Language	Vocabulary Development and Meaningful use of Language
	Reading	Reading with Comprehension (Factual Details, Bonding with Books)	Phonological Awareness (Identifying Words in a Sentence)	Word Recognition, Print Awareness and Meaning Making	Print Awareness and Meaning Making	Phonological Awareness (Identifying Words in a Sentence)
	Writing	Free Hand Drawing	Modelled Writing (Writing for Children/Writing with Purpose)	Bonding with Books	Free-hand Drawing	Modelled Writing (Writing for Children/Writing with Purpose)
Outdoor Play (Gross Motor) 30 – 35 min		Involvement in Play (Outdoor)	Free Outdoor Play	Walking in Different Ways *(fast, slow, forward, backward*	Walking Relay	Running Slow or Fast
		• Take children for outdoor play and let them play in the sand play area, on swings, on slides, etc. Think of activities like running, climbing, jumping, etc. If no space is available, then play games indoors involving large muscle movements and Music and Movement activities like *Yoga,* Dance, Songs, etc.				
Goodbye Time 30 min		• Teacher should help children recap the activities that were done that day. • Teacher should prepare children for the next day's activities. • Teacher should encourage children to share all that they have done that day with their parents. • Self-regulation and Adaptability				

By participating in conversations, children learn to listen to others, respond appropriately and express themselves. They learn to formulate ideas. Following Points needs to be Remembered:

- Ask open ended questions to children involving 'why' and 'how'. Such questions help to stimulate their thinking.

- Conduct the following activities in an interesting manner:

  ▶ Sing a variety of songs and rhymes, repeat them and keep adding new songs.

  ▶ Make an attendance activity using name tags, where they can be asked to identify their name cards, even before they have formally learnt to read.

- Organise a calendar activity (refer to the calendar activity in the box given) to give a chance to talk about

Calendar Activity

Design a display board where date, month and weather can be depicted (Fig. 7). During 'Greet and Meet' time, point to the days of the week in the chart and get children to identify the day of the week. Ask, "What day is it today?" "What day was it yesterday?"; or "What day will it be tomorrow?" If there are specific activities on certain days, mention these to children Next, point to the weather chart, and encourage children to identify the picture of the weather, based on the kind of weather conditions they see outside. If feasible, take them to the window or outdoors to observe. Encourage them to think about how the weather was the day before and if it has changed. Point to the monthly chart and let children identify and name the current month. Draw attention to children's birthdays or festivals in that month. If it is a child's birthday, children of the class should be asked to wish the child. After every week or fortnight; children can be engaged in summarising the sunny, cloudy or rainy days.

Fig. 7: Chart for Calendar Activity

the day, date and the weather, and thus talk about what they are going to do during the day.

▶ Check personal hygiene of children like their nails and hair. Also, talk about the importance of brushing ones teeth, bathing, hand washing, etc.

▶ Begin the school day with a prayer.

▶ Transition to the next daily or routine activity may be planned with a song or signal.

Free Play in Activity Areas

Free play activities provide ample opportunities to children to make choices, take decisions and also helps in understanding others' rights and perspectives. Free play helps children express their emotions and reveal their feelings. They learn the social skills of sharing, turn-taking and negotiation during free play. Children get a chance to explore different material and discover their properties and then use their knowledge of material to play imaginatively. This activity also helps teachers engage children till all of them arrive at school and also helps in handling multiple age groups. Therefore, the classroom should have well designed learning or activity areas for endorsing play and learn. Care should be taken to design areas such that they are visible from every part of the room. This will enable teachers to see all the children and ensure that they are safe. In case there is less space in the classroom, activity areas can be created rotation-wise, so that children get exposure to all kinds of areas. Keep different materials in each activity or interest area. The following points must be kept in mind for free play:

- Facilitate children to choose the area they wish to go to.
- Move around all the areas, interact with children and observe children at play.
- Get children to wash and clean their hands after play.
- Get children to talk or exhibit their play items, if any.
- Transition to the next activity may be planned with a song or signal well in advance.

Following are the suggestive material for children related to each activity or interest area:

- Book Area: A variety of age appropriate children's magazines, information books, picture books, storybooks, large books, local folk tales, thematic books, comics, slates, chalks, etc.

- Doll's Area or Dramatic Play Area: Various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons, etc.), pretend food (vegetables or fruits made of clay), dress-up clothes (scarf, cap, stole, jacket, small sari, long pieces of cloth, etc.), combs, mirrors, walking sticks, old spectacles, non-functional telephones or cameras, a briefcase and a lunch box, etc.

- Discovery Area: Materials like magnifying glasses, shells, plants, seeds, magnets, iron objects, weighing scales, weights, measuring tapes or any other locally available material.

- Block Building Area: Variety of blocks of different colours, shapes and sizes such as hollow blocks, interlocking blocks, foam blocks, wooden blocks, etc.

- Manipulative Area: Manipulative materials such as puzzles, matching cards, lacing cards, seeds, seriated shapes, inset boards, shells, material for sorting, strings and beads, small toys such as cars, trucks, animals, toy figures, take apart toys, number rods, abacus, and other objects from the environment such as leaves, stones, pebbles, twigs, flowers, etc.

- Art Area: Different types of papers (lined, unlined), crayons, pencils, washable markers, slates, coloured chalks, pieces of fabric, paints, brushes, tape, play dough or clay, rolling pins, boards, stencils, old newspapers, magazines, ice-cream sticks, and other locally available material.

- Music and Movement Area: Dhapali, bells, bowls, flutes, tambourines, string instruments, rattles, utensils of different types or metals, local musical instruments, music system and a variety of DVDs of songs, poems and rhymes. There can be related material such as ribbons or scarves for the children to use as props to promote creative movement.

Source: Guidelines for Preschool Education (NCERT, 2019c)

Art and Craft Activities for Creative and Aesthetic Development

Development of creative and aesthetic sense through role play, music, dance, art and craft helps fostering creativity in children. These activities provide them opportunities to express their feelings and develop communication skills. It also helps developing, practicing and improving coordination

and motor skills and finds new ways of looking at things. This further builds children's confidence and provides a chance to practise decision-making, problem-solving and critical thinking abilities. Creative and aesthetic activities foster imagination that is an important pre-writing skill. It is important to provide opportunities for sand play, water play, clay moulding, opportunities for drawing, painting, collage making, tearing, cutting, pasting, etc., to the children. This would help them understand that real life objects and events may be represented in different ways. Children's art and craft work should be displayed on the walls at their eye level or on a table. This helps them remember that activity and encourages them and motivates them for greater participation. It fosters self-esteem and self-confidence as they feel their work is valued.

Outdoor Play

Children should be given an opportunity to engage in daily outdoor play for at least 30 minutes. This helps them explore the environment, play in groups, interact with each other and develop large muscles coordination. There should be adequate space available for outdoor play and activities. The outdoor play activities may include 'free choice of play' like climbing or playing with playground equipment, 'structured activities' like physical movement and balance, and 'practical activities' like gardening, digging and planting. Following points should be kept in mind for outdoor play:

- Ensure that sand and water play area is clean and safe.
- Ensure that outdoor play materials or equipments are adequate or enough for all children.
- Plan opportunities for group interactions during the outdoor play.
- Involve and play with children.
- Ensure active participation of all children.
- Clean up and plan the transition activities with a song or cue to the next activity.

Meal Time

An important component of the daily or routine activities is the 'Meal Time'. This gives children time to have their meal, relax, play and socialise. At least 30 minutes should be allocated for this. A lot of activities can be done during this time, like:

- Washing hands before and after a meal, particularly for the prevention of Covid-19 should be reinforced by the teachers.
- Having a meal together with classmates.
- Having one's meal independently without spilling.
- Talking about healthy food, variety in food, and healthy eating habits.

Goodbye Circle Time

'Goodbye Circle Time' gives children an opportunity to recapitulate the activities conducted during the day. It should be organised for 30 minutes. While doing so, children get the opportunity to share their learning, talk about their favourite activities and ask for clarification related to any of the concepts and learning, if not properly understood. 'Goodbye Circle Time' ensures a happy departure from the day's activities and preparing children for the next day's activities. The following points need to be taken care of while conducting Goodbye Circle Time activities:

- Sit at the same level or on mat with children to facilitate the activity.
- Give each child an opportunity to ask questions and share her/his own day's experience.
- Maintain a diary for each child to share the diary notes with their parents.
- Sing a goodbye song.

Remember!

Foundational Literacy and Numeracy are a matter of concern in NEP 2020. Care must be taken to carefully understand related key competencies and the process of implementation of early literacy and numeracy activities. Given below are the details of each of them.

Language and Literacy Skills

Literacy is more than just the ability to read and write. It involves the skills and abilities needed to make meaning of what is being read or spoken, think critically and express oneself effectively. Literacy is how we engage with the world around us, and make sense of it. It is a common myth that children have no language skills before they come to school. Children come to school with diverse exposure to language and possess varied abilities to communicate using gestures, words and some sentences. Knowing the use of language

around them helps them to make sense of the world and lead to early language development. It is the role of a teacher to create the classroom environment in such a way that provides children further exposure to different key competencies related to the language learning and support their development in a structured and planned manner (refer annexure III for terminologies used for language and literacy skills).

(a) Oral Language Development

Children learn language by listening and speaking before they learn to read and write. Even before they enter school, they acquire vocabulary from their immediate environment. In the classroom, it is important to expose children to the language through listening and speaking. Some ways to focus on the oral language development of children in early years are:

- Provide opportunities for children to talk in the classroom.
- Children think in their home language or mother tongue, and sometimes use words from their language while thinking and expressing. It is important to use the child's home language or mother tongue as a bridge to teach the language of instruction.
- Use activities like conversations, discussions, sharing of experiences, feelings and ideas, asking and answering questions, using simple instructions, etc.
- Sing rhymes and songs, read aloud to the children, play games, engage children in drama or role play and dialogue.
- Enhance children's vocabulary by teaching them newer words and ways of expression.

(b) Emergent Reading Development

As children become ready to read, they must be familiarised with what print looks like, how print is connected to sounds, and how print has meaning.

Print Awareness and Bonding with Books: As children get ready for formal instruction in literacy, they need to develop basic understanding of the concepts associated with print to help them to start reading eventually. It is important to make sturdy, easy-to-handle books available to children. Some of the related concepts are as follows:

- Conventions of print is developed when children are given opportunities to flip pages of a book from front-

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Resources Needed to Develop Language Skills

➢ Children's literature
➢ Language areas in the classroom
➢ Worksheets
➢ Games and activities
➢ Stories, rhymes, poems, songs
➢ Print-rich environment
➢ Drama and role play

to-back, holding a book the correct way and pretending to read. This way children develop an understanding that print and pictures carry meaning and books are for reading, and understanding that oral language can be written and then read.

- Concepts of books and print is developed when children are made aware that there are spaces between words and sentences, punctuation marks, logos and labels on everyday objects, identifying concepts like the book's title, author, illustrator, front page, back page, etc. These concepts can be reinforced by asking questions about books, such as: 'Where is the cover of this book?'; 'From where should I start reading this page?'; 'Where does this sentence start and finish?'.

Print awareness can only take place when the child's environment is print rich, i.e., the child can see print around easily. This can be done by:

- Labeling on various objects in the room such as 'door', 'window' and 'almirah'. Keep letter magnets, foam letters and letter blocks available in the language area.
- Using big books (storybooks with repeated phrases and big print).
- Word wall with new words added regularly.
- Displaying theme related labeled charts and posters at children's eye level.
- Asking children to engage with functional print like attendance charts, calendars, etc., and changing the displays often.

Phonological Awareness: Phonological awareness is the recognition that language is made up of words, syllables, rhymes and sounds (phonemes). Phonemic awareness refers to a child's ability to manipulate, classify and listen to each speech sound or phoneme. This knowledge occurs initially in oral language; children need not know how to name letters or their corresponding sounds in order to demonstrate phonological awareness. (refer to the box for the classroom activities on phonemic and phonological awareness).

> *Awareness of words and syllables: Counting or separating words or syllables*

> *Children can tell which word is longer: Elephant or Cat?*

> *Rhyming: Being able to rhyme monosyllabic words, e.g., cat-bat-rat; makdi-kakdi-lakdi (listening to the words that rhyme the same and create new words)*

> *Blending and Segmenting: The child can put together sounds to make a word, e.g., 'खा' + 'ना' is 'खाना', or break a word into its different sounds, e.g., 'खाना' is broken into 'खा' and 'ना'*

> *Identifying beginning, middle and end sounds: Identifying words that begin with the same sound. Which of the following begins like the initial sound of Balloon? — Rain, Sun, Bat/ पानी, बंदर, जहाज़*

> *Manipulating sounds and syllables: Making new words by removing or replacing sounds in a word, e.g., 'मकान' without 'म' becomes 'कान', by replacing the first letter we can make words like 'जल'-'फल'-'कल', etc.*

Sound-Symbol Association and Word Recognition: The sound-symbol association helps children in decoding explicitly and supports the process of deciphering print. Children also learn to visually identify frequently used words without decoding them. This kind of reading is known as logographic reading where they learn to read words called 'sight words'. Sight words are used in common speech and the child has exposure to them even before learning to decode, e.g., the children will learn to decode a word like क-म-ल, but will be able to identify words like तीन, पाँच, मम्मी, बिस्कुट, simply by looking at them as they are present in children's immediate environment.

Literary Awareness: It is important to expose children to good literature from an early age. Through books, stories and rhymes, children get glimpses of the world around them. Even the simplest picture book helps children to learn to comprehend in a variety of ways. Comprehension is the ability to understand and make meaning from the spoken and written language. The meaning of a text does not lie only in its words, but also in the process of meaning-making.

(c) Emergent Writing

Writing begins when children scribble, draw and invent spellings to represent the physical and social world around them. This developmental aspect of children learning to write is emergent writing. Expressing oneself in written forms is an important milestone for children to become effective communicators. It is a common misconception that children begin to write only when they have learnt to write and spell accurately. An emergent writer talks about their writing by making connections and communicating their experiences with others. Teacher can support children's emergent writing attempts in the following ways

- Ask children about what they have scribbled, drawn or written.
- Model the process of writing for children by showing them what the teacher thinks.
- Encourage children to use appropriate tools such as crayons, chalks, pencils, thick markers, etc.
- Allow children to mix drawing with scribbling and talking.
- Suggest topics of their interest to write about.
- Over time, scribbles may resemble letter-like forms, and even have some 'invented' spellings, e.g., they may write 'KT' to represent the word 'cat', or 'BK'

for 'book', or 'मेला' for 'मेरा'. Encourage their writing attempts in all forms.

- It is important for teachers to understand that it might take years before children begin to write 'conventionally'.

Strategies to Support Development of Foundational Language and Literacy Skills

Language and literacy skills can be supported and developed in children using variety of teaching-learning strategies in the classroom. Each strategy requires a different level of involvement from the teacher and children. These can be divided into:

- Teacher-led: The teacher conducts these activities, either with the whole class or when providing individual support to children. Activities are used to demonstrate various skills for children to observe, participate in and learn from.
- Shared-learning: The teacher and children perform these activities together. The teacher actively supports children's attempts in speaking, reading or writing during such shared activities.
- Child-led: These activities can be performed independently, with a peer or in small groups. The teacher can observe children from a distance and provide support only if necessary.

Story Telling

Children love listening to their favourite stories repeatedly. So, some stories can be told again and again for repeated exposure. There are various ways to tell a story and a few considerations to keep in mind during story telling:

- Keep the stories brief and language simple.
- The incidents narrated in the story should be taken from children's immediate surroundings, something that they relate to.
- If the story is being narrated using a picture or props such as puppets, then sit on a slightly elevated seat and hold the picture or prop so that all children can see.
- After telling a story to the class, leave a copy of the book in the 'Book Area', so that children get an opportunity to revisit the book and the story.
- Encourage children to retell the story in their own words, or to draw the story or 'write' something about it.

- Encourage children to create the story themselves, or guess the next events as the teacher continues giving clues to keep the interest of children alive.
- Let children enact the story by playing different characters from the story and use real or pretend objects to role play or dramatise.

Role Play or Dramatise the Story:

Role play or dramatisation is a good way for children to demonstrate different things they do and know. Such activity can be fostered through dramatic play area in the classroom. Let children enact, use words and gestures, and show the role they are playing in the role play or drama.

Remember!

Storytelling and role play or dramatisation are the activities which support learning of different competencies. However, both are specifically given under this section to promote and support language and literacy.

Modelled Reading

Teachers use 'modelling' to demonstrate the strategies used by the skilled language learners for children to observe and learn. Teachers think aloud while using different reading or writing strategies, like:

- When reading aloud, the teacher 'model's reading by moving her/his finger just under the words, moving from left to right and pausing at a comma, full stop, etc. and drawing children's attention to question mark, etc.
- The teacher can model how to use a book, how to read a sentence, how to write using different writing tools, etc.

Read Aloud

'Read aloud' is a teaching strategy where teachers, parents or caregivers read books aloud to the children. This allows children to understand how the language sounds when it is read, along with voice modulation and expression. Reading aloud exposes children to quality literature, new ideas, vocabulary, language use and meaning making. When we read aloud to children, we also pause to show them how we think as we read. When reading aloud, keep in mind the following points:

- Use age-appropriate big books that are engaging in terms of characters, events and language, and has vivid illustrations (Do not use textbooks).
- Plan read aloud ahead and decide where to pause for emphasis, where to ask questions and elicit children's responses.
- Conduct the read aloud in an open, quiet space and ensure that children can see the book and the teacher.
- Allow time for children to observe the illustrations, ask questions and make comments to think about what is happening or what might come next followed by the discussion about the story.

Shared Reading

In 'shared reading', both the teacher and the children read the text together. A big book is generally used for shared reading. The teacher reads the text while children join when they recognise a word from the illustrations, sight words or from memory. Children start developing the concept of print through this activity. The following points needs to be considered during shared reading:

- The chosen text must have a large-sized print, readable even from a distance.
- Big books, poems, short stories or children generated writing can be read during shared reading.
- While reading, point to each word of the text using finger.
- Read each text aloud multiple times so that children are able to participate.

Shared Writing

Children gain knowledge of and interest in writing as they are continually exposed to print in their environment, and activities related to writing such as making lists, marking attendance, etc. In 'shared writing', the teacher and children together create a written text by following the processes given:

- Children can decide what they would like to write and the teacher can write it on the board or on a big poster. The shared writing activity can be used to write a story, make a list, describe an event or a festival, etc.
- The teacher can act as a scribe, prompting, questioning and drawing from children's inputs to create a meaningful text.

- The teacher can also draw children's attention to the punctuation marks like full stop, comma, question mark, etc., as she/he writes.
- The purpose of such writing is to get children engage with the written word and to support them with writing beyond their current level.

Guided Reading

In guided reading, the children read while the teacher supports. Guided reading allows for reinforcement and practice of the strategies and techniques that the teacher may have modelled during read aloud or shared reading. To successfully guide the children in their reading journey, the teacher should to the following:

> **Picture Reading**
>
> Children can be encouraged to read pictures or illustrations from the story books. Providing children with picture books that show a sequence of actions or events will be useful. Single pictures with lots of interesting action in them can also help children generate stories.

- Make small groups of children who are at the same reading levels, e.g., children who can do only 'picture reading' may be grouped together, and the children who can 'identify some common words' may be grouped together, etc.
- Select a text that the children are already familiar with and which is at their reading level, i.e., text which children can read with little support.
- Encourage all the children in the same group read the same text at the same time.

Independent Reading

Opportunities to read independently, helps children develop the habit of silent reading and for themselves. Children start reading for pleasure and start reflecting and experiencing the text.

Modelled Writing

Modelled writing is the process of writing for children. The teacher asks the children what they have scribbled or drawn, and then write it below or beside their writing. This helps in showcasing how one writes using different print conventions such as writing from left to right or using a full stop at the end of the sentence. By doing this, the teacher is modelling how to compose and write text describing the child's experience and thoughts. The following steps should be followed for modelled writing:

- The teacher and children can have a conversation around the child's topics of interest.

- The teacher can ask children questions related to their writing.
- Give time and space to the children to observe how the teacher writes and how their writing can look in the conventional sense.

Independent Writing

Children create their own texts from beginning to end, drawing upon skills and knowledge gained in other emergent literacy experiences. The teachers provide space, materials and writing inspiration or stimulus. The teacher can ask children about their drawings or writings, and add annotations if required. In these experiences, teachers can model and support children at different levels according to the needs of each child.

Numeracy Development, Environmental Awareness and Scientific Thinking

(a) Activities for Numeracy Development

Numeracy encompasses the ability to use mathematical understanding and skills to solve problems and meet the demands of day-to-day living in complex social settings. To have this ability, a young child needs to be able to think and communicate quantitatively, to make sense of data, to have spatial awareness, to understand patterns and sequences, and to recognise situations where mathematical reasoning can be applied to solve problems. Children must also develop a set of important thinking and reasoning skills. These skills include problem solving, reasoning, communication, connections and representation. Before children start counting objects or develop an understanding of numbers, they need to be able to classify, order, set up one-to-one correspondence and know the number names. It is therefore essential, that children participate in the activities involving matching, sorting, classifying, ordering, arranging, pattern making with concrete materials, play cards, etc. Counting should be introduced by involving children in meaningful counting like counting the leftover name tags, counting how many children are present, counting through rhymes and stories, etc. (refer annexure III for numeracy skills).

How to Create a Numeracy Rich Environment?

It is important to plan the daily routine and transaction plan for an early numeracy programme to make it vibrant, engaging and full of play and activities. An appropriately designed classroom arrangement will be essential for this, which should have:

➢ A well resourced mathematics and numeracy area having stackable equipment; variety of items for children to sort and match; objects of different shapes, sizes, colours, measuring tapes; pens; paper; rulers; calculators and magnetic numbers, etc.

➢ An interactive numeracy display relating to the current 'experience and outcome' in the classroom.

(b) Activities for the Development of Environmental Awareness and Scientific Thinking

Children are born with natural curiosity and the innate potential to interpret and respond to the world. This gets strengthened through direct experience and interactions with the physical, social and natural environment. Early learning gets strengthened when they communicate with adults and interact with the immediate environment. Language also plays a very important role in helping children form concepts. Cognitive skills like matching, seriation or classification based on comparisons, help to refine the concepts and help children to form a sound foundation for higher order cognitive skills. This promotes critical thinking, logical reasoning, memory and problem-solving which are the basis of developing scientific temper and this later helps in learning Environmental Studies (EVS) as a subject. In Grade-I and II, environmental concepts are integrated with the language and mathematics.

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Appendices

Developmental Goal-wise Key Competencies and Learning Outcomes
(Preschool 3- *Balvatika*)

DEVELOPMENTAL GOAL 1 Children maintain Good Health and Well-being (HW)	
Key Competencies	**Learning Outcomes**
♦ Awareness of self ♦ Development of positive self-concept ♦ Self-regulation ♦ Decision-making and problem solving ♦ Development of pro-social behaviour ♦ Development of healthy habits, hygiene, sanitation and awareness for self-protection ♦ Development of gross motor skills ♦ Development of fine motor skills and eye-hand coordination ♦ Participation in individual and team games and sports	**HW3.1:** Describes self and others in terms of physical characteristics, gender, interests, likes and dislikes. **HW3.2:** Exhibits the understanding of relationship with extended family members.
	HW3.3: Demonstrates independence in activities.
	HW3.4: Follows instructions and simple rules at the same time.
	HW3.5: Shows adaptability to any changes in routine/daily schedule.
	HW3.6: Focuses attention to complete tasks/topics assigned by others.
	HW3.7: Expresses emotions through verbal and non-verbal modes (gestures, drawings).
	HW3.8: Takes responsibility and makes choices based on one's own preferences and interests.
	HW3.9: Suggests solutions to conflicts and makes age appropriate adjustments.
	HW3.10: Demonstrates willingness to include other's ideas during interaction and play.
	HW3.11: Helps peers who are in need during large and small group activities.
	HW3.12: Demonstrates sensitivity and acceptability towards children from diverse backgrounds including children with special needs.
	HW3.13: Maintains and displays basic health, hygiene, sanitation practices, and healthy eating practices with increased independence.
	HW3.14: Demonstrates awareness about good touch and bad touch and maintains distance from strangers.
	HW3.15: Follows basic rules of safety at home, preschool and playground.
	HW3.16: Demonstrates gross motor skills with greater coordination, control and strength; e.g., running, jumping, throwing, kicking and catching, etc.

Source: NIPUN BHARAT— Guidelines for Implementation, Ministry of Education, Government of India (MoE, 2021a) *https://www.education.gov.in/sites/upload_files/mhrd/files/NIPUN_BHARAT_ GUIDELINES_EN.pdf*

	HW3.17: Explores space and participates actively and creatively in music and movement activities.
	HW3.18 a: Exhibits fine motor skills with precision and control. **HW3.18 b:** Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning, etc. **HW3.18 c:** Uses the pincer grip (coordination of the index finger and thumb to hold an item) to hold and manipulate tools for drawing, painting, and writing.

DEVELOPMENTAL GOAL II Children become Effective Communicators (EC)	
Key Competencies	**Learning Outcomes**
	First Language
Talking and Listening ♦ Listening with comprehension ♦ Creative self expression and conversation ♦ Language and creative thinking ♦ Vocabulary development ♦ Conversation and talking skills ♦ Meaningful use of language **Reading with Comprehension** ♦ Bonding with books ♦ Print awareness and meaning making ♦ Pretend reading ♦ Phonological awareness ♦ Sound symbol association ♦ Prediction and use of previous experiences and knowledge ♦ Independent reading for pleasure and various purposes	**ECL1 3.1:** Engages in conversation in school and home with unfamiliar teachers, new friends, school staff, other adults, etc., in their own language.
	ECL1 3.2: Selects book from reading corners/reading area and attempts to understand the story with the help of pictures and can predict the written text.
	ECL1 3.3: Expresses their experiences of reading poems/stories in their own language and talks about it and shares it with friends.
	ECL1 3.4: (a) Uses appropriate intonation and modulation of voice while reciting interesting poems/songs in their own language. **ECL1 3.4: (b)** Recites with fluency with appropriate intonation parts of familiar poems in their own language.
	ECL1 3.5: (a) Gives their favourite storybooks to the teacher to narrate the story. **ECL1 3.5: (b)** Observes attentively the objects in the pictures and talks about them and write their name by using invented spellings.
	ECL1 3.6: (a) Reads with the understanding of print awareness. **ECL1 3.6: (b)** Reads the story by understanding and arranging the pictures in the sequence of events.
	ECL1 3.7: Identifies repeated sounds in words occurring in familiar stories and poems.

Writing with Purpose	**ECL1 3.8: (a)** Identifies repeated sounds, words, etc., in stories, poems and songs.
♦ Early literacy skills ♦ Writing for self expression ♦ Make use of their knowledge of letter and sounds, invent spellings to write ♦ Make efforts to write in conventional ways ♦ Response to reading with drawings, words and meaningful sentences ♦ Writing of rhyming words ♦ Write meaningful sentences using naming words and action words ♦ Write messages to express themselves ♦ Using mixed language codes ♦ Write for different purposes in the classroom's activities and at home, such as making lists, writing greeting to grandparents, messages and invitation to friends, etc.	**ECL1 3.8: (b)** Predicts about the written text with the help of pictures and print, previous experiences and information, letter-sound association, etc.
	ECL1 3.9: Takes interest in writing (invented spellings) one's own name, names of their friends and objects around them.
	Second Language
	ECL2-3.1: Introduces himself/herself bilingually.
	ECL2-3.2: Sings songs or rhymes with action.
	ECL2-3.3: Flips over the pages of bilingual work in the reading area.
	ECL2-3.4: Attempts to respond using familiar words and expression.
	ECL2-3.5: Recognises letters and corresponding sounds.
	ECL2-3.6: Attempts to read familiar signs.
	ECL2-3.7: Predicts story with the help of the pictures.
	ECL2-3.8: Participates in shared reading of the story.
	ECL2-3.9: Talks about his/her favourite toy.
	ECL2-3.10: Enjoys and creates nonsensical rhyming words.
	ECL2-3.11: Attempts to scribble/write a few familiar words.
	ECL2-3.12: Identifies objects in their immediate environment.
	ECL2-3.13: Enjoys watching age appropriate cartoon and films.
	ECL2-3.14: Shares feelings for birds, animals and trees.
	ECL2-3.15: Draws pictures to communicate messages.

Note :

*ECL1 –First language- It may be noted that the goals suggested for first language, can be implemented for the mother tongue/first language/regional language of the child. For instance, Tamil, Telugu, Khasi, Gondi languages , etc. could be the first language of the child. The examples are drawn from child's literature and textbooks in Hindi language.

**ECL 2: Exposure to Second Language - Any other Indian language/ English could be the second language of the child, therefore, the goals suggested for the English, may be considered for the second language.

DEVELOPMENTAL GOAL III Children become Involved Learners and Connect with their Immediate Environment (IL)	
Key Competencies	**Learning Outcomes**
Sensory Development ♦ Sight ♦ Sound ♦ Touch ♦ Smell ♦ Taste **Cognitive Skills** ♦ Observation ♦ Identification ♦ Memory ♦ Matching ♦ Classification ♦ Patterns ♦ Sequential thinking ♦ Creative thinking ♦ Critical thinking ♦ Problem solving ♦ Reasoning ♦ Curiosity ♦ Experimentation ♦ Exploration **Concepts related to the environment** ♦ Natural—animals, fruits, vegetables, etc. ♦ Physical—water, air, seasons, sun, moon, day and night ♦ Social—myself, family, transport, festival, community helpers, etc.	**IL3.1:** Uses all the senses to observe and explore the environment. **IL3.2**: Notices and describes finer details of common objects, sounds, people, pictures, animals, birds, in the immediate environment. **IL3.3: (a)** Remembers and recalls 4–5 objects seen at a time. **IL3.3: (b)** Identifies 3–5 missing parts of a picture of familiar object. **IL3.4:** Places 5–6 objects of two groups in one-to-one correspondence. **IL 3.5:** Compares and classifies objects by three factors like shape, colour and size, etc. Correctly uses position words (beside, inside, under) to describe the location of objects. **IL 3.6:** Seriates/arranges 4–5 picture cards/objects in a sequence, e.g., shape, size and occurrence of events. **IL 3.7:** When recited a story, can understand time related events like, What happened first?; Who came at night?; etc. **IL3.8: (a)** Provides solutions to simple problem solving situations with reasons. **IL3.8: (b)** Engages in investigating and manipulating objects in the environment, asks questions, inquires, discovers and constructs one's own ideas and predicts. **IL3.8: (c)** Demonstrates awareness and sensitivity towards environmental concerns, e.g., do not waste water, switching of lights when not in use, etc. **IL3.9:** Counts up to 10 objects. **IL3.10:** Can count forward and backward from a particular number up to 9. **IL3.11:** Identifies numerals with numbers and writes numerals up to 9. **IL3.12:** Demonstrates the awareness that things reduce in number and become nil, (e.g. 3 birds sitting on a branch of tree flew away one by one at the end, no bird is left on the branch). **IL3.13:** Compares two numbers up to 10 and uses vocabulary like more than, less than.

Concept Formation	IL3.14: Combines two groups up to 9 objects and recounts.
♦ Colours ♦ Shapes ♦ Distance ♦ Measurement	IL3.15: Takes out objects from a collection up to 9 objects and recounts.
♦ Size ♦ Length	IL3.20: Identifies Indian currency notes.
♦ Weight ♦ Height	IL3.21: Compares three objects in terms of their length as longest/shortest and tallest/shortest.
♦ Time ♦ Spatial sense	IL 3.22: Compares two objects in terms of their weight as heavier than/lighter than.
♦ One-to-one correspondence	IL3.23: Compares capacities of two vessels like bottles, glasses, bucket, etc.
Number Sense	IL 3.25: Identifies 2-D shapes by tracing the faces of 3-D shapes on a plane surface.
♦ Count and tell how many	IL 3.26: Uses vocabulary like half *roti*/half a glass of water, etc., in daily context.
♦ Numeral recognition ♦ Sense of order (can count ahead of a number up to 10)	IL3.27: Creates new patterns with leaf printing or thumb printing, etc.
	IL3.28: Draws inferences from situations that surround her/him, e.g., I have more red pencils than blue.
Data Handling	IL3.29: Recites the names of the days of the week and months of the year.
Calendar Activity	IL3.30: Describes usage of commonly available technological tools around her/him.

MONTH-WISE ASSESSMENT FRAMEWORK
(TRACKING OF CHILDREN'S PREPAREDNESS FOR SCHOOLS)

FIRST MONTH

OBJECTIVE: To develop interest in the school programme and to help children make adjustments in the school environment and learning.

Height and Weight Measurement

Weight: ....   Height: ....

Personal Cleanliness (Neat or Needs Improvement)

Clothes: ....   Nails: ....   Teeth: ....   Eyes: ....
Ears: ....   Nose: ....   Hair: ....

Adjustment and Following Routine/Rules	Rarely	Sometimes	Always
Comes to school happily	☐	☐	☐
Takes care of own and other's belongings	☐	☐	☐
Relates well to adults, teachers or other children	☐	☐	☐
Shares material with other children	☐	☐	☐
Waits for one's own turn	☐	☐	☐
Participates actively in group activities	☐	☐	☐
Takes initiatives during activities	☐	☐	☐
Follows the rules of the game and routine	☐	☐	☐
Follows simple instructions	☐	☐	☐
Participation in Outdoor Play Activities	**Needs help**	**Can do with difficulty**	**Can do**
Balances body (walks forward and backward on curved or zig-zag line)	☐	☐	☐
Runs slow and fast	☐	☐	☐
Throws and catches the ball with two hands	☐	☐	☐
Participation in Art Activities for Creative; Aesthetic and Fine Motor Development	**Needs help**	**Can do with difficulty**	**Can do**
Strings beads according to the colour and sequence	☐	☐	☐
Does free hand drawing with ease	☐	☐	☐
Does tearing and pasting	☐	☐	☐
Does clay or dough moulding	☐	☐	☐
Demonstration of Numeracy Skills and Environmental Awareness	**Needs help**	**Can do with difficulty**	**Can do**
Shows curiosity and vigor to explore things in the environment	☐	☐	☐
Identifies objects using senses (touch, smell, taste, sight and sound)	☐	☐	☐
Matches objects with one attribute (shape/colour/size)	☐	☐	☐
Finds differences by comparing two pictures	☐	☐	☐

	Rarely	Sometimes	Always
Matches, identifies, names and sorts basic colours	☐	☐	☐
Demonstrates understanding of part and whole relationship	☐	☐	☐
Demonstration of Oral Expression	**Rarely**	**Sometimes**	**Always**
Talks freely with adults and children	☐	☐	☐
Expresses feelings, needs and shows interest (through verbal and non-verbal gestures)	☐	☐	☐
Speaks clearly in complete sentences	☐	☐	☐
Demonstration of Emergent Reading Skills	**Rarely**	**Sometimes**	**Always**
Explores and engages with pictures, books and other print materials	☐	☐	☐
Listens attentively to stories and rhymes	☐	☐	☐
Names objects in the picture	☐	☐	☐
Identifies words in a sentence	☐	☐	☐
Identifies rhyming words	☐	☐	☐
Demonstration of Emergent Writing Skills	**Rarely**	**Sometimes**	**Always**
Holds pencil properly	☐	☐	☐
Does tracing on sand/air, etc.	☐	☐	☐
Scribbles or draws to represent thoughts, situations, events, etc.	☐	☐	☐

Speech Defects (if any) Yes ☐ No ☐

Special Interests and Talents of the Child: ……………………………………….
……………………………………………………………………………………………

Attendance: Regular: Yes/No **Punctual:** Yes/No

General Remarks: ……………………………………………………………………
……………………………………………………………………………………………

Signature of the Teacher with Date

Signature of the Headmaster

Signature of the Parent(s)

SECOND MONTH

OBJECTIVE: To develop basic foundational learning skills

Height and Weight Measurement
Weight: ....   Height: ....

Personal Cleanliness (Neat or Needs Improvement)
Clothes: ....   Nails: ....   Teeth: ....   Eyes: ....
Ears: ....   Nose: ....   Hair: ....

Adjustment and Following Routine/Rules	Rarely	Sometimes	Always
Participates actively in group activities	□	□	□
Takes initiatives during activities	□	□	□
Expresses feelings appropriate to the situation	□	□	□
Identifies other's emotions as well as emotions in stories and pictures	□	□	□
Explores social relationship with others	□	□	□
Follows rules of the game	□	□	□
Follows rules of classroom behaviour and routine	□	□	□
Follows multiple instructions	□	□	□
Demonstrates independence in carrying out classroom responsibilities and activities	□	□	□
Shows increased attention span and persistence to complete the task	□	□	□
Participation in Outdoor Play Activities	**Needs help**	**Can do with difficulty**	**Can do with ease**
Throws a ball in a particular direction	□	□	□
Catches a ball from a short distance	□	□	□
Involves self in sand and water play activities	□	□	□
Kicks a ball towards a target or direction	□	□	□
Shows agility in Yoga stretching exercises and dance	□	□	□
Hops forward and backward	□	□	□
Participation in Art Activities for Creative/Aesthetic and Fine Motor Development	**Needs help**	**Can do with difficulty**	**Can do with ease**
Does simple origami or paper folding	□	□	□
Crumples and pastes	□	□	□
Draws with finer details	□	□	□
Colours within smaller spaces	□	□	□
Paints with thick brushes	□	□	□
Does printing with a variety of objects	□	□	□
Makes basic shapes with clay or dough	□	□	□
Demonstration of Numeracy Skills and Environmental Awareness	**Needs help**	**Can do with difficulty**	**Can do with ease**
Observes/explores simple natural phenomena with guidance	□	□	□

	Rarely	Sometimes	Always
Sorts objects based on more than one attribute (shape/colour/size)	□	□	□
Arranges objects in order (size—length/height)	□	□	□
Identifies and completes the pattern (AA,BB/AB,AB)	□	□	□
Recognises and names shapes (circle, square, triangle, rectangle)	□	□	□
Solves complex mazes with 2 to 4 barriers	□	□	□
Identifies mistakes or missing part if a part is hidden	□	□	□
Arranges objects in order based on size (length and height)	□	□	□
Does simple non-standard measurement activities, independently	□	□	□
Uses vocabulary such as shorter, taller, bigger, smaller, heavier and lighter	□	□	□
Demonstration of Oral Expression	**Rarely**	**Sometimes**	**Always**
Comprehends short texts by listening	□	□	□
Describes and retells any event or visual in short sentences	□	□	□
Identifies, blends and segments syllables	□	□	□
Identifies beginning and end sounds of common words	□	□	□
Expresses/answers creatively	□	□	□
Demonstration of Emergent Reading Skills	**Rarely**	**Sometimes**	**Always**
Recognises sound-symbol association	□	□	□
Attempts to read words	□	□	□
Identifies conventions of print such as left-to-right writing, reading from top-to-bottom	□	□	□
Demonstration of Emergent Writing Skills	**Rarely**	**Sometimes**	**Always**
Holds writing or colouring tools with better grip	□	□	□
Uses writing tool appropriately	□	□	□
Reads one's drawing and explains it using simple words	□	□	□

Speech Defects (if any)   Yes □   No □

Special Interests and Talents of the Child: ……………………………………………
………………………………………………………………………………………………………

Attendance: Regular: Yes/No   **Punctual:**   Yes/No

General Remarks: ……………………………………………………………………………
………………………………………………………………………………………………………

Signature of the Teacher with Date

Signature of the Headmaster

Signature of the Parent(s)

THIRD MONTH

OBJECTIVE: To develop basic foundational learning skills

Height and Weight Measurement
Weight: ....   Height: ....

Personal Cleanliness (Neat or Needs Improvement)
Clothes: ....   Nails: ....   Teeth: ....   Eyes: ....
Ears: ....   Nose: ....   Hair: ....

Adjustment and Following Routine/Rules	Rarely	Sometimes	Always
Demonstrates understanding of good touch/bad touch	□	□	□
Tries to build social relationships with others	□	□	□
Participates in activities	□	□	□
Suggests solutions to problems and makes adjustments	□	□	□
Identifies between right and wrong	□	□	□
Discusses ways to resolve conflicts	□	□	□
Helps adults, teachers or children in the school	□	□	□
Shows sensitivity towards other's feelings and needs especially, children with special needs	□	□	□
Demonstrates fraternity and team spirit by sharing one's own material	□	□	□
Follows multiple instructions	□	□	□
Participation in Outdoor Play Activities	**Needs help**	**Can do with difficulty**	**Can do**
Aims at a target with a ball	□	□	□
Hops on the spot/participates in a hopping race	□	□	□
Climbs stairs and rope confidently	□	□	□
Participates in games, dance and yoga activities	□	□	□
Participation in Art Activities for Creative/Aesthetic and Fine Motor Development	**Needs help**	**Can do with difficulty**	**Can do with ease**
Cuts pictures using scissors and pastes them	□	□	□
Does finger tip printing	□	□	□
Joins dots and colours the picture	□	□	□
Makes a collage	□	□	□
Makes different patterns using strings or laces, etc.	□	□	□
Demonstration of Numeracy Skills and Environmental Awareness	**Needs help**	**Can do with difficulty**	**Can do with ease**
Observes, explores and describes simple natural phenomena	□	□	□
Recites 1 to 10 in a sequence when asked	□	□	□
Demonstrates understanding of increase in numbers from 1 to10	□	□	□
Counts forward from a number (up to 10)	□	□	□

	Rarely	Sometimes	Always
Determines quantity as more or less when grouped	☐	☐	☐
Forms shapes of numerals using material such as buttons, beans, etc.	☐	☐	☐
Writes numerals from 1 to 10	☐	☐	☐
Extends and creates a pattern	☐	☐	☐
Solves complex maze or puzzles	☐	☐	☐
Thinks and arranges objects and events in a sequence and narrates the same	☐	☐	☐
Demonstration of Oral Expression	**Rarely**	**Sometimes**	**Always**
Comprehends and answers after listening	☐	☐	☐
Describes and retells using rich details in complete sentences	☐	☐	☐
Engages in meaningful conversations	☐	☐	☐
Identifies the beginning, middle and end sounds of words	☐	☐	☐
Makes new words by adding or substituting syllables	☐	☐	☐
Expresses answers or asks questions creatively	☐	☐	☐
Demonstration of Emergent Reading Skills	**Rarely**	**Sometimes**	**Always**
Identifies punctuation marks like, full stop and commas in the print	☐	☐	☐
Independently reads simple text in full sentences	☐	☐	☐
Retells a familiar story with the beginning, middle and end events in a sequence	☐	☐	☐
Chooses books from the book or reading area	☐	☐	☐
Comprehends pictures and meaningful words	☐	☐	☐
Demonstration of Emergent Writing Skills	**Rarely**	**Sometimes**	**Always**
Tries to express ideas in words and drawings	☐	☐	☐
Attempts to write alphabets and numbers	☐	☐	☐
Uses tools with ease to convey meaning through drawing	☐	☐	☐

Speech Defects (if any)   Yes ☐   No ☐

Special Interests and Talents of the Child: ....
....

Attendance: Regular: Yes/No   **Punctual:**   Yes/No

General Remarks: ....
....

Signature of the Teacher with Date

Signature of the Headmaster

Signature of the Parent(s)

TERMINOLOGIES USED UNDER DIFFERENT DEVELOPMENTAL GOALS

Terms used in Activities	Details
Blending	Blending is connecting sounds to create words where beginning and end sounds can be put together, e.g., /bl/and /ack/is black.
Comprehension	It is the ability to understand what you are reading.
Conventions of Print	These conventions are related to a generally accepted usage or practice of print like, understanding that printed word has meaning or how a sentence is made up of words and words are made up of letters.
Conventions of Speech	These conventions are related to a generally accepted usage or practice of a particular language such as, making eye contact during a conversation and appropriate use of certain words, etc.
Conventional Writing	Writing directionally (front to back page, top to down, etc.) using letters/*aksharas* to convey meaning. Emergent writers make some attempts to write conventionally.
Creative Self Expression	This is the ability to draw, scribble, or tell about one's own feelings and thoughts to peers and adults around them.
Demonstrate	This is a teaching strategy wherein children are shown how an action is done.
Directionality	Directionality is the understanding that written language moves in a certain direction. For instance in English and Hindi, it moves from left to right and down the page. The directionality in certain languages may be different as in the case of Urdu.
Emergent Literacy	The term Emergent Literacy is used to describe the reading and writing experiences of young children before they learn to read and write conventionally.
Emergent Reading	At Emergent Reading Stage, a child is interested in books but cannot yet read them independently or may be able to read some words but requires continued support to make meaning from print. An emergent reader engages with books and different types of texts by reading pictures or flipping the pages, who later develops more conventional reading skills.
Emergent Writing	At emergent writing stage, a child uses a combination of scribbling, drawing, narrating and writing for a variety of purposes and demonstrates understanding that writing can be used to express one's experiences or ideas.

Factual Details	This is a reading comprehension strategy that supports literary awareness where readers identify important details about the story (such as characters, settings, plot) and answer the questions about them.
Inferencing	This is a reading comprehension strategy that supports literary awareness. This strategy requires readers to evaluate or draw conclusions from information in a text.
Invented Spelling	This is young children's attempts to use letter and word knowledge to invent unconventional spellings of words they encounter, e.g., flors for flowers and prpul for purple, etc.
Sound Symbol Association	The ability to recognise a letter shape and connect it to the sound that the letter makes, e.g., /B/ says /b/.
Making Connections with the Text	Readers make various connections of what they see in a story to their own lives (text to self-connection) and they find similarities of the text in other stories (text-to-text connections) as well as in the world (text to world connection).
Meaning Making	Meaning making is the process of how readers interpret, understand, and make sense of events happening during reading or listening to the stories.
Mixed Language Codes	Children can converse in a mixture of languages as well as switch the use of languages based on the situation, e.g., speaking *Wagdi* at home, but *Marathi* in school. Mixed Language Codes allow children to use multiple languages together, based on their comfort and requirement.
Modelled Writing	In a modelled writing activity, children scribble, draw and narrate their writing. The teacher acts as a 'scribe' and writes down what the child talks about their writing.
Narrating	The ability to orally describe a story or a sequence of events that the child has observed.
One-to-One Correspondence	One-to-one correspondence is to pair each object counted with a number word.
Phonological Awareness	The ability to identify and play with individual sounds in spoken words and the ability to recognise that spoken words are made up of individual sound parts. Phonological awareness develops children's understanding of how letters and groups of letters link to sounds to form letter-sound association and spelling patterns. It includes work with rhymes, words and syllables.
Prediction	This is a reading comprehension strategy that supports literary awareness. During reading, good readers make predictions about what is going to happen next in the story, and they can focus on what clues is the writer giving to find out more about the story.
Print Awareness	Understanding of the relationship between written and spoken language and how print is organised on a page.
Prompts	Teaching-learning materials such as story prompts or picture prompts are designed to help children to apply their knowledge of oral language development to develop their own stories and participate in discussions.

Read Aloud	It is the practice where the teacher orally reads a text to large or small groups, while showing parts of the text and illustrations to the children, whose primary role is to listen and view the illustrations. Reading aloud is much more than simply reading from a book. The teacher must choose the right text, plan where she/he will pause for effect, or for questions, decide which questions to ask to check children's engagement as well as comprehension.
Retelling	This involves the ability of children to listen to a story or a real life event and retell it to peers and adults around them in a sequence and with proper details.
Scribbling	Children make squiggle, dots, straight lines, and wavy lines running from left to right on the page. Their motions change from gross motor (large muscle) to fine motor (small muscle, pincer grasp). Emergent writers also gradually start to scribble to convey a message.
Segmenting	Segmenting is learning to break a word into sounds. Children can break up sentence into words like 'I love my school'; and also identify sounds in a word like, What sound does the word 'home' start with?; What is the last sound in the word 'milk'; and 'What are the three sounds in the word 'bat'?
Sequencing	This is a reading comprehension strategy that supports literary awareness. This involves the ability to identify and retell the events (in a story or real life event) in a proper order for their occurrence.
Shared Reading	Shared reading is an interactive reading experience when children and the teacher share the reading of a book while guided and supported by a teacher. In shared reading, a teacher shows the book to the children and points at the word she/he is reading. The teacher models the skills of reading effectively in shared reading.
Shared Writing	In a shared writing activity, the teacher and the children compose a written text together. Together, they decide a common topic to write on and the teacher asks the children to add their views on the topic, which she writes on the blackboard or on a big chart paper.
Syllable	A unit of speech, either a word or part of a word, containing a vowel/ *svara* or vowel sound, e.g., Kamala has three syllables: ka-ma-la.
Visualisation	This is a reading comprehension strategy that supports literary awareness that involves the ability of readers to make mental images of a text as a way to understand processes or events they listen to during 'Read Alouds'.
Vocabulary	Knowing what words mean and how to say and use them correctly. Vocabulary development is a process by which children learn and use new words meaningfully.
Word Recognition	Word recognition is the act of seeing a word and recognising its pronunciation immediately and without any conscious effort. Emergent readers recognise logos or common words, even if they do not recognise all the letters of the word.