



NIPUN BHARAT



Education Department  
Government of Meghalaya



# Foundational Stage

## KEY COMPETENCIES & LEARNING OUTCOMES



## ACKNOWLEDGEMENT

The highest precedence of the education system is to attain universal foundational literacy and numeracy in primary school by 2025. The rest of the New Education Policy will be pertinent for our students only if this most basic learning requirement (i.e., reading, writing, and arithmetic at the foundational level) is first accomplished. To this culmination, the State is implementing various programmes for attaining universal foundational literacy and numeracy throughout the State and identifying stage-wise targets and goals to be achieved by 2025, and closely tracking and monitoring progress of the same.

The State of Meghalaya has developed the Key Competencies & Learning Outcomes document for teachers and stakeholders to align teaching-learning with the three Development Goals at the foundational stage such as children maintaining good health and well-being, positive self-concept, decision making, problem solving, gross motor skills, fine motor skills, hand-eye coordination, and teamwork.

In this context, I would like to express my heartfelt gratitude to the following people and organizations who have played a significant role in the creation and completion of this book:

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Dr. A.W. Warjri,  
Deputy State Project Director,  
Samagra Shiksha Abhiyan,  
State Education Mission Authority of Meghalaya



## MESSAGE

The Ministry of Education launched the National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat in July 2021. NIPUN was announced as a national mission to enable all children at the end of Grade 3 to attain foundational skills by the year 2026-2027. As a crucial step towards strengthening efforts for Foundational Literacy and Numeracy (FLN), a large-scale Foundational Learning Study (FLS) has been undertaken by National Council of Educational Research and Training (NCERT) in March 2022.

The findings revealed that 60% of students in Garo medium schools did not meet the Global Proficiency levels in foundational literacy skills. Further, 64% students in Khasi medium schools did not meet the Global Proficiency levels in foundational literacy skills and only 50% of students in English medium schools met Global Proficiency literacy skill levels. In the area of foundational numeracy, 48% of learners in Grade three were found to be below the Global Proficiency foundational numeracy levels.

The key competencies of foundational literacy and numeracy have far-reaching significance, enabling individuals to access education, participate in society, think critically, contribute to economic growth, and pursue lifelong learning. For this, the entire school ecosystem will need to ensure the development of all the grade and age-appropriate key competencies and learning outcomes contained in this document so that all children acquire these essential competencies for lifelong success.

These Key Competencies and Learning Outcomes must not only be available in all schools but must be used by all teachers from preschool up to Grade 3 and be at the heart of all teaching-learning activities. All assessments too must now aim at ensuring that these foundational skills and outcomes are achieved by all learners and that none are left behind. Improved foundational skills of children will reduce dropouts and increase the number of students clearing the primary, upper primary and secondary stages.

*Shillong,*  
1 June 2023

A handwritten signature in blue ink, consisting of a stylized 'R' followed by a horizontal line and a vertical stroke.

**Shri. Rakkam A. Sangma,**  
Education Minister,  
Government of Meghalaya



## MESSAGE

The NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy) symbolises a landmark propagation of the National Education Policy 2020, signalling a paradigm shift by sealing the structure of the education system on foundational learning. It emphasises that the policy would become pointless if children do not achieve the foundational skills of literacy and numeracy by Grade 3 in mission mode.

There is an urgent need to empower children to become lifelong learners to lay a strong foundation for a knowledge-based learning society. The foundational years in school are fundamental for providing a stable and trustworthy foundation for learning competencies.

In this occasion and guided by the vision of the Prime Minister Shri Narendra Modi for encouraging active participation of people as the central focus of India's G20 Presidency, Ministry of Education is organizing a series of activities & programs aiming at promoting & endorsing the theme of "Ensuring Foundation Literacy and Numeracy (FLN)" especially in the context of blended learning and pursuant to this objective, the State Education Department in partnership with Districts is organizing Janbhagidari events throughout the State to create awareness & generate a sense of pride among various stakeholders like students, teachers, parents & community as a whole, about G-20, National Education Policy & FLN.

*Shillong,*  
1 June 2023

**Shri. Pravin Bakshi, IAS,**  
Commissioner & Secretary,  
Education Department,  
Government of Meghalaya



## MESSAGE

The Group of Twenty known as G20 is a forum for international economic cooperation, a forum for the Finance Ministers and Central Bank Governors to discuss global economic and financial issues. The Janbhagidari events shall augment the awareness on G20, NEP, FLN in all schools w.e.f.1st to 15th June 2023. The programme includes exhibition to showcase the best practices in the field of school education, higher education and skill education from 17th to 22nd June, 2023 at Pune, Maharashtra.

The vision of the NIPUN Mission is to create an enabling environment to ensure the universal acquisition of foundational literacy and numeracy so that by 2026-27, every child achieves the desired learning competencies in reading, writing, and numeracy at the end of Grade 3.

Foundational numeracy is the ability to reason and to apply simple numerical concepts in daily life problem-solving. The major aspects of foundational numeracy are pre-number concepts, awareness of the numeration system, conventions needed for mastery of mathematical techniques.

The NEP 2020 focuses on the holistic development of the child. There are different domains of development. Hence, three developmental goals have been identified— Children maintain good health and well-being (HW), Children become effective communicators (EC), and Children become involved learners and connect with their immediate environment (IL).

The NIPUN Bharat mission is expected to lay a strong foundation to the Atmanirbhar Bharat, through a learning society, where children are able to realize their full potential as future citizens, leaders, workers, innovators, and entrepreneurs.

Shillong,  
1 June 2023

**Shri. Swapnil Tembe, IAS,**  
Director,  
School Education & Literacy,  
Government of Meghalaya



## MESSAGE

NIPUN Bharat, which stands for National Initiative for Proficiency in Reading with Understanding and Numeracy, is an initiative launched by the Government of India with the goal of improving foundational literacy and numeracy skills among students in the country. The initiative aims to ensure that every child in India acquires basic reading, writing, and numeracy skills, irrespective of their background or location. It focuses on providing quality education and equal learning opportunities to all students.

The initiative aims to identify learning gaps in foundational literacy and numeracy at an early stage and provide timely remedial support to students who are struggling. It focuses on preventing learning gaps from widening and ensuring that students receive targeted interventions to bridge these gaps.

NIPUN Bharat also aims to enhance the teaching capacity and pedagogical practices of teachers to effectively promote foundational literacy and numeracy skills. It provides professional development opportunities, instructional resources, and support to teachers to improve their instructional methodologies. The initiative focuses on strengthening assessment systems to monitor and evaluate students' progress in foundational literacy and numeracy. It emphasizes the use of formative and summative assessments to track learning outcomes, provide feedback, and inform instructional strategies.

Through the implementation of NIPUN Bharat, we hope to promote collaboration and convergence among various stakeholders, including government bodies, education institutions, teachers, parents, and community organizations. We recognize the need for collective efforts and coordination to achieve the goals of improving foundational learning in the interest of our children.

Shillong,  
1 June 2023

**Smt. Camelia D. Lyngwa, MCS,**  
Director,  
Educational Research & Training,  
Government of Meghalaya

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**Development Goal 1: Children Maintain Good Health and Wellbeing**

**Key Competencies:**

- Awareness of self
- Development of positive self-concept
- Self-regulation
- Decision-making and problem solving
- Development of pro-social behavior
- 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



**Development Goal 1: Learning Outcomes**

Hw1 Preschool 1	Hw2 Preschool 2	Hw3 Preschool 3	Hw4 Class 1 (BALVATIKA)	Hw5 Class 2	Hw6 Class 3
HW1.1 "Begins to state some physical characteristics about self"	HW2.1 "Describes self in terms of physical characteristics"	HW3.1 "Describes self and others in terms of physical characteristics, gender, interests, likes, dislikes"	HW4.1 "Recognises different body parts and uses various body movements"	HW5.1 "Maintains correct posture, uses various body movements to participate in games and sports"	HW6.1 "Participates in games and sports to strengthen and extend gross motor skills"
<b>HW1.2</b> <b>Identifies close family members</b>	HW2.2 Identifies close family members, friends and neighbours	HW3.2 Exhibits understanding of relationship Preschool with extended family members	HW4.2 Demonstrates love and respect for immediate and extended family and neighbours	HW5.2 Demonstrates care and respect for immediate and extended family, friends, neighbours and pets	HW6.2 Demonstrates care and respect for immediate and extended family, friends, neighbours, pets and surroundings
<b>HW1.3</b> <b>Participates in the activities and takes initiative</b>	HW2.3 Expresses own preferences and interests	HW3.3 Demonstrates independence in activities	HW4.3 Takes part in exercise, play and movements for fun and exercise	HW5.3 Follows rules and enjoys movement and rhythm, participates in play activities	HW6.3 Takes initiative, participates in all group and individual games, follows rules and cooperates in team
<b>HW1.4</b> <b>Waits for their turn and follows simple instruction with teachers support</b>	HW2.4 Waits for their turn and follows two-line simple instructions	HW3.4 Follows instructions and simple rules at the same time	HW4.4 Follows three to four instructions/ rules at a given time	HW5.4 Follows complex instructions/rules; Starts creating their own rules	HW6.4 Follows complex instructions/rules; frames their own rules for invented games and activities
<b>HW1.5</b> <b>Seeks adult help in adjusting to new environment</b>	HW2.5 Makes adjustment in the classroom and with other children	HW3.5 Shows adaptability to any changes in routine/daily schedule	HW4.5 Shows adaptability to any changes in routine, makes adjustment	HW5.5 Adjusts to any changes in the routine and asks others to follow the same.	HW6.5 Demonstrates leadership qualities and suggest ideas for changes in daily routine

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Hw1 Preschool 1	Hw2 Preschool 2	Hw3 Preschool 3	Hw4 Class 1 (BALVATIKA)	Hw5 Class 2	Hw6 Class 3
<b>HW1.6</b> Chooses an activity area and gets engaged in the activity	HW2.6 Shows focus on a self-selected activity or task to completion	HW3.6 Focuses attention to complete tasks/topics assigned by others	HW4.6 Shows increased attention span; chooses and completes an activity started	HW5.6 Shows increased attention span and persistence in tasks	HW6.6 Concentrates on more complex projects and completes tasks even with a few interruptions
<b>HW1.7</b> Identifies her/his feelings wants and e.g., "I don't want to colour today". "I want to go out".	HW2.7 Describes her/his feelings and their causes e.g., "I am angry because he broke my block tower"	HW3.7 Expresses emotions through verbal and non-verbal modes (gestures, drawings)	HW4.7 Expresses her/his emotions in socially approved ways e.g., "stops crying and explains why s/he was crying /up Preschool et"	HW5.7 Copes with emotions appropriately in varied situations	HW6.7 Manages emotions appropriately in challenging situations
<b>HW1.8</b> "Makes choices and expresses preferences and expresses preferences Makes choices and expresses preferences Makes choices and expresses preferences"	HW2.8 "Expresses own preferences, interests and makes choices"	HW3.8 "Takes responsibility and makes choices based on own preferences and interests"	HW4.8 "Plays/participates in activities, makes friends according to their own choice, preference and interest"	HW5.8 "Selects games/ play equipment according to their own choice, preference, and interest"	HW6.8 "Chooses and continues playing and practice of games/sports activities of their own choices and interest"
<b>HW1.9</b> Resolves minor conflicts with the help of adults	H W2.9 Suggests solutions to conflicts (with the support of adults)	HW3.9 Suggests solutions to conflicts and makes age-appropriate adjustments.	HW4.9 Deals with minor conflicts that arise during play or activity and suggests solutions	HW5.9 Resolves minor conflicts independently or with the help of teacher or adults	HW6.9 Takes care that conflict does not arise during play or activities, makes rules beforehand, resolves minor conflicts independently or with the help of adults

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Hw1 Preschool 1	Hw2 Preschool 2	Hw3 Preschool 3	Hw4 Class 1 (BALVATIKA)	Hw5 Class 2	Hw6 Class 3
<b>HW1.10</b> Expresses joy while working and playing with other children	HW2.10 Plays cooperatively with other children and makes plan for what and how they will play	HW3.10 Demonstrates willingness to include other's ideas during interaction and play	HW4.10 Plays or works cooperatively and enjoys playing/ working with others, involves all and takes initiative in framing rules for games or play activities	HW5.10 Enjoys playing with other children, follows rules and demonstrates leadership/initiative as and when required	HW6.10 Exhibits pleasure in working, learning and playing together, Observes rules in games (individual and group) and other collective tasks
<b>HW1.11</b> Helps other children, cares, and shares belongings	HW2.11 Shows caring behaviour (hugs, pats) and shares belonging with other children	HW3.11 Helps peers who are in need during large and small group activities	HW4.11 Extends help, cares and shares play and learning material	HW5.11 Shows team spirit, teaches games and sports activities to	HW6.11 Exhibits care, affection for team members,
<b>HW1.12</b> Begins to understand differences among people (based on ethnicity, culture, and abilities and disabilities) and demonstrates sensitivity to diversity	HW2.12 Demonstrates sensitivity and acceptability towards children from diverse backgrounds including children with special needs	HW3.12 Demonstrates sensitivity and acceptability towards children from diverse backgrounds including children with special needs	HW4.12a Shows cooperation in group activities,  HW 4.12b Respects others' rights and culture, diversity, sensitive to special needs	HW5.12 Exhibits acceptance and tolerance towards differences among people and demonstrates sensitivity to diversity	HW6.12 Demonstrates respect for others, their culture, food, festivals, etc., sensitive to others needs, shows tolerance, acceptability, etc.

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Hw1 Preschool 1	Hw2 Preschool 2	Hw3 Preschool 3	Hw4 Class 1 (BALVATIKA)	Hw5 Class 2	Hw6 Class 3
<p><b>HW1.13</b> Communicates immediate needs and follows hygiene and healthy eating practices with adult's guidance</p>	<p>HW2.13 Demonstrates hygiene and sanitation practices and healthy eating practices with adult's guidance</p>	<p>HW3.13 Maintains and displays basic health, hygiene, sanitation practices and healthy eating practices with increased independence</p>	<p>HW4.13a Maintains hygiene and cleanliness and healthy eating practices independently</p> <p>HW4.13b Identifies locally available food items, avoids wastage and understands the importance of food and water as a source of energy for work and play</p>	<p>HW5.13a Demonstrates proper use of toilet, cleanliness after toilet uses and exhibits cleanliness (self and environment), hygiene and healthy eating practices</p> <p>"HW5.13b Identifies the locally available, variety and different tastes different tastes shows awareness about seasonal food items, vegetables, fruits, etc"</p>	<p>HW6.13a Maintains cleanliness of classrooms, playground, toilets and bathrooms, home, room, utensils, and proper management of garbage</p> <p>HW6.13b Shows awareness of constituents of food (energy, body building, protection) items, implications of junk food, frequency of taking food</p> <p>HW6.13c Demonstrates importance of including a variety of food items in diet and frequently eating balanced diet</p>
<p><b>HW1.14</b> Maintains distance from strangers and is aware about good touch and bad touch (guidance from parents and teachers)</p>	<p>HW2.14 Demonstrates awareness about good touch and bad touch (with guidance from parents and teachers)</p>	<p>HW3.14 Demonstrates awareness about good touch and bad touch and maintains distance from strangers</p>	<p>HW4.14 Exhibits awareness about good touch and bad touch and expresses their feelings with trusted adults and maintains distance from strangers</p>	<p>HW5.14 Exhibits awareness and complains about bad touch and maintains distance from the strangers</p>	<p>HW6.14 Demonstrates awareness about personal safety and reports to teacher or others parents and about any bad touch/behavior noticed, maintains distance and tells others to be safe</p>

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Hw1 Preschool 1	Hw2 Preschool 2	Hw3 Preschool 3	Hw4 Class 1 (BALVATIKA)	Hw5 Class 2	Hw6 Class 3
<b>HW1.15</b> Recognises common dangers and hazardous objects and places and keep Preschool distance	HW2.15 Recognises common dangers/ hazards and takes safety precautions	HW3.15 Follows basic rules of safety at home, preschool and playground	HW4.15 Identifies common hindrances to safe play or common mishaps at school, playground, road, and home, takes measures to prevent such accidents	HW5.15 Reports to the teacher in the event of injury and/ or sickness in school (classroom/ playground) reports to the elders in the event of injury and/ or sickness	HW6.15 Reflects and report to the responsible adult; Demonstrates supportive behaviors to soothe peers in case of injury/mishap/ sickness
<b>HW1.16</b> Demonstrates gross motor coordination in play/ routine activities like walking, running, jumping, climbing dancing, etc.	HW2.16 Demonstrates gross motor coordination and control in play activities involving walking, running, , jumping, climbing, etc.	HW3.16 Demonstrates gross motors skills with greater coordination, control and strength for e.g., running, jumping, throwing, kicking, and catching skills, etc.	HW4.16 Displays strength, judgment and decision-making in gross motor skills	HW5.16 Demonstrates eye-hand and neuromuscular coordination and motor fitness and develops strength, judgment and decision-making	HW6.16 Demonstrates neuromuscular coordination, coupling of movements, e.g. Can combine walk and run, sit and stand, run forward and backward running
<b>HW1.17</b> Explores and participates in music, dance, and creative movements	HW2.17 Explores and participates in music, dance, and creative movements	HW3.17 Explores space and participates actively and creatively in music and movement activities	HW 4.17 Participates actively in music, dance and creative movements like role play, dramatization, etc.	HW5.17 Takes initiative in creative activities, dance, music, drama, role play, mimicry, imitation, etc.	HW6.17 Involves/ Participates/takes initiative/shows leadership in music and movement activities, role play, dramatization, simulation, mimicry, etc.

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Hw1 Preschool 1	Hw2 Preschool 2	Hw3 Preschool 3	Hw4 Class 1 (BALVATIKA)	Hw5 Class 2	Hw6 Class 3
<p><b>HW1.18</b> Exhibits fine motor skills and simple eye-hand coordination in various activities like scribbling, printing, threading, colouring, clay moulding, tearing and pasting, etc.</p>	<p>HW2.18 Exhibits fine motor skills and performs tasks that require more complex eye-hand coordination such as cutting out shapes, free hand drawing, colouring, threading beads, stringing, copying, tearing, pasting, lacing, etc., with moderate levels of precision and control.</p>	<p>HW3.18 a Exhibits fine motor skills with precision and control.</p> <p>HW3.18 b Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning</p> <p>HW3.18 c Uses a pincer grip (coordination of the index finger and thumb to hold an item) to hold and manipulate tools for drawing painting and writing</p>	<p>HW4.18 a Displays fine motor skills with accuracy and control, engages in art integrated activities/drawing/ colouring, collage making, etc.</p> <p>HW4.18 b Uses coordinated movements for using scissors, buttoning, shoe lacing, writing,</p> <p>HW4.18 c Grips pencil correctly, uses smooth, controlled finger and hand movements that also require eye-hand coordination (e.g., pours water into a water bottle with a small opening with little spillage, traces shapes)</p>	<p>HW5.18 a Shows precision in fine motor activities, drawing, colouring, writing, etc.</p> <p>HW5.18 b Uses coordinated movements while using writing/ colouring tools.</p> <p>HW5.18 c Demonstrate control and appropriate pressure when using writing and drawing tools</p>	<p>HW6.18 a Demonstrates precision in fine motor activities, drawing, colouring, writing, etc.</p> <p>HWD6.18 b Uses coordinated movements while using writing/ colouring tools</p> <p>HWD6.18 c Manipulates grade-appropriate tools and intricate materials with control and precision (e.g., cut and handle small pieces of paper to make a mosaic, keyboarding skills)</p>

**Development Goal 2: Children Become Effective Communicators**

**KEY COMPETENCIES:**

Talking and Listening	Reading with comprehension	Writing with purpose
<ul style="list-style-type: none"> <li>• Listening with comprehension</li> <li>• Creative Self Expression and Conversation</li> <li>• Language and Creative thinking</li> <li>• Vocabulary Development</li> <li>• Conversation and talking skills</li> <li>• Meaningful uses of language</li> </ul>	<ul style="list-style-type: none"> <li>• Bonding with Books</li> <li>• Print Awareness and Meaning Making</li> <li>• Pretend Reading</li> <li>• Phonological Awareness</li> <li>• Sound Symbol Association</li> <li>• Prediction and use of previous experiences with knowledge.</li> <li>• Independent reading for pleasure and various purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• Early literacy skills</li> <li>• Writing for self-expression</li> <li>• Make use of her/his knowledge of letter and sounds, invents spellings to write.</li> <li>• Make efforts to write in conventional ways</li> <li>• Response to reading with drawings/words and meaningful sentences</li> <li>• Writing of rhyming words</li> <li>• Write meaningful sentences using naming words and action words</li> <li>• Write messages to express themselves</li> <li>• Using mixed language codes</li> <li>• Write for different purposes in the classroom's activities and at home, such as making list, writing greeting to grandparents, messages/ invitation to friends, etc.</li> </ul>

\*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.

**Development Goal 2: Learning Outcomes**

**First Language**

ECL1 Preschool 1	ECL2 Preschool 2	ECL3 Preschool 3 (BALVATIKA)	ECL4 CLASS 1	ECL5 CLASS 2	ECL6 CLASS 3
<p>ECL1 1.1 a Attempts to engage in conversation/ small talk with known/unknown children/adults in their own language/ home language.</p> <p>ECL1 1.1 b Attempts to understand gestures, signs, expression while talking/interaction.</p>	<p>ECL1 2.1 Attempts to engage in conversation in school and home with unfamiliar teachers, new friends, school staff, other adults, etc.</p>	<p>ECL1 3.1 Engages in conversation in school and home with unfamiliar teachers, new friends, school staff, other adults, etc. in their own language.</p>	<p>ECL1 4.1 Uses own language/school language to express their needs and ask questions to gain information.</p>	<p>ECL1 5.1 Uses school language to express opinion, ask, question for different purposes.</p>	<p>ECL1 6.1 Uses school language/own language to express their likes-dislikes, responses to familiar incidents/events/ radio/ TV programs.</p>
<p>ECL1 1.2 Observes with interest illustrated books/posters with big font.</p>	<p>ECL1 2.2 Observes with interest and talks about available children’s literature in class with friends.</p>	<p>ECL1 3.2 Selects book from reading corner/ reading area and attempts to understand the story with the help of pictures and can predict the written text.</p>	<p>ECL1 4.2 Selects book from reading corner/reading area and talks about/narrates, story with the help of the pictures.</p>	<p>ECL1 5.2 Talks about the characters from the familiar story. Draws the picture and write, the name of their favourite character.</p>	<p>ECL1 6.2 Extends the story/ poem while narrating orally.</p>



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ECL1 Preschool 1	ECL2 Preschool 2	ECL3 Preschool 3 (BALVATIKA)	ECL4 CLASS 1	ECL5 CLASS 2	ECL6 CLASS 3
<p>ECL1 1.3a Expresses likes- dislikes with gestures/ body language.</p> <p>ECL1 1.3b Expresses fondness/liking for animals/birds in their surroundings-   plays and talk with them.</p>	<p>ECL1 2.3 Makes various sounds/words for play- for example using pencil as a train/scooter and makes sounds like an engine/horn.</p>	<p>ECL1 3.3 Expresses their experiences of reading poems/ stories in their own language and talks about it and shares it with friends.</p>	<p>ECL1 4.3 a Connects personal experiences with the read/familiar stories in their own language and talks about them.</p> <p>ECL1 4.3 b Makes some rules for their favourite games.</p>	<p>ECL1 5.3 a Narrates stories and recites poems in their own language using their own style/way.</p> <p>ECL1 5.3 b Participates in class/school activities programs , etc.</p> <p>ECL1 5.3 c Narrates story/ recites poem of their own choice.</p>	<p>ECL1 6.3 a Connects familiar material for example poem, story, poster, advertisement in their surrounding with their experiences while conversing.</p> <p>ECL1 6.3 b Converses, asks questions, expresses opinion about characters, theme, pictures of the familiar texts like- story/poem , etc.</p> <p>ECL1 6.3 c Talks about the activity like- morning message, conversation with family members etc. and illustrates, writes a few words about their favourite activity in copy/board/ display board</p>
<p>ECL1 1.4 a Recites repeatedly interesting poem/ songs with actions. Participates in rhythmic activities.</p> <p>ECL1 1.4 b Sings/hums rhyming words/ sentences from familiar poems and stories.</p>	<p>ECL1 2.4 Sings/recites interesting poems with action, participates in rhythmic activity.</p>	<p>ECL1 3.4 a Uses appropriate intonation and modulation of voice while reciting interesting poems/songs in their own language.</p> <p>ECL1 3.4 b Recites with fluency with appropriate intonation parts of familiar poems in their own language.</p>	<p>ECL1 4.4 Identifies rhyming words in familiar poems and songs and creates new rhyming words.</p>	<p>ECL1 5.4 Creates rhyming words and words with similar sounds, orally, in writing from the familiar poems and songs.</p>	<p>ECL1 6.4 a Narrates interesting and humorous story, poem etc. with appropriate modulation of voice, speed, fluency, and style appropriate to the narration.</p> <p>ECL1 6.4 b Solves riddles, takes interest in language games, songs while understanding the rhythm.</p>

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ECL1 Preschool 1	ECL2 Preschool 2	ECL3 Preschool 3 (BALVATIKA)	ECL4 CLASS 1	ECL5 CLASS 2	ECL6 CLASS 3
<p>ECL1 1.5 Picks selected books with curiosity and interest. Flips over pages to make sense of it.</p>	<p>ECL1 2.5 Attempts to understand the flow and directionality of the print during the read aloud sessions.</p>	<p>ECL1 3.5 a Gives their favourite story books to the teacher to narrate the story.</p> <p>ECL1 3.5 b Observes attentively the objects in the pictures, talks about them and write their name by using invented spellings.</p>	<p>ECL1 4.5 Predicts and attempts to make meaning of the text (textbooks and children’s literature) by turning over the pages back and forth.</p>	<p>ECL1 5.5 a Predicts and reads textbooks and children’s literature in familiar context.</p> <p>ECL1 5.5 b Expresses their responses, likes- dislikes, and asks questions.</p> <p>ECL1 5.5 c Attempts to read familiar and unfamiliar text and talks about it. For example- predicts with the help of print and pictures, sound-symbol association, identifying the words with the use of prior knowledge and experiences.</p>	<p>ECL1 6.5 a Relates unfamiliar words from different texts while reading and understanding the story.</p> <p>ECL1 6.5 b Reads and tells the numbers written on the pages of the books. For example – page no. 45,76,21</p> <p>ECL1 6.5 c Reads with understanding different texts (newspaper, children’s magazine, etc.) and writes about them in brief.</p>

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ECL1 Preschool 1	ECL2 Preschool 2	ECL3 Preschool 3 (BALVATIKA)	ECL4 CLASS 1	ECL5 CLASS 2	ECL6 CLASS 3
<p>ECL1 1.6 Exhibits skills of early literary and print awareness in the class/home. For example- recognizing/ reading the rapper of their favourite toffee or biscuit.</p>	<p>ECL1 2.6 a Recognizes, labels , etc. for example- sign/symbol of ambulance.</p> <p>ECL1 2.6 b Identifies own name in writing</p>	<p>ECL1 3.6 a Reads with the understanding of print awareness.</p> <p>ECL1 3.6 b Reads the story by understanding/ arranging the pictures in the sequence of events.</p>	<p>ECL1 4.6 Relates the picture with the text to predict and understand.</p>	<p>ECL1 5.6 Understands events and characters in a picture story/story board (story books) and writes about them. (conventional writing)</p>	<p>ECL1 6.6a Identifies the features of language (naming words, action words, repetition, punctuation marks) in different stories/poems/ texts.</p> <p>ECL1 6.6 b Makes use of naming words, action words, repetition, and punctuation marks while writing.</p> <p>ECL1 6.6 c Reads with appropriate flow, intonation, voice modulation, familiar written texts (Mid-day meal chart, class name, title of favourite book, etc.)</p>
<p>ECL1 1.7 Listens attentively and repeats familiar words and their sounds.</p>	<p>ECL1 2.7 Identifies a particular sound in different words for example- 'n' sound in name, mail, net.</p>	<p>ECL1 3.7 Identifies repeated sounds in words occurring in familiar stories/ poems.</p>	<p>ECL1 4.7 Talks about birds, animals in their surroundings (home, school, neighbourhood) and writes a few words about them by using invented spelling/ conventional writing.</p>	<p>ECL1 5.7 Talks about characters, events based on the stories poems and other texts.</p>	<p>ECL1 6.7 a Participates and converses in the activities like - morning message, and</p> <p>ECL1 6.7 b Illustrates in copy/board/display board (Haripatti) etc. and talks about their favourite activity</p>

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ECL1 Preschool 1	ECL2 Preschool 2	ECL3 Preschool 3 (BALVATIKA)	ECL4 CLASS 1	ECL5 CLASS 2	ECL6 CLASS 3
ECL1 1.8 Identifies the various familiar sounds in the surroundings for example- sound of the falling rain, chirping of the birds etc.	ECL1 2.8 Listens and identifies repeatedly occurring events in familiar stories, poems, etc.	ECL1 3. 8 a Identifies repeated sounds, words etc. in stories, poems, songs.  ECL1 3. 8 b Predicts about the written text with help of pictures and print, previous experiences and information, letter- sound association, etc.	ECL1 4. 8 Shows awareness of figures of letters and sounds while reading story, poems and make use of it while writing.	ECL1 5. 8 Writes making use of appropriate words/sentences (conventional writing) and different forms of expressions.	ECL1 6.8 Writes about familiar texts in different forms of expressions about themes, events, characters, title, etc.
ECL1 1.9 Attempts to write by drawing lines, scribbling.	ECL1 2.9 Expresses by drawing symbolic pictures, paying attention to figures colours, size, etc. and talks about it.	ECL1 3.9 Takes interest in writing (invented spellings) own name, names of their friends and objects around them.	ECL1 4.9 Labels the self-drawn pictures and the pictures made available to them. (invented spellings)	ECL1 5.9 Extends the story in writing using imagination and creativity.	ECL1 6.9 Writes short messages for example- I have lost my blue cycle. Inform me if someone has seen/ found it.

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### Second Language

ECL2 Preschool 1	ECL2 Preschool 2	ECL2 Preschool 3 (BALVATIKA) 5-6 Years	ECL2 CLASS 1	ECL2 CLASS 2	ECL2 CLASS 3
ECL2-1.1 Participates in singing poems, rhymes.	ECL2-2.1 Attends Participates and listens to others during conversation	ECL2-3.1 Introduces himself/ herself bilingually.	ECL2-4.1 a Listens to English words, greetings, polite forms of expression, and respond in English/ home language like 'how are you?', 'I'm fine; thank you, etc.  "ECL2-4.1 b Talks about the available print in the classroom."	ECL2-5.1 a Expresses verbally her or his likes/ dislikes about the characters, storyline, etc., in English or home language.  "ECL2-5.1 b Follows simple instructions such as 'Shut the door', 'Bring me the book' and such others."	ECL2-6.1 a Asks questions about the story and characters in the story, in English/ home language.  "ECL2-6.1 b Develops vocabulary from their classroom and social environment."
ECL2-1.2 Participates in music and movement activities	ECL2-2.2 Sings short poems and rhymes	ECL2-3.2 Sings songs or rhymes with action.	ECL2-4.2 Sings and recites poems rhymes and draws pictures	ECL2-5.2 Sings songs or rhymes with action. forms new rhyming words.	ECL2-6.2 Recites poems individually/ in groups with intonation and fluency.
ECL2-1.3 Enjoys listening to stories bilingually	ECL2-2.3 Listens to the picture stories with bilingual text	ECL2-3.3 Flips over the pages of bilingual work in the reading area	ECL2-4.3 Picks the story book from the reading area and tries to read the pictures.	ECL2-5.3 Predicts the story, talks about the characters bilingually.	ECL2-6.3 Talks about his/her favourite story book/character.
ECL2-1.4 a Spends time in reading area/ play area. ECL2-1.4 b Looks/explore books, posters/ available material	ECL2-2.4 Takes interest in bilingual books and talks about them bilingually	ECL2-3.4 Attempts to respond using familiar words and expressions	ECL2-4.4 Responds orally to questions related to stories/poems bilingually.	ECL2-5.4 Responds to the questions related to stories and poems, in home language or English or sign language, orally and in writing (phrases/ short sentences).	ECL2-6.4 Participates in role play/skit in English/bilingually with appropriate expressions.

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ECL2 Preschool 1	ECL2 Preschool 2	ECL2 Preschool 3 (BALVATIKA) 5-6 Years	ECL2 CLASS 1	ECL2 CLASS 2	ECL2 CLASS 3
ECL2-1.5 Identifies familiar sounds in the environment	ECL2-2.5 Identifies few letters and sounds	ECL2-3.5 Recognises letters and corresponding sounds	ECL2-4.5 Forms letters correctly, uses sound-symbol correspondence to write invented spellings.	ECL2-5.5 Shares orally about events such as festival celebrated in the neighbourhood bilingually.	ECL2-6.5 Writes words/ sentences to express his/her feelings. Draws about the same as well.
ECL2-1.6 Spends time in reading area/ play area.	ECL2-2.6 Recognizes labelled objects, names, etc	ECL2-3.6 Attempts to read familiar signs	ECL2-4.6 Recognises familiar signs, logos and labels in the environment.	ECL2-5.6 Recognises and writes/draws frequently occurring word/ picture in a story being read.	ECL2-6.6 Reads print in the classroom/ school environment: poems, posters, charts, etc.
ECL2-1.7 Expresses liking for a few books.	ECL2-2.7 Pick's picture books, talks about posters.	ECL2-3.7 Predicts story with the help of the pictures	ECL2-4.7 Connects text with illustrations while reading the story.	ECL2-5.7 Tries to decode unfamiliar words while reading.	ECL2-6.7 Reads small texts in English.
ECL2-1.8 Explores the reading area and shows interest in books.	ECL2-2.8 Flips over pages of story books and attempts to read on his/her own	ECL2-3.8 Participates in shared reading of the story	ECL2-4.8 Creates her/his own story by writing a few words mixing codes.	ECL2-5.8 Creates a poster on their self- created story.	ECL2-6.8 Narrates the story with the help of the poster.
ECL2-1.9 Pretend plays with toys.	ECL2-2.9 Shares toys with friends and pretend-plays.	ECL2-3.9 Talks about his/ her favourite toy.	ECL2-4.9 Brings the toy and introduce them in the class.	ECL2-5.9 Draws a poster showing his/her s feelings for the toy.	ECL2-6.9 Writes a message for the toy. For ex- you are my best friend.
ECL2-1.10 Sings/hums words/lines/parts of songs and rhymes, in own language/L2.	ECL2-2.10 Identifies rhyming a few words	ECL2-3.10 Enjoys and creates non sensical rhyming words.	ECL2-4.10 Creates rhyming words based on the available text.	ECL2-5.10 Writes selective rhyming words in pair.	ECL2-6.10 Uses rhyming words for writing short sentences.

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ECL2 Preschool 1	ECL2 Preschool 2	ECL2 Preschool 3 (BALVATIKA) 5-6 Years	ECL2 CLASS 1	ECL2 CLASS 2	ECL2 CLASS 3
ECL2-1.11 Scribbles with crayons.	ECL2-2.11 Draws pictures depicting some event/situation / feelings for friend, parents, sibling, etc.	ECL2-3.11 Attempts to scribble/write a few familiar words.	ECL2-4.11 Writes words beginning with the same letter.	ECL2-5.11 Uses words related to size, shape, colour, weight, texture such as 'big', 'small', 'round', 'pink', 'red', 'heavy', 'light', 'soft' etc.	ECL2-6.11 Writes sentences using the familiar words.
ECL2-1.12 Collects objects from their immediate environment e.g., leaves, twigs, pebbles, feather etc. and talks about them bilingually.	ECL2-2.12 Observes and talks about the posters and other print in the classroom.	ECL2-3.12 Identifies objects in their immediate environment	ECL2-4.12 Labels the objects such as furniture /mat/ blackboard/ reading area, etc.	ECL2-5.12 Read texts other than the textbooks such as children's magazine, etc.	ECL2-6.12 Writes short messages bilingually adding drawing, etc.
ECL2-1.13 Watches cartoon/ films for a short duration	ECL2-2.13 Enjoy watching favourite cartoon/films	ECL2-3.13 Enjoy watching age-appropriate cartoon/films	ECL2-4.13 Shares their likes about the cartoon/film.	ECL2-5.13 Writes small sentences about the cartoon/film. Writes small sentences about self-using full stop.	ECL2-6.13 a Writes small sentences using full stop and question marks.  ECL2-6.13 b Writes briefly about their visit to their hometown /park nearby/ market bilingually.
ECL2-1.14 Participates in singing songs and rhymes	ECL2-2.14 Sings short songs/ rhymes about birds/ trees animals, etc.	ECL2-3.14 Shares feelings for birds/ animals /trees	ECL2-4.14 Describes their thoughts/ feelings for birds/animals/ trees, etc. verbally	ECL2-5.14 Draws or writes a few words or short sentence in response to the environment (birds, plants, garden, etc.) poems and stories.	ECL2-6.14 Works in team for the display of the posters.

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ECL2 Preschool 1	ECL2 Preschool 2	ECL2 Preschool 3 (BALVATIKA) 5-6 Years	ECL2 CLASS 1	ECL2 CLASS 2	ECL2 CLASS 3
ECL2-1.145 Talks about friends, school, etc.	ECL2-2.15 Express their thoughts through drawings	ECL2-3.15 Draws pictures to communicate messages	ECL2-4.15 Makes a card for their friend, sending a short message.	ECL2-5.15 Composes and writes simple, short sentences with space between words to express themselves.	ECL2-6.15 Able to develop useful messages for their school premises (classroom, garden, playground, etc.).



**Development Goal 3: Children become involved learners and connect with their immediate environment.**

**KEY COMPETENCIES:**

<p><b>Sensory Development</b></p> <ul style="list-style-type: none"> <li>• Sight, Sound, Touch, Smell, Taste</li> </ul>	<p><b>Cognitive Skills</b></p> <ul style="list-style-type: none"> <li>• Observation, Identification, Memory, Matching, Classification, Patterns, Sequential Thinking, Creative Thinking, Critical Thinking, Problem Solving, Reasoning, Curiosity, Experimentation, Exploration</li> </ul>	<p><b>Concepts related to environment</b></p> <ul style="list-style-type: none"> <li>• Natural-animals, fruits, vegetables, food</li> <li>• Physical – water, air, season, sun, moon, day and night</li> <li>• Social – myself, family, transport, festival, community helpers, etc.</li> </ul>
<p><b>Concept Formation</b></p> <ul style="list-style-type: none"> <li>• Colours, shapes, distance, measurement, size, length, weight, height, time</li> <li>• Spatial sense</li> <li>• One-to-one correspondence</li> </ul>	<p><b>Number Sense</b></p> <ul style="list-style-type: none"> <li>• Count and tell how many</li> <li>• Numeral recognition</li> <li>• Sense of order (can count ahead of a number up to 10)</li> </ul>	<p><b>Number Operations</b></p> <ul style="list-style-type: none"> <li>• Addition</li> <li>• Subtraction</li> <li>• Multiplication</li> <li>• Division</li> </ul>
<p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• (Length, Mass, Volume, Temperature)</li> </ul>	<p><b>Shapes</b></p> <p>2 D Shapes, 3D shapes, Straight Line, Curved Line, Plain and Curved Surfaces</p>	<ul style="list-style-type: none"> <li>• Data Handling</li> <li>• Pattern</li> <li>• Calendar Activity</li> <li>• Use of Technology</li> </ul>

**Development Goal 3: Learning Outcomes**

PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3 (BALVATIKA)	CLASS 1	CLASS 2	CLASS 3
IL1.1 Uses all senses to observe and explore the environment	IL2.1 Uses five senses to observe and explore the environment	IL3.1 Uses all senses to observe and explore the environment	IL4.1 Notifies and describes finer details of objects such as colours, sounds, their surface, animals, birds in the immediate surroundings	IL5.1 Identifies simple observable features of objects, plants, animals in the immediate surroundings.	IL6.1 Identifies simple observable features of leaves, trunks and bark of plants, animals, and birds in immediate surroundings.
IL1.2 Identifies and names common objects, sounds, people, pictures, animals, birds, events, etc.	IL2.2 Describes common objects, sounds, people, pictures, animals, birds, events, etc.	IL3.2 Notifies and describes finer details of common objects, sounds, people, pictures, animals, birds in the immediate environment.	IL4.2 a Identifies common objects, plants, animals, signs on the boards in the immediate neighbourhood  IL4.2 b Identifies directions with the support of adults and makes sketches of places	IL5.2 a Identifies objects, signs, places, common activities in the immediate neighbourhood  IL5.2 b identifies, directions and locates home, schools in the pictures /sketches	IL6.2 a Identifies objects, signs, places, activities at home/school/ neighbourhood.  IL6.2 b Identifies directions, location of objects/places in simple map (home/classroom/s chool) using signs/symbols verbally
IL 1.3 a Remembers and recalls 2–3 objects seen at a time  IL 1.3 b Identifies the missing part of a familiar picture	IL 2.3a Remembers and recalls 3–4 objects seen at a time  IL 2.3b Identifies 3–5 missing parts of a picture of familiar object	IL 3.3a Remembers and recalls 4–5 objects seen at a time  IL 2.3b Identifies 3–5 missing parts of a picture of familiar object	IL4.3a Remembers and recalls more than 5-6 objects seen at a time  IL4.3b Identifies 4-6 missing parts of a picture of familiar object	IL5.3a Remembers and recalls more objects seen at a time and describes a few in his/her own words  IL 5.3b Compares given objects/pictures and identifies similarities and differences	IL 6.3 a Remembers and recalls more objects seen at different point of times and describes them  IL 6.3b Compares given objects/pictures and describes similarities and differences

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PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3 (BALVATIKA)	CLASS 1	CLASS 2	CLASS 3
IL 1.4 Places 3–4 objects of two groups in one-to-one correspondence	IL 2.4 Places 4–5 objects of two groups in one-to-one correspondence	IL 3.4 Places 5-6 objects of two groups in one-to-one correspondence	LEADS TO DEVELOPMENT OF NUMBER SENSE (Progression will be seen in Number Sense in Mathematics)		
IL 1.5 Compares two objects based on one observable property, for example–length, weight, or size	IL 2.5 Compares and classifies objects by two factors like shape and color, size and shape , etc. Describes objects using size words like (big/small, tall/Short)	IL 3.5 Compares and classifies objects by three factors like shape, color and size , etc. Correctly uses position words (besides, inside, under) to describe objects	IL 4.5 Compares and classifies objects/ pictures based on multiple factors and demonstrates understanding of position	IL 5.5 Compares and classifies objects/ pictures based on multiple factors and describes them using properties	IL 6.5 Compares and classifies objects/ pictures in different categories and describes the properties used for classification
IL1.6 Seriates / arranges 2–3 objects/ picture cards in a sequence for example- shape, size, occurrence of events.	IL 2.6 Seriates / arranges 3–4 objects/ picture cards in a sequence for example- shape, size, occurrence of events	IL 3.6 Seriates/arranges 4–5 picture cards/ objects in a sequence for example- shape, size, occurrence of events	IL 4.6 Seriates/ arranges more than 5 objects based on criteria	IL 5.6 Applies seriation in ordering numbers, measurement, etc.	IL 6.6 Applies seriation in ordering numbers, ascending -descending number, and number patterns
IL 1.7 Enjoys stories based of occurrence of different events	IL 2.7 Narrates random events of his/her daily life in his own words	IL 3.7 When recited a story, can understand time related events what happened first, who came at night, etc.	IL 4.7 Describes his/her daily routine in sequence using words in the morning, afternoon, evening, and night.	IL 5.7 Sequences the events occurring according to their duration in terms of days; for example, does a child remain in school for a longer period than at home.	IL 6.7 Sequences the events occurring according to their duration in terms of days/ months and hours

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PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3 (BALVATIKA)	CLASS 1	CLASS 2	CLASS 3
<p>IL 1.8a Solves simple day-to-day problems by themselves or with adult's support</p> <p>IL 1.8 b Expresses curiosity about the immediate surroundings and asks related questions</p> <p>IL 1.8 c Demonstrates awareness and sensitivity towards environmental concerns (example - watering plants)</p>	<p>IL 2.8 a Provides solutions to simple problems situations</p> <p>IL 2.8 b Expresses curiosity about the immediate surroundings and asks questions (develops related concepts)</p> <p>IL 2.8 c Demonstrates awareness and sensitivity towards environmental concerns (example - watering plants, not plucking flower, or do not hurt animals)</p>	<p>IL 3.8 a Provides solutions to simple problem- solving situations with reasons</p> <p>IL 3.8 b Engages in investigating and manipulating objects in the environment, asks questions, inquires, discovers, and constructs own ideas and predicts</p> <p>IL 3.8 c Demonstrates awareness and sensitivity towards environmental concerns (example - Do not waste water, switching of light when not in use, etc.)</p>	<p>IL 4.8 a Provides solutions to simple problem- solving situations with reasons and solves the problem independently</p> <p>IL 4.8 b Shows curiosity and interest in exploring environment, takes interest in experimentation and exploration, draws inferences and predicts</p> <p>IL 4.8 c Demonstrates awareness and sensitivity towards environmental concerns (example – planting flower plants, watering them regularly, saving water by planting trees, etc.)</p>	<p>IL 5.8 a Demonstrates problem solving skills in day-to-day simple situations</p> <p>IL 5.8 b Shows curiosity and interest in experimentation and exploration and takes initiative in drawing inferences and reasoning</p> <p>IL 5.8 c Demonstrates awareness and sensitivity towards environmental concerns (example - not wasting food, throwing waste in bin, keeping water and food for birds and animals, etc.)</p>	<p>IL 6.8 a Shows problem solving skills in day-to-day situations and in group</p> <p>IL 6.8 b Shows curiosity and interest in experimentation and exploration, explains, and demonstrates scientific thinking</p> <p>IL 6.8 c Demonstrates awareness and sensitivity towards environmental concerns like showing concern towards pollution of water and air, cutting of trees, hurting animals/birds, etc.</p>
<p>IL 1.9 Counts to three objects</p>	<p>IL 2.9 Counts and perceives objects up to five</p>	<p>IL 3.9 Counts to 10 objects</p>	<p>ILM 4.9 Counts objects up to 20, concretely and pictorially</p>	<p>ILM 5.9 Counts objects up to 100 in group of tens.</p>	<p>ILM 6.9 Counts objects to 1000 in group of tens and hundreds.</p>
<p>IL 1.10 Recites poems/ stories based on number names up to 5</p>	<p>IL 2.10 Can count forward and backward from a particular number up to 5</p>	<p>IL 3.10 Can count forward and backward from a particular number up to 9</p>	<p>ILM 4.10 Can count forward and backward from a particular number up to 20</p>	<p>ILM 5.10 Can count forward and backward from a particular number up to 99</p>	<p>ILM 6.10 Can count forward and (backward) from a particular number (up to 999)</p>

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PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3 (BALVATIKA)	CLASS 1	CLASS 2	CLASS 3
L 1.11 Recites poems using numbers of names up to 5 by hand movements showing Like fingers to show numbers	IL 2.11 Identifies numerals with corresponding numbers up to 5	IL 3.11 Identifies numerals with numbers and writes numerals up to 9	ILM 4.11 Identifies numerals with numbers and writes numerals up to 99	ILM 5.11 Reads and writes number names and numerals for numbers up to 999.	ILM 6.11 Reads and writes number names and numerals up to 9999 using place value
	IL 2.12 Develops a sense of presence/ absence of objects (example one sweet was on a plate if eaten nothing is left)	IL 3.12 Demonstrates the awareness that things reduce in number and become nil (example 3 birds sitting on a branch of tree flew away one by one at the end no bird is left on the branch)	ILM 4.12 Develops the concept of zero.	ILM 5.12 Uses zero in place value system	ILM 6.12 Applies properties of zero in addition, subtraction, and multiplication of numbers
IL 1.13 Compares two numbers upto 3 and uses vocabulary like more and less	IL 2.13 Compares two numbers up to 5 and uses vocabulary like more than, less than	IL 3.13 Compares two numbers up to 10 and uses vocabulary like more than, less than	ILM 4.13 Compares two numbers up to 20 and uses vocabulary like bigger than or smaller than	ILM 5.13 Compares and forms the greatest and smallest two- digit numbers (with and without repetition of given digits).	ILM 6.13 Compares and forms the greatest and smallest three -digit numbers (with and without repetition of given digits)
	IL 2.14 Combines two groups up to 5 objects and recounts	IL 3.14 Combines two groups up to 9 objects and recounts	ILM 4.14 Construct's addition facts up to 18 by using concrete objects and applies them in daily life.	ILM 5.14 Develops their own strategies to add two numbers (sum not exceeding 99) and applies them to solve simple daily life problems/ situations.	ILM 6.14 Appreciates the standard algorithm for addition of numbers where sum not exceeding 999 and applies it to solve simple daily life problems/ situations.

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PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3 (BALVATIKA)	CLASS 1	CLASS 2	CLASS 3
Competence of addition of numbers starts developing after the age of 4 years i.e., Preschool 2 stage	IL 2.15 Takes out objects from a collection up to 5 objects and recounts	IL 3.15 Takes out objects from a collection up to 9 objects and recounts	ILM 4.15 Construct's subtraction facts up to 9 by using concrete objects and applies them in daily life.	ILM 5.15 Develops her/his own strategies to subtract two numbers upto 99 and applies them to solve simple daily life problems/ situations.	ILM 6.15 Appreciates the standard algorithm for subtraction of numbers up to 999 and applies it to solve simple daily life problems/ situations.
Competence of subtraction starts developing after the age of 4 years i.e., Preschool 2 stage			ILM 4.16 Develops relationship between addition and subtraction of numbers	ILM 5.16 Appreciates and applies relationship between addition and subtraction of numbers	ILM 6.16 Applies the relationship between addition and subtraction in 3-digit numbers
Competence of relating addition and subtraction starts developing after the age of 6 years i.e., Class 1			ILM 4.17 Develops strategies for repeatedly adding numbers up to 10, sum not exceeding 20	ILM 5.17 Develops the idea of multiplication of numbers and constructs and applies multiplication facts (tables) of 2, 3 and 4 in daily life situations	ILM 6.17 Constructs and applies the multiplication facts (tables) of 5 to 10 in daily life situations
Competence of multiplication starts developing after the age of 6 years i.e., Class 1				ILM 5.18 Develops the idea of division of numbers as equal distribution/ sharing.	ILM 6.18 Explains the meaning of division facts by equal grouping and finds it by repeated subtraction. For example, $12 \div 3$ can be explained as number of groups of 3 to make 12 and finds it as 4 by repeatedly subtracting 3 from 12

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PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3 (BALVATIKA)	CLASS 1	CLASS 2	CLASS 3
Competence of division starts developing after the age of 7 years i.e., Class 2				ILM 5.19 Identifies appropriate operation (addition or subtraction) to solve problems in a familiar situation/context	ILM 6.19 Analyses and applies an appropriate operation (addition and subtraction) to solve problems in a situation/context
IL 1.20 Uses vocabulary related to money using poems and stories	IL 2.20 Identify Indian currency coins	IL 3.20 Identify Indian currency notes	ILM 4.20 Represents an amount up to Rs. 20 using notes/coins	ILM 5.20 Represents an amount up to Rs. 100 using notes and coins	ILM 6.20 Adds and subtracts small amounts (up to Rs. 500) with or without regrouping
IL 1.21 Uses vocabulary to express length through poems riddles, jokes, and stories	IL 2.21 Compares two objects in terms of their lengths as longer than/ shorter than, taller than/ shorter than	IL 3.21 Compares three objects in terms of their lengths as longest/shortest tallest/shortest	ILM 4.21 Estimates and measures short lengths using non uniform units like a finger, hand span, length of a forearm, footsteps, etc.	ILM 5.21 Estimates and measures length/ distances using uniform non- standard units like a rod/ pencil/ thread, etc.	ILM 6.21 Estimates and measures length and distance using standard units like centimeters or meters and identifies relationships
IL 1.22 Uses vocabulary to express weight through poems, and stories	IL 2.22 Uses vocabulary to express weight through poems, riddles, jokes, and stories	IL 3.22 Compares two objects in terms of their weight as heavier than/ lighter than	ILM 4.22 Compares three objects in terms of their weight as heaviest/lightest	ILM 5.22 Compares objects as heavier than/ lighter than using simple balance.	ILM 6.22 Weighs objects in her daily contexts using standard units- grams and kilograms using simple balance
IL 1.23 Uses vocabulary to express capacities through poems and stories	IL 2.23 Uses vocabulary to express capacities through poems riddles, jokes, and stories	IL 3.23 Compares capacities of two capacities of two vessels like bottles, glasses, bucket, etc.	ILM 4.23 Estimates and measures capacities of containers using uniform non- standard units like a cup/ spoon / mug, etc.	ILM 5.23 Compares the capacity of different containers in terms of non-standard units for example cup/ spoon/ bucket, etc.	ILM 6.23 Estimates and measures capacities of containers in terms of liters like a bucket can be filled up by 15 bottles of 1litre.

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PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3 (BALVATIKA)	CLASS 1	CLASS 2	CLASS 3
Competence of measuring temperature starts developing after the age of 6 years i.e., Class 1			ILM 4.24 Appropriately uses vocabulary like hot or cold about objects/ weather, etc.	ILM 5.24 Compares objects as hotter than as / colder than by observable properties like condensation / steaming, etc.	ILM 6.24 Measure's temperature using a thermometer
IL 1.25 Identifies, basic shapes like ball, shoe box, birthday cap, ice-cream cone	IL 2.25 Describes the physical features of various solids/ shapes in her own language. For example- a ball rolls and has no corners, a box slides and has corners, etc.	IL 3.25 Identifies the 2-D shapes by tracing the faces of 3-D shapes on a plane surface	ILM 4.25 Identifies and describes 3D shapes with their observable characteristics. For example- a shoe box is a cube and has 6 faces, 8 corners, a ball is sphere with no corner and no flat surface a cap of a pen is a cylinder with a round surface.	ILM 5.25 Identifies and describes basic 2D shapes such as rectangle, triangle, circle, and other shapes around her/ him. For example, the pages of a book are rectangular and has 4 sides, 4 corners, trace of a bangle has no corner.	ILM 6.25 Draws/ represents straight lines in various orientations (vertical, horizontal, slant) by using a straight edge or by free hand.
Skill of using fractions starts developing after the age of 5 years i.e., Preschool 3 stage		IL 3.26 Uses vocabulary like half roti / half glass of water, etc. in daily context	ILM 4.26 Identifies the relationship between half and whole using paper folding, daily life context like folding of roti/ sandwich, etc. and clothes (bedsheets, handkerchief, etc.).	ILM 5.26 Identifies the relationship between half, quarter and whole using paper folding, daily life context like folding of roti/ sandwich, etc. and clothes (bedsheets, handkerchief, etc).	ILM 6.26 Identifies half, one- fourth, three-fourths of a whole in each picture by paper folding and in a collection of objects.



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PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3 (BALVATIKA)	CLASS 1	CLASS 2	CLASS 3
IL 1.27 Follows/ reproduces a simple pattern like clapping hands, clicking fingers, tapping feet, etc.	IL 2.27 Identifies the unit of repeating a simple pattern and extends the pattern	IL 3.27 Creates new patterns with leaf printing or thumb printing, etc.	ILM 4.27 Observes, extends, and creates patterns of shapes, numbers, and musical/sound patterns. For example, arrangement of shapes/ objects/numbers, etc.: - For example 1, 2, 3, 4, 5, ... 1, 3, 5, ... 2, 4, 6, ... 1, 2, 3, 1, 2, etc.	ILM 5.27 Observes and generalises the patterns in numbers like in multiplication tables, 1- 100 objects in the environment.	ILM 6.27 Observes, extends, and generalizes patterns in numbers up to three digits like patterns of numbers in multiplication tables, number chart up to 1000 or objects in the environment.
IL 1.28 Identifies / counts objects around her/ his own body parts and draw inferences like two hands, 1 nose etc through poems	IL 2.28 Collects objects from her/ his surroundings based on simple instructions for example: bring 2 spoons etc	IL 3.28 Draws inferences from situations that surround him/her for example: I have more red pencils than blue.	ILM 4.28 Collects, records (using pictures/ numerals) and interprets simple information by looking at visuals. (For example, in a picture of a garden the child looks at different flowers and draws inference that flowers of a certain colour are more).	ILM 5.28 Draws inference based on the data collected such as the number of vehicles used in Samir's house is more than that of Angelina's, the price of a commodity is more than any other commodity in a rate chart, etc.	ILM 6.28 Records data using tally marks, represents pictorially, and draws conclusions
IL 1.29 Uses vocabulary in daily life like today, tomorrow and yesterday	IL 2.29 Identifies special days like Saturday, Sunday, holiday, etc. For example: Sunday is a holiday.	IL 3.29 Recites the names of the days of the week and months of the year	ILM 4.29 Identifies the names of the days of the week and months of the year for day/ month	ILM 5.29 Identifies the days of the week and months of the year using a calendar in her daily life events.	ILM 6.29 Identifies a particular date and corresponding day on a calendar

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PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3 (BALVATIKA)	CLASS 1	CLASS 2	CLASS 3
<p>IL 1.30 Explores different technological tools like TV, Remotes, mobile phones, and others available in house</p>	<p>IL 2. 30 Demonstrates awareness about technology like T.V., mobile phones.</p>	<p>IL 3. 30 Describes usage of commonly available technological tools around him/ her.</p>	<p>ILM 4. 30 Uses some of the technological tools available around him/her.</p>	<p>ILM 5. 30 Demonstrates interest/ curiosity in newer technology as per child's context.</p>	<p>ILM 6. 30 Applies the knowledge of various technological tools in daily life.</p>
<p>EVS AS A SEPARATE SUBJECT STARTS IN CLASS THREE.EVS IN INTGRATED IN LANGUAGES AND MATHS IN CLASSES 1 AND 2</p>					<p>EVS 6.1 Identifies simple observable features (e.g., shape, colour, texture, aroma) of leaves, trunk, and bark of plants, animals and birds in immediate surroundings</p> <p>EVS 6.2 Identifies simple features (e.g. movement, at places 45 found/ kept, eating habits, sounds of animals and birds) in the immediate surroundings</p> <p>EVS 6.3 Identify relationships with and among family members.</p> <p>EVS 6.4 Identifies objects, signs (vessels, stoves, transport, means of communication, transport, signboards , etc.), places (types of houses/shelters, bus stand, petrol pump , etc.) activities (works people do, cooking processes, , etc.) at home/school/ neighbour hood</p>

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PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3 (BALVATIKA)	CLASS 1	CLASS 2	CLASS 3
					<p>EVS 6.5 Describes need of food for people of different age groups, animal/ birds, availability of food and water and use of water at home and surroundings</p> <p>EVS 6.6 Describes roles of family members, family influences (traits/features/habits/practices), need for living together, through oral, written or other ways</p> <p>EVS 6.7 Groups objects, birds, animals, features, activities according to differences/ similarities using different senses (e.g., appearance/ place of living/ food/ movement/ likes-dislikes/ any other features) using different senses</p> <p>EVS 6.8 Differentiates between objects and activities of present and (at time of the elders) (e.g., clothes/46 vessels/ games played/ work done by people)</p> <p>EVS 6.9 Identifies directions, location of objects/places in simple maps of</p>

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PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3 (BALVATIKA)	CLASS 1	CLASS 2	CLASS 3
					<p>(home/classroom/school) using signs/symbols verbally</p> <p><b>EVS 6.10</b> Guesses properties, estimates quantities of materials/ activities in daily life and verifies using symbols/ non standard units (hand spans, spoons/mugs, etc.)</p> <p><b>EVS 6.11</b> Records observations, experiences, information on objects/activities/ places visited in different ways and predicts patterns (e.g. shapes of moon, seasons)</p> <p><b>EVS 6.12</b> Creates drawings, designs, motifs, models, top, front, side views of objects, simple maps (of classroom, sections of home/ school, etc.) and slogans, poems, etc.</p> <p><b>EVS 6.13</b> Observes rules in games (local, indoor, outdoor) and other collective tasks</p> <p><b>EVS 6.14</b> Voice's opinion on good/badtouch. stereotypes for tasks/ play/ food in family w.r.t. gender, misuse/wastage of food and water in family or food</p>

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PRESCHOOL 1	PRESCHOOL 2	PRESCHOOL 3 (BALVATIKA)	CLASS 1	CLASS 2	CLASS 3
					<p>EVS 6.15 Shows sensitivity for plants, animals, the elderly, differently abled and diverse<sup>47</sup> family set ups in surroundings. (For the diversity in appearance, abilities, choices - likes/dislikes, and access to basic needs such as food, shelter, etc.)</p>

Brought out by



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**DERT**

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