THE JAMMU & KASHMIR BOARD OF SCHOOL EDUCATION

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CIRCULAR

Sub: Draft- State Curriculum Framework - Foundational Stage for U.T of J&K.

All the teachers in particular and other stakeholders in general are hereby informed that JKBOSE has uploaded the Draft- **State Curriculum Framework - Foundational Stage for U.T of Jammu and Kashmir** on official website for inputs, suggestions in this regard. All concerned can send their valuable suggestions in this regard within three days on e-mail id directoracad@jkbose.co.in.

30/5/2024

Director Academics

No: F (Acad-C)/New/Rts/TB/JKBOSE/24
Dated: 30.05.2024

Copy to:-

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2- Director School Education, Jammu/Kashmir/ Ladakh for information.
3- Joint Secretary, Examination/Secrecy/General/ITSS K.D/J.D for information.
4- Deputy Directors, CDR Wings, J.D/K.D for information.
5- All Chief Education officers of UT of J&K/Ladakh for information.
6- Assistant Directors, CDR Wing K.D for information.
7- All Principals/Heads of Institutions affiliated with JKBOSE for information and necessary action.
8- Academic Officers, CDR Wing J.D/K.D for information.
9- P/S to Comm,/Secretary to Govt. School Education Deptt., J&K/Ladakh for information of the Comm./Secretary. SED. J&K.
10- P/S to Chairman/Secretary for information of the Chairman/Secretary.
11- Notice Board/ Concerned file.

DRAFT OF
STATE CURRICULUM FRAMEWORK
FOR THE FOUNDATIONAL STAGE
FOR
THE UNION TERRITORY OF
JAMMU & KASHMIR

THE J&K BOARD OF SCHOOL EDUCATION

FOREWORD

To put the vision of the National Education Policy 2020 in practice, NCERT, New Delhi released the National Curriculum Framework for the Foundation Stage 2022 in October 2022. The Curriculum Framework enjoined upon the states to adopt/adapt the NCFFS 2022 or develop their own Curriculum Framework in consonance with the principles and guidelines of NEP 2020 and NCFFS 2022. Inputs were sought from stakeholders in Jammu and Kashmir including a team of experts at JKSCERT. The consensus that emerged was clear that NCFFS 2022 was a comprehensive document for implementation of NEP 2020 and dealt in detail with the present educational scenario in the whole country with an eye on the future challenges in the education sector. From the theoretical perspectives on education as well as the acceptance and promotion of rootedness in the Indian tradition to educational planning and inclusivity to integration of technology, NCFFS 2022 provides clear, futuristic and pragmatic guidelines to educators and policy-makers for new-age pedagogical principles and practices integrated with new trends in education, skills and strategies at the foundational stage.

The Union Territory Jammu and Kashmir is culturally and linguistically diverse and rich in local traditions and aspirations. In order to bring out a true picture of the educational scenario, aspirations and required strategies as well as to create a realistic synergy between the local and the national canvas, JKBOSE resolved to adapt NCFFS 2022. The aim is to augment in documented form the educational landscape of J&K as well as the challenges, the potential and the possibilities it presents. Effort has been made in JKSCFFS to bring out the factual details of elementary education, linguistic diversity, and the need to exploit local traditions to bolster teaching-learning at the foundational level. It gives voice to the concerns regarding educational outreach especially in the remote and far-flung areas of the UT.

I am hopeful that JKSCFFS will be a cornerstone in developing curricular strategies and materials in order to boost the educational potential of Jammu and Kashmir as well as being instrumental in the development of our children who are the real treasure and future of the nation.

(Prof. Parikshat Singh Manhas)
Chairman, JKBOSE

ACKNOWLEDGEMENT

JKSCFFS takes off from the National Educational Policy 2020 and National Curriculum Framework for the Foundational Stage 2022 in the basic and structural aspects of curriculum development and implementation. It adds on to NCFFS 2022 in certain aspects like the development of Early Childhood Care and Education in Jammu and Kashmir and delineates the implementation of the three-language formula in the UT as envisaged in NEP 2020. The topography, cultural and linguistic heterogeneity of J&K pose immense challenges in the delivery of education to all the stakeholders. Jammu and Kashmir State Curriculum Framework-Foundational Stage (JKSCF-FS) advocates that these challenges be treated as opportunities and offers pathways into strategies for effective outreach through the conversion of local culture and traditions into pedagogical tools at the foundational stage. It empowers the teachers to use innovative pedagogies relying on the environment which the young learners are groomed in and conversant with, encouraging stress-free and joyful learning rooted in the child's environment and language. I hope that this Curriculum Framework will prove fruitful for all stakeholders.

I am grateful to Prof Parikshat Singh Manhas (Chairperson) and Ms. Manisha Sarin, JKAS (Secretary) for their support and constant encouragement at all stages of developing this Curriculum Framework for the UT of Jammu and Kashmir. I extend thanks to Dr. Yasir Hamid Sirwal, Deputy Director CDR-JD, Dr Arif Jan, Deputy Director, CDR-KD and all other officers and officials of the Academics Division for their efforts in bringing out this document. I also place on record the support of JKSCERT to initiate the deliberations on this document.

JKBOSE acknowledges the contribution made by the following experts on the Development Committee for JKSCF-FS.

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Chapter 1

Introduction

This Chapter sets the basis for the curriculum framework for the Foundational Stage.

It outlines the criticality of Early Childhood Care and Education, it's rootedness in Indian traditions, contemporary research that underlines its importance to life, the centrality of 'play' in these years, and the crucial role played by families, and communities at this time.

This Chapter also lays out the history of ECCE in Jammu & Kashmir, the vision and core principles that guide this curriculum framework.

Section 1.1

Introduction

1.1.1 Early Childhood Care and Education

The first eight years of a child's life are truly critical and lay the foundation for lifelong well-being, and overall growth and development across all dimensions - physical, cognitive, and socio-emotional.

Indeed, the pace of brain development in these years is more rapid than at any other stage of a person's life. Research from neuroscience informs us that over 85% of an individual's brain development occurs by the age of 6, indicating the critical importance of appropriate care and stimulation in a child's early years to promote sustained and healthy brain development and growth.

The most current research also demonstrates that children under the age of 8 tend not to follow linear, age-based educational trajectories. It is only at about the age of 8 that children begin to converge in their learning trajectories. Even after the age of 8, non-linearity and varied pace continue to be inherent characteristics of learning and development; however, up to the age of 8, thedifferences are so varied that it is effective to view the age of 8, on average, as a transition pointfrom one stage of learning to another. In particular, it is only at about the age of 8 that children begin to adapt to more structured learning.

Early Childhood Care and Education (ECCE) is thus generally defined as the care and education of children from birth to eight years.

1.1.2 Foundational Stage

a. Primarily at home: Ages 0-3

Up to 3 years of age, the environment in which most children grow up is in the home with families, while some children do go to creches. After the age of 3, a large proportion of children spend significant time in institutional settings such as Anganwadis and preschools. Pro- viding high quality preschool education in an organised setting for children above 3 years of age is one of the key priorities of NEP 2020.

Up to age 3, the home environment is (and should remain) almost the sole provider of adequate nutrition, good health practices, responsive care, safety and protection, and stimulationfor early childhood learning i.e., everything that constitutes and forms the basis for ECCE. After the age of 3, these components of nutrition, health, care, safety, and stimulation must continue at home, and must also be ensured in an appropriate and complementary manner in institutional settings such as Anganwadis and preschools.

Appropriate ECCE at home for children under the age of 3 includes not only health, safety, andnutrition, but also crucially includes cognitive and emotional care and stimulation of the infant through talking, playing, moving, listening to music and sounds, and stimulating all the other senses particularly sight and touch so that at the end of three years, optimal develop- mental outcomes are attained, in various development domains, including physical and motor, socio-emotional, cognitive, communication, early language, and emergent literacy and numeracy. It must be noted that these domains are overlapping and indeed deeply interdependent.

The guidelines and/or suggested practices to enable high-quality ECCE at home for the age-group of 0-3 would be developed and disseminated by the Ministry of Woman andChild Development (MWCD).

b. In institutional settings: Ages 3-8

During the ages of 3 to 8, appropriate and high-quality ECCE provided in institutional environments must be available to all children. In India, where available, this is typically carried out as follows:

i. **3-6 years:** Early childhood education programmes in Anganwadis, Balvatikas, or pre-schools.

ii. **6-8 years:** Early primary education programmes in school (Grades 1 and 2).

From 3 to 8 years of age, ECCE includes continued attention to health, safety, care, and nutrition; but also, crucially, self-help skills, motor skills, hygiene, the handling of separation anxiety, physical development through movement and exercise, expressing and communicating thoughts and feelings to parents and others, being comfortable around one's peers, sitting forlonger periods of time in order to work on and complete a task, ethical development, and forming all-round good habits.

Supervised play-based education, in groups and individually, is particularly important duringthis age range to nurture and develop the child's innate abilities and capacities of curiosity, creativity, critical thinking, cooperation, teamwork, social interaction, empathy, compassion,inclusiveness, communication, cultural appreciation, playfulness, awareness of the immediate environment, as well as the ability to successfully and respectfully interact with teachers, fellow students, and others.

c. Importance of literacy and numeracy

ECCE during these years also entails the development of early literacy and numeracy, including learning about the alphabet, languages, numbers, counting, colours, shapes, drawing/ painting, indoor and outdoor play, puzzles and logical thinking, art, craft, music, and movement. The aim is to build on the developmental outcomes in the domains mentioned above, combined with a focus on early literacy, numeracy, and awareness of one's environment. This becomes particularly important during the age range of 6-8, forming the basis for achievement of Foundational Literacy and Numeracy (FLN). The importance of FLN to overall education is well-understood, and fully emphasized in NEP

2020.

d. Curriculum Framework for the Foundational Stage

Considering all of the above, NEP 2020 has articulated the age range of 3-8 as the Foundation-al Stage, in the new 5+3+3+4 system.

This Curriculum Framework aims to address the Foundational Stage in institutional settings, within the overall context of ECCE.

While this curriculum framework has an institutional focus, the importance of the home environment cannot beoveremphasized - including family, extended family, neighbours, and others in the close com-munity - all of whom have a very significant impact on the child, particularly in this age range.Hence, this curriculum framework will deal with the role of parents and communities in enabling and enhancingthe developmental outcomes that are sought during this stage; it will not, however, deal in detail with aspects of ECCE for ages prior to 3 years, which is entirely outside institutional settings.

e. NEP 2020 goal

Due to the critical importance of the Foundational Stage for the development of an individual,and for the long-term benefit to society as a whole, NEP 2020 articulates a clear goal - that every child in the age range of 3–8 years must have access to free, safe, high quality, develop-mentally-appropriate ECCE by the year 2025.

Regardless of the circumstances of birth or background, quality ECCE enables children to participate and flourish in the educational system throughout their lives. ECCE is thus perhaps one of the greatest and most powerful equalisers. High-quality ECCE in the Foundational Stage gives the best chance for all children to grow into good, ethical, thoughtful, creative, empathetic, and productive human beings.

All members of our society - from Teachers to school functionaries to parents and community members to policy makers and administrators - must come together to ensure that every child is provided this all-important physical, cognitive, and socio-emotional stimulation, along with appropriate and adequate nutrition, in these earliest and most critical years of life.

The compelling rationale for investing in ECCE is further detailed in the next section.

1.1.3 Rationale for Early Childhood Care and Education

Research from across the world on education, neuroscience, and economics demonstrates clearly that ensuring free, accessible, high quality ECCE is perhaps the very best investment that any country can make for its future.

As mentioned earlier, brain development is most rapid in the first eight years of a child's life, indicating thecritical importance of cognitive and socio-emotional stimulation in the early years.

Children naturally take to play-based activity in the early years. Children exposed to age-appropriate, physical, educational, and social activities through play-based methods learn better and grow better.

When the quality of stimulation, support and nurture is lacking, there can be detrimental effects on overall development.

The period of early childhood lays the foundation for life-long learning and development and isa key determinant of the quality of adult life.

Learning delays can be greatly reduced with the help of intervention in the early years.

Efforts to improve early child development are thus an investment, not a cost. Investing in quality early education helps to promote long-term economic growth of the nation while also helping to target the development of the health, cognitive skills, and character necessary for the future success of the individual.

In conclusion: For all these reasons - from brain development to school-preparedness, improved learning outcomes, equality and justice, employability, and the prosperity and economic growth of the country - India must invest in accessible and quality ECCE for all children, with proper oversight and light regulation to ensure high quality developmentally appropriate stimulation for all children.

Section 1.2
The Development of Early Childhood Care and Education in India with special reference to J&K

1.2.1 Enlightened Indian Perspectives

The importance of ECCE for supporting children's all-round development has been integral to Indian traditions throughout our long history. The early years of a child's life have been deeply valued across the diverse cultural landscape of India.

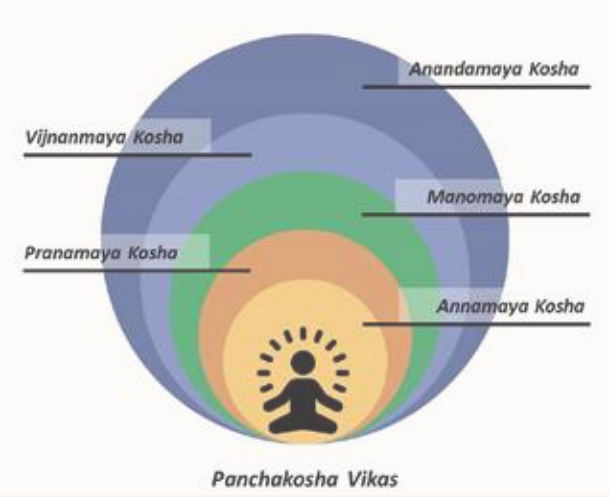
India possesses a rich range of traditions and practices for stimulating all-round development, including developing values and social capacities in young children. Such traditional childcare took place within joint families and the community - children were surrounded by caring adultsand peers.

The Indian vision of education has been broad and deep, including the idea that education must foster both inner and external development. Learning about the external world should be in consonance with learning about one's inner reality and self. This is also an eminently practical perspective – developing good health and socio-emotional skills and developing the ability to think and make good and rational choices and decisions in the world, must occur in an integrated and holistic manner. Learning is not merely gathering information but is the development of self, of our relationships with others, being able to discriminate between different forms of knowledge, and being able

to fruitfully apply what is learnt for the benefit of the individual and of society.

Panchakosha Vikas (Five-fold Development) - A keystone in Indian tradition

The child is a whole being with panchako-shas or five sheaths. The layers are annamaya kosha (physical layer), prana- maya kosha (life force energy layer), manomaya kosha (mind layer), vijnana- maya kosha (intellectual layer) and anandamaya kosha (inner self). Each layer exhibits certain distinct characteris-tics. The holistic development of a child takes into account the nurturing and nourishment of these five layers.



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Specific types of practices are designed to enable the development of each of these koshas. However, the practices are designed keeping in mind that the koshas are interconnected and so activities that focus primarily on one would also contribute to the development of the others.

- *Physical Development (Sharirik Vikas): Age-specific balanced physical development, physical fitness, flexibility, strength, and endurance; development of senses; nutrition, hygiene, personal health, expansion of physical abilities; building body and habits keeping in mind one hundred years of healthy living in a human being.*
- *Development of Life Energy (Pranik Vikas): Balance and retention of energy, positive energy and enthusiasm, smooth functioning of all major systems (digestive, respiratory, circulatory, and nervous systems) by activation of the sympathetic and parasympatheticnervous system.*
- *Emotional/Mental Development (Manasik Vikas): Concentration, peace, will and will power, courage, handling negative emotions, developing virtues (maulyavardhan), thewill to attach and detach from work, people and situations, happiness, visual and performing arts, culture, and literature.*
- *Intellectual Development (Bauddhik Vikas): Observation, experimentation, analytical ability, abstract and divergent thinking, synthesis, logical reasoning, linguistic skills, imagination, creativity, power of discrimination, generalization, and abstraction.*
- *Spiritual Development (Chaitsik Vikas): Happiness, love and compassion, spontaneity, freedom, aesthetic sense, the journey of 'turning the awareness inwards.'*

Panchakosha is an ancient explication of the importance of the body-mind complex in human experience and understanding. This non-dichotomous approach to human

development gives clear pathways and direction towards a more holistic education.

In most Indian traditions, children are rarely seen as blank slates, even as infants. They are considered to possess certain dispositions which influence the child's relationship with the world. The child in these traditions is seen both as a social being and a unique person who is influenced by the context as well as by one's own choices. Learning should help the child prepare for action *(karma)* and its consequences. The development of the personality becomes an important aspect of the way education is understood from a cultural standpoint.

To ensure effectiveness, local relevance, and to keep alive the rich range of India's diverse and vibrant ECCE traditions, developed over millennia, these must also be appropriately incorporated in the curricular and pedagogical framework of ECCE. This would enable a sense of contextual relevance, enjoyment, excitement, local culture, and a sense of identity and community. More- over, the traditional roles of families in raising, nurturing, and educating children also must be strongly supported and integrated within the curriculum framework for ECCE.

1.2.2 Pioneers and Thinkers

Many illustrious personalities have contributed to educational thought in India. Most of their concerns in education went far beyond the immediate, into questions of ethical living and nation building. They include Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Shri Aurobindo, Jiddu Krishnamurti, Maulana Abul Kalam Azad, Sir Syed Ahmad Khan.

1.2.3 Evolution of Early Childhood Care and Education inIndia

Traditionally, early education was family based and focussed on the learning of values and social skills in children. With changes in the socio-cultural and demographic milieu, early childhood education in India has moved from socio-cultural practices which were often informal to a more formalised institution-based setting.

Some of the earliest pioneers of early childhood education in modern India have been Gijubhai Badheka and Tarabai Modak. They were amongst the first Indians in modern education to conceptualise a child-centred approach to the care and education of young children. They were of the view that education must be imparted in the child's mother tongue and should be connectedwith the child's social and cultural environment and the community should be actively involvedin the learning process. Since language is the true vehicle of self-expression, children can freelyexpress their thoughts in the mother tongue or local language. Gijubhai focussed on story-based curricula, especially for socio-emotional and language learning. Contextualizing the views of ear-ly education pioneer Maria Montessori, he said, 'early childhood education is the first and fore- most step towards building a great nation;' while Tarabai Modak advocated formal organizing for community-based early childhood education programmes.

Although models of kindergarten based on ideas of early education thinker Friedrich Froebel were established in certain towns by the English missionaries in the late 19th century, the first indigenous preschool was set by Gijubhai Badheka in 1916. Tarabai Modak established the Nutan Balshikshan Sangh (New Childhood Education Society) in 1925. The Vikaswadi centre in Kosbad established by Tarabai Modak later became one of the inspiring settings for developingcommunity ECCE programmes in the country.

With Mahatma Gandhi's emerging ideas of Pre-Basic and Basic Education and Montessori's visit to India in 1939, the foundations for organized early childhood education were further strengthened.

1.2.3.1 Early Education in Independent India

The Committee for Early Childhood Education in 1953 emphasized the need for establishing preschools within primary school settings. Under a scheme of the Central Social Welfare Board,several organisations supported the establishment of 'Balwadis' in rural areas to provide services that integrated education, health, and care for families and communities. In 1963-64, several provisions were recommended by the Committee on Child Care to ensure that education inthe early years was relevant in the Indian context.

The Kothari Commission (1964) recommended the establishment of preschool centres in the country. With the National Policy on Education and setting up of the National Children's Board, focus on early childhood education as a significant goal that contributes to later schooling was established.

1.2.3.2 Integrated Child Development Scheme

The Integrated Child Development Scheme (ICDS) was launched in 1975 in 33 experimental Blocks in the country. The programme reflected a shift in the focus from welfare-based to development-based services and considering children as a national resource.

For many years now, ICDS is the largest and the most comprehensive programme for ECCE services in the world. The Anganwadis under the ICDS provide health, education, and nutrition services to children less than six years old, mothers, and adolescents in the remotest of areas throughout the country. The six services provided under ICDS are: supplementary nutrition, pre- school education, nutrition and health education, immunization, health check-ups, and referral services.

The 1986 National Policy on Education viewed ECCE as significant to human resource development. As per the Policy, it should act as a feeder to primary education and a support system for working women. With greater financial allocation and a focus on integrated and play-based learning for children, the Policy accelerated developments in the early education domain. In or- der to establish training and support needs of the various functionaries, Government bodies such as the National Council of Educational Research and Training (NCERT) and the National Institute of Public Cooperation and Child Development (NIPCCD) began several research projects across the country to

determine the reach and effectiveness of these programmes. Supportsystems were set up by NIPCCD and the National Council for Teacher Education (NCTE) to provide pre-service and in-service training to Teachers.

Over the years, these efforts have led to significant improvements in ECCE. However, there have also been gaps in implementation and monitoring of the services that have compromised the standards and goals set by these policies and programmes.

ECCE came under the purview of the work of the Ministry of Woman and Child Development (MWCD) in 2006. Under MWCD, the National Early Childhood Care and Education Policy (2013) was formulated which became the first policy exclusively for children in the early years. It had a vision to 'promote inclusive, equitable and contextualized opportunities for the optimal development and active learning capacities of all children below 6 years of age.'

This was followed by a National Early Childhood Care and Education Curriculum Framework in 2014 brought out by MWCD that made significant commitments to improving education in the early years. It has further strengthened the country's commitment to providing universal access and quality care and education to young children.

In 2019, the NCERT developed a Preschool Curriculum for three years of preschool education
along with Guidelines for Preschool Education.

The most recent has been the transformative NEP 2020 which articulates a very clear goal - every child in the age range of 3 - 8 years must have access to free, safe, high quality, developmentally appropriate early childhood care and education by the year 2025.

1.2.4 ECCE in Jammu and Kashmir

Early Childhood Care and Education (ECCE) makes an optimistic contribution to children's long-term development and learning by stimulating a favorable environment in the foundation stages of lifelong learning. ECCE has been highlighted by the different commissions and committees
In the Union Territory of Jammu and Kashmir, the child population, as per census 2011, in the age group of 0-6 years, is 2,018,905. The male child population in Jammu and Kashmir is 1,084,355 whereas, Female Child Population in Jammu and Kashmir is 934,550. 16.10 percent of the Jammu and Kashmir population is in the age group of 0-6.
ICDS was launched in 1975 across the country, including the state of J&K. There are 28599 ICDS centers operational in Jammu and Kashmir, enrolling 6,55,042 children in the age group of 6 months to 6 years. Recently, department of Social welfare created and launched curriculum on ECCE named as 'Nanhe Qadam' which includes child assessment cards and other tools for Anganwadi workers.
The present scenario of ECCE in J&K is encouraging with the establishment of model Kindergarten sections in some select schools and Smart Anganwadis with state of art facilities designed by Jammu Smart City Limited. However, pre-primary classes need to be integrated with a school system that shall be able to provide young children with an age-appropriate learning environment.

Genesis of the pre-primary project in J&K

Pre-primary classes in government schools of J&K were established back in 2009 as an innovation relying entirely on the voluntary efforts of the schools. However, in 2016, these pre-primary sections were formally introduced in few select schools of J&K through a government order. This project was initiated keeping in view following objectives**:**

- To encourage holistic development of a child, focusing on all the domains of child development.
- To provide an alternative to otherwise poor quality but expensive private pre-primary education in the division.
- To strengthen foundation of primary education in the UT by focusing on the school readiness of a child.
- To improve enrolment scenario in the government schools at the entry level.
- To reinforce among parents a faith in government schools.
- To provide quality education to children particularly from socio-economically poor sections of the population so as to bridge the gap in early educational experiences.

Receiving good response at the outset, a proposal was put up for establishment of more such model pre-primary sections across UT. The proposal was accepted and funds to the schools under capex budget for the establishment of 110 model kindergartens (5 per district) in the year 2018. These model kindergarten classes were named as Nanhey Qadam designed as research-based smart experimental labs. The Samagra Shiksha, also followed with the establishment of 188 more such pre-primary sections across UT.

Since then, every year Samagra Shiksha and School Education Department are investing funds for strengthening base of pre-primary education in the UT.

Enrolment

Currently the UT of J&K has 3 years pre-primary program, wherein children in the age group of 3-4 years are enrolled in Preschool-1, children in the age group of 4-5 years are enrolled in Preschool-II, and children in the age group of 5-6 years are enrolled in Preschool-III, classes. All government schools having primary classes are encouraged to enroll students in the age group of 3-6 years too.

As per UDISE 2022-23, currently we have 15017 pre-primary sections with 146215 students enrolled in these pre-primary classes.

Every year, Department of School Education through capex budget and also through Samagra Shiksha funds establishment of new pre-primary sections.

Components of Pre-primary education

Infrastructure- funding through capex budget or Samagra Shiksha is given as support in terms of additional infrastructure which includes child friendly furniture, teaching learning material, indoor play material, outdoor play material, audio-visual aids, painting, matting, curtains etc. Some part of the grant is utilised for civil works which includes painting, tiling, repair and maintenance etc.

Curriculum- NCERT's preschool curriculum is being followed in these pre-primary classes.

Teachers /Staff- General Line teachers from among the school's staff strength are engaged for teaching these classes. There is no separate cadre for the same. As of now, schools are running 3-year pre-primary course, so two teachers are mostly engaged in these classes depending upon enrolment.

A helper is essential for taking care of the needs of this age group children, who is often arranged from school's own funds. However, Samagra Shiksha has recently engaged 6282

helpers for such pre-primary sections which have an enrolment of more than 5 students.

Structure/ Implementation of Pre-primary program:

- These pre-primary sections have been established in already existing government schools.
- Currently there is no defined duration for Pre-primary programme in J&K. However, majority of the schools follow a three-year program for the age group of 3-4, 4-5 and 5-6 years, as is recommended by NEP 2020. It is pertinent to mention here that department of School Education has not brought out any notification regarding the age of pre-primary students in J&K.
- Entry age to these pre-primary schools is 3+ years. Now that NEP 2020 has proposed for universalization of ECCE by 2030, the recommended years of Pre-primary would cover 3–6-year age groups. As a result, entry age to grade 1 has increased by one year. i.e., 6+ years in J&K UT, adding one more year of 5-6 years age group to Pre-primary named as Balvatika in the policy document.
- Pre-primary age group is not covered under RTE act.
- Teachers from general cadre with some orientation in the pre-primary pedagogy are engaged to teach this pre-primary group. No separate recruitments are made in this teaching cadre.
- NCERT's Preschool curriculum is being followed in these pre-primary schools which proposes the nomenclature of Preschool-1, Preschool-2 and Preschool-3 for these respective age groups.
- Assessment tools like checklists and child assessment cards are used to assess these children quarterly and proper child profiles maintained at respective schools.
- Recently a Divisional Resource Centre for Pre-primary education in Jammu division has been established at one government school in Jammu through the initiative of Directorate of School Education Jammu, with the purpose of extending resource support to pre-primary schools of Jammu division in terms of capacity building workshops, monitoring-supervision of schools, planning for the establishment of new pre-primary schools, developing resources, teaching-learning materials, etc.

Pedagogy/ capacity building/content development

1. Extensive capacity building of teachers is undertaken by SCERT-JK, Samagra Shiksha and Divisional Resource centre for Pre-primary education.
2. A teachers' Guidebook and a Handbook- *Pahal* has been developed by JKBOSE for facilitating transaction of NCERT's preschool curriculum.
3. Three sets of Activity books for Pre-primary classes have been developed at Samagra Shiksha. These books have been printed and circulated among pre-primary students of J&K UT.
4. Academic calendar for pre-primary classes has been prepared at SCERT-JK and circulated among schools.

Regulation and monitoring

At present there is no policy guidelines at department of School Education for regulation/monitoring of public/private preschools in J&K UT which needs to be worked out.

Department of Social Welfare, J&K follows National ECCE policy, 2013 for establishing, monitoring and regulating their ICDS centres. They also have guidelines for implementation of National Creche scheme in J&K (2022) which caters to children in the age group of 6 months to 6 years.

1.2.5 The way forward

NEP 2020 squarely lays out the challenges of ECCE in India - 'quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged back-grounds', and makes a clear commitment to addressing these challenges with strong investment, and thereby providing universal provisioning of quality early childhood development, care, and education 'as soon as possible, and no later than 2030.' (NEP 2020 1.1)

Amongst the multipronged approach of NEP 2020 to transform the ECCE landscape in the country, this curriculum framework is one of the most important features. While investments in infrastructure and other matters may take some time, curricular and pedagogical changes can happen in parallel and often faster. The objective of this curriculum framework is to enable such a transformation in the practice of ECCE across institutions, even as other improvements happen alongside.

1.2.6 Other Ideas that have Shaped Teaching and Learning for this Stage around the World

Across the world, thinkers such as Rousseau, Froebel, Dewey, and Montessori were pioneers in the movement of early childhood education.

Dewey emphasized the wonderful learning opportunities that everyday experiences provided and believed that the child's own instincts, activities, and interests should be the starting point of education. The implication is that the 'here and now' of the child determines what children should be engaged in. Therefore, teachers must choose topics that are from child's immediate social environment and interest as critical starting points. Froebel believed that action and direct observation were the best ways to educate children. The implication is that an alert (and in- formed) Teacher, engaged in play and other activities for children, is a critical prerequisite for effective teaching-learning.

In more recent times, scholars in Developmental Psychology and Child Development like Piaget, Bruner, Vygotsky, Urie Bronfenbrenner, and Gardner have further emphasised, based on their research, play and activity as the child's natural modes of learning and that children living and learning in multiple social and cultural contexts influence their learning and development.

Piaget has emphasised that children constructed their knowledge by assimilating their experiences and then accommodating them within their own understanding, and that children are adjusting and using new information constantly to make sense of perceptions and experiences.

Vygotsky has viewed children as actively engaged in social and cultural experiences, and that there is an active interaction between children and more experienced others in the process of learning and development. The implication of this is that multi-level, multi-grade classrooms with small group activities must be encouraged where more informed peers facilitate learning.

Jerome Bruner proposed that children should represent information and knowledge in their memory in three different but interrelated modes, namely, action based, image-based, and language/symbol-based. He explained how this was possible through the concept of the `spiral curriculum', which involved information being structured so that complex ideas can be taught at a simplified level; first where children learn more through concrete experiences, and then revisited at more complex levels later on (hence the spiral analogy). Therefore, topics would be taught at levels of gradually increasing difficulty. The implication of this is that different modes of representation must be used in the class viz concrete, picture-based, and language or symbol based. This is the basis of repeating the same theme or topic in early years curricula with the same set of children for a full three-year period, through different experiences.

These ideas helped open the way for sensorial and practical activities forming curricular con- tent. Indian thinkers were also guided by their own observations concerning young children and their interests in activities involving different teaching-learning materials. These insights into the importance of exploration and play, art, rhythm, rhyme, movement, and active participation of the child led to the inclusion of these elements in the classroom.

Section 1.3
Vision of NEP 2020

1.3.1 Overall Guiding Principles in NEP 2020

NEP 2020 states that the purpose of education is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.

A good educational institution is one in which every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where a wide range of learning experiences are offered, and where good physical infrastructure and appropriate resources conducive to learning are available to all students. Attaining these qualities must be the goal of every educational institution. However, at the same time, there must also be seamless integration and coordination across institutions and across all Stages of education.

The main guiding principles in NEP 2020 are:

a. Recognizing, identifying, and fostering the unique capabilities of each student, by sensitizingTeachers as well as parents to promote each student's holistic development in both academic and non-academic spheres.

b. According to the highest priority to achieving Foundational Literacy and Numeracy by all students by Grade 3.

c. Flexibility, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests.

d. No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning.

e. Multidisciplinary and holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.

f. Emphasis on conceptual understanding rather than rote learning and learning-for-examinations.

g. Conceptual understanding, problem-solving, creativity, and critical thinking to encourage logical decision-making and innovation.

h. Ethics and human and Constitutional values like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice.

i. Promoting multilingualism and the power of language in teaching and learning.

j. Life skills such as communication, cooperation, teamwork, and resilience.

k. Focus on regular formative assessment for learning rather than the summative assessment
that encourages today's 'coaching culture.'

l. Extensive use of technology in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management.

m. Respect for diversity and respect for the local context in all curriculums, pedagogy, and policy, always keeping in mind that education is a concurrent subject.

n. Full equity and inclusion as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system.

o. Synergy in curriculum across all levels of education from early childhood care and educationto school education to higher education.

p. Teachers and faculty as the heart of the learning process - their recruitment, continuous professional development, positive working environments, and service conditions.

q. 'Light but tight' regulatory framework to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while

encouraginginnovation and out-of-the-box ideas through autonomy, good governance, and empowerment.

r. Outstanding research as a corequisite for outstanding education and development.

s. Continuous review of progress based on sustained research and regular assessment by educational experts.

t. Rootedness and pride in India, and its rich, diverse, ancient, and modern culture and knowledge systems and traditions.

u. Education is a public service; access to quality education must be considered a basic right ofevery child.

1.3.2 Paradigm Shifts in NEP 2020 for guiding curriculum

a. Transitioning to a more multidisciplinary and holistic education

i. The goal is to develop good human beings, capable of independent rational thought and action, with compassion and humaneness, with courage and creative imagination, based on sound ethical moorings and a rootedness in India.

ii. For the holistic development of the child in all capacities - intellectual, social, physical, ethical, and emotional - there must be strong emphasis in the curriculum on science, social sciences, art, languages, sports, mathematics, and vocational education.

iii. There should be no hard separation between `arts' and `science' streams, or between `academic' and `vocational' streams, or between `curricular' or `extracurricular' activities.

iv. Students will have increased flexibility and choice of subjects to study across the arts, humanities, sciences, sports, and vocational subjects.

v. Necessary knowledge and skills that must be learned by all students include scientific temper, aesthetics and art, oral and written communication, ethical reasoning, sustainable living, Indian knowledge systems, digital literacy and computational thinking, knowledge of the country, current affairs, and critical issues facing the world.

b. Transitioning to an emphasis on critical and analytical thinking rather than rote learning

i. Students must develop the ability to think analytically, participate in discussions, become adept at speaking, writing and other 21st century skills and learn how to learn.

ii. Emphasis must be on learning key concepts, deeper, experiential learning, analysis and reflection, values, and life skills.

iii. The system of assessment in our schooling system must shift from one that primarilytests rote memorization to one that is more formative, promotes learning and development, and tests higher-order skills.

c. Transitioning to a new curricular and pedagogical structure

i. Curriculum and pedagogical approaches should be in line with the developmental stageof

the child to be more responsive to the needs of learners at divergent stages of their development and will, therefore, be guided by a 5 + 3 + 3 + 4 design with four Stages:

1) Foundational Stage: Flexible, multilevel, play-based learning
2) Preparatory Stage: Discovery and activity-based learning along with some formal interactive classroom learning in order to lay a solid groundwork in reading, writing, speaking, physical education, art, languages, science, and mathematics
3) Middle Stage: Pedagogical and curricular style of the Preparatory Stage with the introduction of subjects for learning and discussion of more abstract concepts
4) Secondary Stage: Four years of multidisciplinary study with subject depth, focus on analytical thinking, attention to life aspirations and flexibility and choice of subjectsfor students

1.3.3 Specific Goals for Early Childhood Careand Education, NEP 2020 Pesrpective

a. Achieving universal provisioning of quality early childhood development, care, and education as soon as possible. (NEP 2020, para 1.1)

b. Attainment, by all children of optimal outcomes in the domain of:

i. Physical and motor development
ii. Cognitive development
iii. Socio-emotional-ethical development
iv. Cultural/artistic development
v. Development of communication and early language, literacy, and numeracy. (NEP 2020, para 1.2)

c. Institutionalization of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning comprising of languages, numbers, counting, colours, shapes, indoorand outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and othervisual art, craft, drama and puppetry, music and movement in addition to a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation. (NEP 2020, para 1.2)

NEP 2020 states that the Foundational Stage begins at Age 3 and ends at Age 8 i.e., five yearsof schooling from Preschool to Grade 2. Children should, therefore, begin Grade 1 at the age of 6 years.

1.3.4 Guiding Principles for the Foundational Stage basedon NEP 2020

a. Every child is capable of learning regardless of the circumstances of birth or background.

b. Each child is different and grows, learns, and develops at their own pace.

c. Children are natural researchers with great observational skills. They are constructors of their own learning experiences and express feelings and ideas through different

representations.

d. Children are social beings; they learn through observation, imitation, and collaboration. Children learn through concrete experiences, using their senses and acting upon the environment.

e. Children's experiences and ways of learning must be acknowledged and included. Children learn best when they are respected, valued, and fully involved in the learning process.

f. Play and activity are the primary ways of learning and development with continuous opportunities for children to experience, explore, and experiment with the environment.

g. Children must engage with material, activities, and environments that are developmentallyand culturally appropriate and develop conceptual understanding and problem-solving.

h. Content should be drawn from the experiences of children. The novelty of the content or itschallenges should be based on the familiar experiences of children.

i. Content should be suited to the developmental needs of children and should provide severalopportunities for fantasy, storytelling, art, music, and play.

j. Equity in issues such as gender, caste, class, and disability should be emphasized in the content.

k. Teachers should facilitate and mediate the learning of the children. Scaffolding should be provided by asking open-ended questions, enabling exploration.

l. Family and community are partners in this process and are involved in multiple ways.

m. Care is central to learning. Children at this age naturally perceive familiar adults as caregivers first. Teachers should be sensitive and responsive to the needs and moods of children. Classroom activities must emphasize the emotional aspect of learning (e.g., through storytelling or art).

1.3.5 Key Recent Initiatives on NEP Priorities

a. NIPUN Bharat

Launched in 2021, NIPUN (National Initiative for Proficiency in Reading with Understandingand Numeracy) Bharat is the National Mission for attaining the goals of Foundational Literacy and Numeracy (FLN) in the country as directed by NEP 2020. NIPUN Bharat aims to achieve FLN by 2026-27 for all children in the country by Grade 3.

The challenges of achieving FLN have become deeper and more widespread because of the learning loss due to school closure during the pandemic. NIPUN Bharat brings a focus on strategic implementation as well as clear indication of the necessary structures, and roles and responsibilities critical for meeting the goals outlined in Chapter 2 of NEP 2020. It has done an excellent job in focussing attention on this critical issue, and work has begun across the country on the same. It must continue full steam on this important task.

b. Vidya Pravesh

Vidya Pravesh is based on the deep emphasis that NEP 2020 lays on attainment of the goals ofFLN for all children. The Policy expresses the concern that since we are yet to attain universalaccess to ECCE, a large proportion of children already fall behind within the first few weeks ofGrade 1. To help overcome this gap in learning, a three-month, play-based school preparationmodule has been proposed as an interim measure.

Vidya Pravesh has been developed by NCERT for students entering Grade 1. It will be transact-ed over three months, with four hours a day devoted to familiarizing children with the school environment and to provide experiences for maintaining well-being. Vidya Pravesh will also enable the learning of ethical values and cultural diversity, and interaction with the physical,social and natural environment. In addition to these aspects, Vidya Pravesh will be designed to build the foundations of mathematics, language, and literacy, in alignment with the learning outcomes of NIPUN Bharat.

c. Balvatika

NEP 2020 states that 'prior to the age of 5 every child will move to a "Preparatory Class" or "Balvatika" (that is before Class 1) which has an ECCE-qualified teacher' (NEP 2020 Para 1.6).

The Balvatika programme is envisaged as a one-year programme before Grade 1 which is meant to prepare children with cognitive and linguistic Competencies that are prerequisites for learning to read, write and develop number sense through a play-based approach. NCERThas developed guidelines and processes for three years of preschool including the Balvatika.

In conclusion: This curriculum framework aims to build a curriculum framework for the Foundational Stage that realizes the goals of NEP 2020, taking into account the extensive worldwide research onECCE, leveraging the rich ECCE traditions of India, and building on the recent initiatives al- ready launched such as NIPUN Bharat and Vidya Pradesh, in order to have an early childhoodcare and learning eco-system for all of India's children that is second to none in the world.

Section 1.4
How Children Learn at the FoundationalStage

Children are natural learners. They are active, eager to learn, and respond with interest in new things. They have an innate sense of curiosity - they wonder, question, explore, try out, and dis-cover to make sense of the world. By acting on their curiosity, they continue to discover and learn more.

Children learn best through play - through activity and doing. They like to run, jump, crawl, andbalance, they enjoy repetition, they respond spontaneously to rhythm, they talk, they ask, and they reason, and answer questions posed to them. They learn by firsthand experiences involving manipulation, exploration, and experimentation.

This playfulness with materials, ideas, thoughts, and feelings helps in developing children's creativity, flexible thinking, and problem-solving abilities, and enhances their concentration, attention, and perseverance. Children improve their thinking, vocabulary, imagination, speaking, andlistening skills through play, whether they are reconstructing real situations or creating imaginary worlds.

Learning at this Stage is, therefore, an active and interactive process in which children learn through play and through interaction with other children and more experienced others. Childrenare actively engaged in their social and cultural experiences, and they constantly adjust and usenew information to make sense of their perceptions and their experiences.

Children's playing and playfulness can be nurtured and strengthened through experiences of active participation with others, and with natural, real-world materials that provoke and enhance learning, imagination, creativity, innovation, and problem solving in diverse and unique ways.

It is vital that learning of children at this Stage is anchored by nurturing relationships with those around them. These relationships help children feel safe, become more optimistic, curious, and communicative.

1.4.1 Importance of Play

Play is a child's work. Play by its very nature is something young children like to do and activelyengage in. We can say that play and learning are a two-way reciprocal process. Play enables learning by allowing children to remain active, engaged, and involved in social interaction with other adults and children, thus meeting all necessary conditions for learning to occur.

When we observe children engaged in play, we notice the following:

a. There is choice: Children choose and decide their goals when they play (e.g., I would like tocomplete the puzzle, build the block tower, or make tea in the dollhouse). This choice enables them to be active and engaged.

b. There is wonder: This enables them tothink and focus (e.g., the balloon is getting so big, how far into the sky thekite has gone, where did the handkerchief disappear - is that magic?).

c. There is joy: Children are enjoying themselves, are excited about playing,and are loving what they are doing. This enables meaningful social interaction and increases the desire to continue learning.

In this active playing process, children arelearning - learning to make sense of the world, learning to solve problems, learning about themselves, learning about others, learning language and mathematics.

Play is thus central to children's learning and development. Learning through play in the

class- room provides several opportunities for children, actively catering to all domains of development, all Curricular Goals. Choice, wonder, and joy are key aspects of children's play, and our classrooms would do well to be organized around these three aspects.

While playing, children are active: they organize, plan, imagine, manipulate, negotiate, explore, investigate, and create while making sense of the world. For example, when playing, children:

- Make a plan and follow through*: I want to draw my home and family; what will it look like, and who all should I include in the picture?*
- Learn from trial and error, using imagination and problem-solving skills: *My tower keeps falling; maybe I need to put more blocks at the base?*
- Apply concepts of quantity, science, and movement to real life*: I want to dig a tunnel in the sandpit; maybe I need to wet the sand?*
- Reason in a logical, analytical manner: *While solving picture puzzles, it may be good to start with the pieces on the border first.*
- Communicate with friends, interact with them, and negotiate differences in point of view: *This time I want to play the doctor; maybe next time you could play this role?*
- Derive satisfaction from work or accomplishment: *I completed this sandcastle together withmy friend.*
- Be creative: *When I mix red and blue paint, it becomes purple; what will happen when I mix green and blue paint?*

1.4.2 Learning through Play

This curriculum framework emphasises the importance of 'play' at the core of the conceptual, operational, and transactional approaches to curriculum organization, pedagogy, time and content organization, and the overall experience of the child.

The term `play' in the context of ECCE includes all activities that are fun and engaging to the child. This can take the form of physical play, interaction, conversation, question and answer sessions, storytelling, read-alouds and shared reading, riddles, rhymes, or other enjoyable activities involving games, toys, visual art, and music.

Play provides active and stimulating learning opportunities to children, and can be organized in different ways:

a. Free Play

i. Children choose what they would like to play, how they would like to play it and for how long. This is completely child initiated and self-directed, e.g., solving puzzles, role playing with their peers, reading a book.

ii. Teachers play an indirect role in this, e.g., preparing the environment for Free Play, observation of children at play, and helping when asked for support.

iii. Free Play helps children develop social and self-regulation skills, e.g., leading and following, resolving disagreements, being sensitive to others, managing emotions, and sharing material.

iv. However, children cannot learn everything through Free Play. In fact, they often need specific guidance even while they are exploring on their own.

b. Guided Play

i. Children lead the activity, but adults actively facilitate the play activity. For example, if children want to play with clay, the Teacher guides the children on how to use the clay, roll the clay, make a shape. Teachers engage in this exercise with a specific objective, i.e., to help children develop fine motor skills and develop imagination.

ii. Guided Play is considered most effective for enhancing skills related to all domains of development as it opens up opportunities for children and Teachers to learn collaboratively and for the Teacher to engage in discussions and ask questions about children's play. For example, for development of emergent literacy skills, the Teacher introduces a vocabulary activity, like finding rhyming words from a story and talking about it and introduces games for actively using the vocabulary.

iii. Guided Play is considered effective in the early years as it focuses on child-directed learning with gentle but active scaffolding by Teachers to meet specific learning objectives.

c. Structured Play
(also known as Directed Play)

i. These are Teacher-directed, carefully thought-through activities which are fun and playful but with specific rules and guidelines. For example, the Teacher may ask children to create a story by adding a line each to a scenario in a playful manner, and then have them write it, or organize a story card sequence after a read-aloud session.

ii. Structured Play is most useful for focussing on specific Competencies and Learning Outcomes at the Foundational Stage. Teachers provide planned playful learning experiences through games and activities with rules. This could include storytelling, use of rhymes or songs, guided conversations, language and mathematics games, or a guided walk. This form of play has tighter boundaries set by the Teacher especially the learning sequence to be followed, the rules in a game to be followed, and so on.

Play-based learning has been described as a teaching approach involving playful, child-directed elements along with some degree of adult guidance and scaffolded learning objectives.

The Play-based Learning Continuum highlights different levels of teacher involvement in play that can support children's learning in a children-centred and playful environment. The Continuum includes both child-led and Teacher-led activities. Children should get balanced opportunities for play in each year throughout the Foundational Stage including Grade 1 and 2.

	Free Play	**Guided Play**	**Structured Play**
Roles	Child-led Child-directed	Child-led Teacher supported	Teacher-led Children actively participate
What do Children do?	Children decide all aspects of their play - what to play, how to play it, for how long to play, with whom to play.	Children plan and lead their own play, similarly as they do during free play.	Children actively listen, follow rules, participate in activities and games planned by Teachers.
What do Teachers do?	Teachers organise a stimulating play environment in the classroom, observe children, and help when children ask for sup- port.	Teachers offer support and actively facilitate play. Teachers guide the children in different tasks that they are involved in, ask questions, play with the children to meet specific learning objectives.	Teachers carefully plan activities and games with specific rules to promote Competencies in a learning sequence. Language and mathematics games, nature walks, songs and rhymes are planned on a daily basis.

Some illustrative, but specific, examples of different kinds of play are given below.

#	**Type of Play**	**Examples**
1	Dramatic Play/ Fantasy Play	Use a small stick for a horse to dramatize a story. Acting like family members, Teachers, Doctors. Dramatizing a favourite character, e.g., *Jhansi ki Rani, Chota Bheem, Shaktimaan.*
2	Exploratory play	*Jodo, Todo, Phir Jodo* - dismantling and assembling objects (e.g., clock, toilet flush, tricycle). Experiments with instruments (e.g., magnets, prism, magnifying glass). Mixing *dals chana, rajma* and sorting. Sand play, Water play.
3	Environment/ Small World play	Using miniature animals, furniture, kitchen set, doctor set to recreate the real world and engage with it. Nature walk identifying trees, plants, insects, birds, animals, sounds, colours.
4	Physical Play	Exploring the body through music, movement, dramatization, outdoor play, balancing, games.

5	Games with Rules	Hopscotch, Snakes and Ladders, Spinning tops *(Lattu*), Marbles *(Goli), etc.*

1.4.3 Engaging Children for Play

Play - of any kind and organized to be free, guided, or structured - can be enabled and facilitated by various methods (e.g., activities, tools, artefacts) that engage children. Some of the key such methods for learning through play are mentioned below.

a. Art, Craft, Music, Movement

Children express themselves, imagine, and create without any inhibition through the arts. Theopen-endedness and playful qualities of the arts encourage self-expression, intuition, reasoning, imagination, and communication. Children need to be supported with ideas and opportunities to draw, paint, print, create collages, construct structures with blocks. Children also love moving, dancing, exploring, and improvising with their bodies and playing musical instruments.

b. Conversations, Poems, Stories

Children enjoy learning through conversations, stories, and poems. This helps them build ontheir natural sense of curiosity, develop deeper thinking skills and values especially when they are encouraged to reflect, predict, question and hypothesize. Asking relevant questions or posing riddles or puzzles also helps scaffold children's learning, challenging them to a newlevel of understanding.

Listening carefully to what children say, responding meaningfully to their questions, asking them relevant questions to arouse their interest and pushing them to think helps children to learn.

Engaging children through conversations, poems and stories are also a wonderful way to buildnurturing relationships with them.

c. Material, Toys

Playing with toys is something children enjoy and learn from. Toys can be any concrete objectthat children can manipulate or use to carry out enjoyable and meaningful play activities thatare self-directed or facilitated. There is enough experience and evidence to show that children do not need expensive or specialized toys to learn. For younger children, using toys improvesmotor skills and eye-hand coordination, spatial reasoning, cognitive flexibility, language skills, a capacity for creative, divergent thinking, social competence, and engineering skills.

d. Using the Immediate Environment

Children are naturally curious and need opportunities to explore, experiment, manipulate, create, and learn about the world around them. Children start exploring their

environment through their senses by scanning their environment, touching, holding, and handling whatever they see, listening and responding to sounds, music and rhythm, and getting excited by unusual noises.

Children's thinking evolves as they construct an understanding of people, objects and real-lifesituations through first-hand experiences. Children bring their own ideas, interests, and beliefs based on their own experiences and contexts as well as their own abilities.

When Teachers and families provide opportunities to children to explore the world around them, experiment and discover, compare, ask questions, make close observations, think and talk about their observations and predictions, they are being helped to satisfy their curiositiesand make more discoveries. Sustaining children's natural curiosity to explore the world through first-hand experiences at home and in the school lays the foundation for learning.

e. Outdoor Play

Children in the early years cannot sit in one place for a long period of time - they need to move around. Playing outside gives them a chance to explore the natural environment, test their physical limits, express themselves and build self-confidence. Most importantly, it helps to build gross motor skills, physical fitness, and balance.

Children enjoy the space, the freedom to run and jump and climb and kick and fall. Playing
outside also helps many children to relax and calm down. And it is a lot of fun!

In conclusion: Children at this Stage learn through play which includes a wide range of activities and stimulating experiences. All these activities and experiences need to be organized in a manner that children remain engaged along with being emotionally and mentally motivated to learn.

Within this broad idea of play, it must be noted that children also learn by observing, doing, listening, reading, speaking, writing, thinking, and practicing. They learn new concepts, interpret them, and connect this newly introduced knowledge with their existing knowledge. Explicit and systematic teaching, some practice and application is necessary especially once children begin literacy and mathematics. However, all of this, must adhere to the basic requirement of children's positive engagement with strong elements of fun and play.

Section 1.5
Context of Schooling at the FoundationalStage

In the learning and education of children, families, peers, communities, other aspects of the environment, and the education system including Teachers, play significant roles.

However, it is important to realize that the characteristics of the role of each of these five and their relative influence change as children grow. For example, the centrality of the role

of the mother and the immediate family in infancy is well understood. The influence of peers tends to increase through later childhood and even more in young adults.

The 5+3+3+4 curricular and pedagogical structure of NEP 2020 spanning the ages 3-18, accounts for and is informed by these changes in the relative roles of the five influencers and sources of learning and education.

1.5.1 Significance of Family and Community

Most children in India grow up surrounded by people within and outside the immediate family.While parents play a pivotal role in the child's growing up, bringing up children is often a sharedexperience with the extended family including grandparents, neighbours, and others in the closecommunity.

The predominant influence during this period are the relationships in the family especially thosethat ensure adequate nutrition, social engagement, and emotional support. Stable, nurturing, and responsive families contribute to healthy development and positive learning for children. For example, ensuring children eat the right kind of food, talking to children in the mother tongue to improve their vocabulary, narrating traditional stories with good values or local history.

The relationship and engagement between the child and the family during the early years is oneof the most powerful predictors of a child's development. Families are children's first teachers -the quality of parent-child relationships and interactions can influence children's learning and development deeply in the early years.

School and classroom processes in the early years must take this critical factor into account. Schools, family, and community are partners in the child's development and learning.

1.5.2 Centrality of the Local Context

Most children grow up with stories, songs, games, food, rituals, and festivals special to their families and community along with local ways of dressing or working or travelling or living that arean integral part of their everyday lives.

While contemporary ideas of teaching and learning must be part of the curriculum, it is critical that the diverse experiences of children, their families, and their communities find a place in the classroom. Local stories, songs, food, clothes, art, music, and dances should be an integral part ofthe learning experiences of children in school.

At the Foundational Stage, curriculum must be contextualised and rooted with content and pedagogy derived from children's life experiences that reflect the familiar i.e., the cultural and social context in which the child is growing. This helps build deep connections with children and develop ownership of both Teachers and children of the curriculum.

All curriculum and pedagogy must be strongly rooted in the Indian and local context and ethos - in terms of culture, traditions, heritage, customs, language, philosophy, geography, ancient and contemporary knowledge, societal and scientific needs, indigenous and traditional ways of learning - in order to ensure that education is maximally relatable, relevant, interesting and effective for children. Stories, arts, games, sports, examples, problems should be chosen to be rooted in the Indian and local context. Ideas, abstractions, and creativity will indeed best flourish when learning is thus rooted.

In particular, all languages must be welcomed and celebrated in the classroom, with children encouraged to express themselves, interact, and learn through their home languages during the Foundational Stage. Opportunities to listen and speak in various contexts using the home language and other languages (with the home or familiar language as scaffolding) best help children to learn oral expression. Children must be given sufficient time and opportunity to contemplateand articulate their thoughts and feelings to teachers as well as to parents and peers in order todevelop strong language, cognitive, and socio-emotional skills. Stories, poems, rhymes, songs, games, drama, particularly those rooted in the local and Indian context, help make language learning fun, exciting, relevant, effective, as well as culturally fulfilling.

1.5.3 Institutional Diversity - Ground Reality

Institutional settings enable a systematic approach to holistic development of children in close partnership with parents, families, and community. They bring together traditional wisdom, research-based knowledge, practical experience, and the local context to design and implement learning opportunities for children to nurture strong roots for lifelong learning.

Children in the Foundational Stage currently learn in a variety of institutional environments. The infrastructure and learning resources available in each of these environments are different. Teachers in each of these institutional environments are different. They are recruited through different processes; their qualifications are different and their in-service professional development processes are different. In some settings, their range of responsibilities is different.

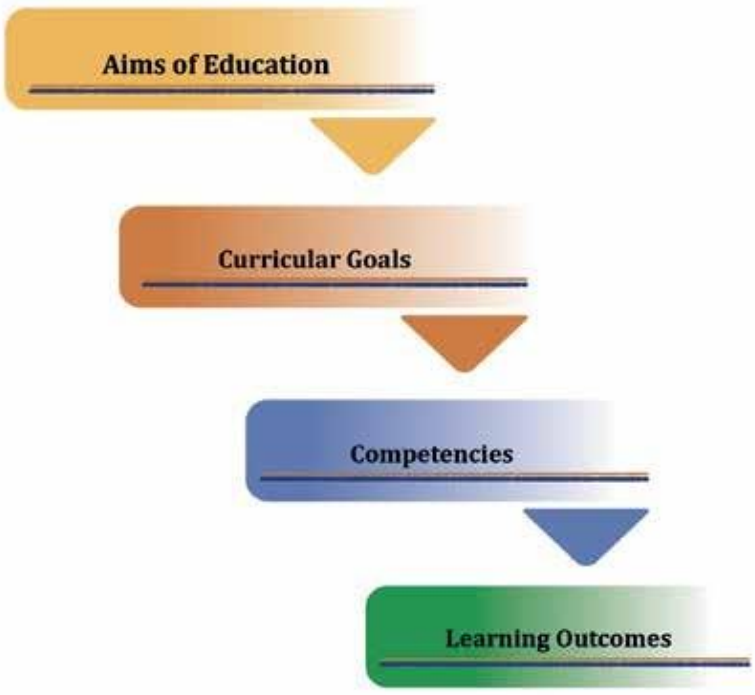
While the curriculum and pedagogy of the entire Foundational Stage must be constructed in a continuum across all the five years beginning at Age 3 and ending at Age 8, the different institutional structures have to be taken into account while thinking through specifics of the curriculardesign.

Chapter 2

Aims, Curricular Goals, Competencies and Learning Outcomes

This Chapter describes and discusses the Learning Standards for the Foundational Stage. These Learning Standards are derived from the Aims of Education as envisioned by NEP 2020.

A more complete set of Illustrative Learning Outcomes for all the Competencies can be found in Annexure 1.



Section 2.1
Definitions

This Section defines some of the key terms used in this Chapter.

a. **Aims of Education**: Aims are educational vision statements that give broad direction to all deliberate efforts of educational systems – curriculum development, institutional arrangements, funding and financing, people's capacities and so on. Aims of Education are usually articulated in education policy documents. For example, NEP 2020 states that *"The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society asenvisaged by our Constitution."*

b. **Curricular Goals**: Curricular Goals are statements that give directions to curriculum development and implementation. They are derived from Aims and are specific to a Stage ineducation (e.g., the Foundational Stage). National Curriculum Frameworks which guide the development of all curricula state the Curricular Goals. For example, in this Curriculum Framework *"Children develop effective communication skills for day-to-day interactions in two languages"* is a Curricular Goal for the Foundational Stage.

c. **Competencies:** Competencies are learning achievements that are observable and can be assessed systematically. These Competencies are derived from the Curricular Goals and are expected to be attained by the end of a Stage. Competencies are articulated in Curriculum Frameworks. However, curriculum developers can adapt and modify the competencies to address specific contexts for which the curriculum is being developed. The following are examples of some of the Competencies derived for the above Curricular Goal in this Curriculum Framework - *"Converses fluently and can hold a meaningful conversation"* and *"Understands oral instructions for a complex task and gives clear oral instructions for the same to others."*

d. **Learning Outcomes:** Competencies are attained over a period of time. Therefore, interim markers of learning achievements are needed so that Teachers can observe and track learning and respond to the needs of learners continually. These interim markers are Learning Outcomes. Thus, Learning Outcomes are granular milestones of learning and usually progress in a sequence leading to attainment of a Competency. Learning Outcomes enable Teachers to plan their content, pedagogy, and assessment towards achieving specificCompetencies. Curriculum developers and Teachers should have the autonomy to define Learning Outcomes as appropriate to their classroom contexts, while maintaining the connection to the Competencies.

The following table is an example of Learning Outcomes derived for the Competency *"Converses fluently and can hold a meaningful conversation"* in the Foundational Stage:

	A	B	C	D	E
	Competency: Converses fluently and can hold a meaningful conversation				
	Ages 3 - 8				
1	Listens attentively and speaks in short conversations with familiar people around	Initiates conversations in daily life with peers and teachers in a variety of school settings	Engages in conversations based on events, stories, or their needs and asks questions	Engages in conversations, waits for their turn to speak, and allows others to speak	Maintains the thread of the conversation across multiple exchanges
2	Expresses their needs and feelings through short meaningful sentences	Narrates daily experiences in simple sentences and asks simple questions, using what/when/how/whom, etc.	Narrates daily experiences in elaborate descriptions and asks why questions too	Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it	Engages in discussion about a topic and raises and responds to questions

Section 2.2
From Aims to Learning Outcomes

This Curriculum Framework strongly emphasises the importance of the clear flow-down that must be there from Aims of Education to Curricular Goals to Competencies to Learning Outcomes. Each set must emanate from the immediately higher level, while ensuring full coverage of the objectives at theimmediately higher level.

This is a process of 'breaking down and converting' relatively abstract and consolidated notionsto more concrete components, in order to make them useable in the practice of education. This process, including other considerations that must be accounted for in this 'flow-down,' are described in this Chapter. It is only such coherence, coverage, and connection arising from a rigorous 'flow-down,' from Aims of Education to Learning Outcomes, that can align syllabus, content,pedagogical practices, institutional culture, and more to achieving what we want from education.

This is simply because in the everyday life of the Teacher and institutions, efforts are (or can be)made towards achieving very specific, observable, and short-period learning objectives which are marked as Learning Outcomes; and which when arising from the process of 'flow-down' described, guide the trajectory of educational efforts towards the attainment of Competencies, which in turn accumulate to Curricular Goals, and which taken together would fulfill the relevantAims of Education.

NEP 2020 has articulated the Aims of Education. This Curriculum Framework has drawn the Curricular Goals fromthese Aims, with other relevant considerations. The Competencies then have been drawn from these Curricular Goals and the Learning Outcomes from those Competencies.

2.2.1 From Aims to Curricular Goals

The Aims and vision of education as envisaged by NEP 2020, give direction to the intended educational achievements for the Foundational Stage. The three specific sources from NEP 2020 forarriving at the Curricular Goals for the Foundational Stage of this Curriculum Framework are:

a. Broad Aims of Education as articulated
b. Domains of development as imagined both in Indian traditions of inquiry and modernscience
c. Focus on Foundational Literacy and Numeracy

NEP 2020 has quite clearly articulated the purpose of education. These Aims of Education are applicable for all Stages of school education and higher education and give direction and focus to the Foundational Stage. They are the first important source for arriving at the Curricular Goals for this Stage.

The Foundational Stage is for children between the ages of 3 to 8 years. There has been a long tradition of inquiry both in India and other cultures on the various domains of development thathave been observed in young children that are both natural and desirable.

The Panchakosha description in the *Taittiriya Upanishad* is one of the earliest articulations of the different domains of development of the human being. These descriptions remain relevant along with the more modern understanding that has emerged through Developmental Biology, Psychology and Cognitive Neurosciences.

Physical Development, or *annamaya kosha* and *pranamaya kosha* understood together, includes bodily awareness and embodied learning through active engagement of all sensorial perceptions.

Emotional and spiritual development or the *manomaya kosha* involves becoming aware of and skillfully regulating our emotions. The domain of **Socio-emotional and Ethical Development**, thus emerges as an important domain of development both from the Indian traditions and current research.

The development of the intellect, or *vijnanamaya kosha*, is emphasized to engage meaningfully with the cognitive and conscious aspects of human experience. The domain of **Cognitive Development** captures this aspect of development.

Anandamaya kosha, or experience of transcendence, is best addressed for this age group through arts and culture. Thus, including the domain of **Aesthetic and Cultural Development**, makes the educational experience holistic and complete.

NEP 2020 has emphasised on Foundational Literacy and Numeracy as an 'urgent and necessary prerequisite to learning.' This emphasis has been realised by giving special attention to Foundational Literacy through the domain of **Language and Literacy Development** and FoundationalNumeracy through the domain of Cognitive Development.

Finally, the Foundational Stage is also seen as setting the foundations for formal schooling. Development of **Positive Learning Habits** that are more appropriate for formal school environments becomes another important Curricular Goal for this Stage.

Thus, the Curricular Goals for the Foundational Stage have been derived by giving equal consideration to the vision and details of NEP 2020, and the domains of development.

2.2.2 From Curricular Goals to Competencies

The four main sources for arriving at the list of Competencies for the Foundational Stage are:

a. Curricular Goals
b. Current research literature appropriate for the Foundational Stage
c. Experience of various educational efforts in the country
d. Our context, which includes resource availability, time availability, institutional, and Teacher Capacities.

All stakeholders in school education should have clear visibility of the Competencies that are expected to be achieved. Keeping track of progress in the attainment of these Competencies for every child in the Foundational Stage would allow school systems to ensure that all children receive appropriate learning opportunities towards reaching the Curricular Goals of this Curriculum Framework.

2.2.3 From Competencies to Learning Outcomes

Learning Outcomes are interim markers of learning achievement towards the attainment of Competencies. They are defined based on the specifics of the socio-cultural contexts, the materials and resources available, and contingencies of the classroom. A set of illustrative Learning Outcomes have been defined in this Curriculum Framework, based on the broad understanding of the context our education system. These Learning Outcomes need to be seen as enabling guidelines for Teachers and schoolleaders and not as constraining demands on them. They have the autonomy to reimagine the Learning Outcomes based on their contexts.

Section 2.3
Curricular Goals

The Curricular Goals for the Foundational stage have been outlined in this Section.

The Curricular Goals have been numbered as CG 1, CG 2 and so on.

Domains	Curricular Goals	
Physical Development	**CG-1**	Children develop habits that keep them healthy and safe
	CG-2	Children develop sharpness in sensorial perceptions
	CG-3	Children develop a fit and flexible body
Socio-	**CG-4**	Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms

Emotional and Ethical Development	**CG-5**	Children develop a positive attitude towards productive work and service or 'Seva'
	CG-6	Children develop a positive regard for the natural environment around them
Cognitive Development	**CG-7**	Children make sense of the world around through observation and logical thinking
	CG-8	Children develop mathematical understanding and abilitiesto recognize the world through quantities, shapes, and Measures
Language and Literacy Development	**CG-9**	Children develop effective communication skills for day-to-day interactions in two languages
	CG-10	Children develop fluency in reading and writing in Language 1
	CG-11	Children begin to read and write in Language 2
Aesthetic and Cultural Development	**CG-12**	Children develop abilities and sensibilities in visual and performing arts and express their emotions through art inmeaningful and joyful ways

In addition to the above Curricular Goals based on the domains of development, developingPositive Learning Habits is another relevant Goal for the Foundational Stage.

CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom

Ethics, Values and Dispositions

Introducing an ethics component into the curriculum early on and throughout the years of school is extremely important in helping students to build character, grow up into goodhuman beings, lead productive and happy lives, and contribute positively to society.

Thus, basic ethical reasoning should be included throughout the school curriculum. Students should be encouraged to think at a young age about the importance of 'doing what is right.' and should be given a logical framework for making ethical decisions e.g., 'Will this hurt somebody? Is that a good thing to do?' These are questions children should be encouraged to ask themselves before making decisions as part of the everyday class- room process. In later Stages of education, this framework would then be expanded alongbroader themes (e.g., tolerance, non-violence, honesty, equality, empathy) with a view to enabling children to embrace ethical values in conducting one's life, formulate a position or argument about an ethical issue from multiple perspectives, and use ethical and moralpractices in all daily activities.

Incorporation of ethical and moral awareness and reasoning in the curriculum can be promoted through direct as well as indirect methods. In the direct method, there can be classroom activities, discussions, and readings specifically designed to address ethical and moral awareness and reasoning. In the indirect method, the content of languages andliterature can incorporate discussion particularly aimed at addressing ethical and moral principles and values such as patriotism, sacrifice, non-violence, truth, honesty, peace, righteous conduct, forgiveness, tolerance, empathy, helpfulness, courtesy, cleanliness, equality, and fraternity.

As consequences of basic ethical reasoning, traditional Indian values of *seva, ahimsa, swacchata, satya, nishkam karma*, honest hard work, respect for women, respect for elders, respect for all people and their inherent capabilities regardless of background and respect for the environment will be inculcated. Scientifically speaking, these qualities areextremely important for society and for.

The process and the content of education at all levels will also aim to develop in all students' Constitutional values, and the capacities for their practice, amongst all students. This goal will inform the curriculum as well as the overall culture and environment of every school. Some of these Constitutional values are: democratic outlook and commit- ment to liberty and freedom; equality, justice, and fairness; embracing diversity, plurality, and inclusion; humaneness and fraternal spirit; social responsibility and the spirit of service; ethics of integrity and honesty; scientific temper and commitment to rational and public dialogue; peace; social action through constitutional means; unity and integrity of the nation, and a true rootedness and pride in India with a forward-looking spirit to continuously improve as a nation.

Recent research drawing from a large number of scientifically rigorous cross-sectional and longitudinal studies demonstrates that introduction of socio-emotional learning (SEL) in schools can lead to improved cognitive and emotional resilience and promote constructive social engagement. Examples of activities that inculcate socio-emotional learning include carrying out work or tasks in teams or groups, organizing games across different ages, role-playing and conflict resolution, discussing stories of kindness, and reflective writing, speaking, and art. Explicit training in socio-emotional skills ensures

higher levels of attention and emotional and cognitive regulation that are necessary not only for well-being, empathy towards others, and lower stress, but also leads to increased academic success.

Inspiring lessons from the literature and people of India should be incorporated through-out the curriculum as relevant. India has a long history and tradition of people and storiesthat beautifully teach us about so many of the above-mentioned core values and so-
cio-emotional skills. Children should be given the opportunity to read and learn from the original stories of the *Panchatantra, Jataka, Hitopadesh,* and other fun fables and inspiring tales from the Indian tradition. Discussions on the Indian Constitution and the values of Equality, Liberty, and Fraternity that it espouses must be a part of classroom process. Stories from the lives of great Indian heroes of history are also an excellent way to inspire and introduce core values in children.

In this Curriculum Framework for the Foundational Stage, the learning expectations of ethics, values and dispositions are embedded as part of classroom processes, in the selection of content, thepedagogical approaches, and the assessment tools. Of course, there are Competencies that lend themselves to values e.g., 'Shows kindness and helpfulness to others (including animals, plants) when they are in need' is a Competency that embodies the value of compassion. Given the developmental Stage that children are in, it is well understood thatchildren learn these ideas and their practices best when it is an integral part of the teaching-learning process.

Section 2.4 Competencies

The Competencies for each of the Curricular Goals have been defined in this Section. These Competencies are to be seen as guidelines for curriculum developers and should not be considered as prescriptive.

The Competencies have been numbered as C-1.1, C-1.2, and so on.

2.4.1 Domain: Physical Development

CG-1 Children develop habits that keep them healthy and safe	C-1.1	Shows a liking for and understanding of nutritious food and does not waste food
	C-1.2	Practices basic self-care and hygiene
	C-1.3	Keeps school/classroom hygienic and organized
	C-1.4	Practices safe use of material and simple tools
	C-1.5	Shows awareness of safety in movements (walking, running, cycling) and acts appropriately
	C-1.6	Understands unsafe situations and asks for help
CG-2 Children develop sharpness in sensorial perceptions	C-2.1	Differentiates between shapes, colours, and their shades
	C-2.2	Develops visual memory for symbols and representations
	C-2.3	Differentiates sounds and sound patterns by their pitch, volume, and tempo
	C-2.4	Differentiates multiple smells and tastes
	C-2.5	Develops discrimination in the sense of touch
	C-2.6	Begins integrating sensorial perceptions to get a holistic awareness of their experiences
CG-3 Children develop a fit and flexible body	C-3.1	Shows coordination between sensorial perceptions and body movements in various activities
	C-3.2	Shows balance, coordination, and flexibility in various physical activities
	C-3.3	Shows precision and control in working with their hands and Fingers
	C-3.4	Shows strength and endurance in carrying, walking, and Running

2.4.2 Domain: Socio-Emotional and Ethical Development

CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	C-4.1	Starts recognising 'self' as an individual belonging to a family and community
	C-4.2	Recognises different emotions and makes deliberate efforts to regulate them appropriately
	C-4.3	Interacts comfortably with other children and adults
	C-4.4	Shows cooperative behaviour with other children
	C-4.5	Understands and responds positively to social norms in the classroom and school
	C-4.6	Shows kindness and helpfulness to others (including animals, plants) when they are in need
	C-4.7	Understands and responds positively to different thoughts, preferences, and emotional needs of other children
CG-5 Children develop a positive attitude towards productive work and service or 'Seva'	C-5.1	Demonstrates willingness and participation in age-appropriate physical work towards helping others
CG-6 Children develop a positive regard for the natural environment around them	C-6.1	Shows care for and joy in engaging with all life forms

2.4.3 Domain: Cognitive Development

CG-7 Children make sense of world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and relationships between them C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis C-7.3 Uses appropriate tools and technology in daily life situations and for learning
CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures	C-8.1 Sorts objects into groups and sub-groups based on more thanone property C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s C-8.4 Arranges numbers up to 99 in ascending and descendingorder C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition C-8.7 Recognises multiplication as repeated addition and division as equal sharing C-8.8 Recognises basic geometric shapes and their observable properties C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months C-8.11 Performs simple transactions using money up to INR 100 C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements

2.4.4 Domain: Language and Literacy Development

CG-9 Children develop effective communication skills for day-to-day interactions in two languages [1]	C-9.1 Listens to and appreciates simple songs, rhymes, and poems C-9.2 Creates simple songs and poems on their own C-9.3 Converses fluently and can hold a meaningful conversation C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say C-9.6 Narrates short stories with clear plot and characters C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary
CG-10 Children develop fluency in reading and writing in Language 1 (L1)[2]	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables C-10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words C-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wantedto say – on their own C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material C-10.8 Writes a paragraph to express their understanding and experiences C-10.9 Shows interest in picking up and reading a variety of children's books
CG-11 Children begin to read and write in Language 2 (L2)	C-11.1 Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences

1 This should be the goal for most classrooms given the need for multilingualism, but in circumstances where Language 2 is very unfamiliar to the children, many of the Competencies (from C-9.1 to C-9.7) can be in the emergent stage for Language 2 by the end of the Foundational Stage and consolidated in the early Preparatory Stage.

2 L1 is the home language/mother tongue/familiar language and L2 is the less familiar language. The idea of L1 and L2 are explained in more detail in Chapter 3

2.4.5 Domain: Aesthetic and Cultural Development

CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes C-12.2 Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement. C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the arts C-12.4 Works collaboratively in the arts C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage

2.4.5.1 Positive Learning Habits

CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.	C-13.1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions C-13.4 Classroom norms: Adopts and follows norms with agency and Understanding

Section 2.5
Illustrative Learning Outcomes

In this Section, one Competency from each domain has been elaborated further into Learning Outcomes. This is a sample to guide how Learning Outcomes for the Foundational Stage can be articulated.

a. Domain: Physical Development

i. Curricular Goal (CG-2): Children develop sharpness in sensorial perceptions

1) Competency (C-2.1): Differentiates between shapes, colours, and their shades

	A	B	C	D	E
	C-2.1: Differentiates between shapes, colours, and their shades				
	Ages 3 - 8				
1	Differentiates and names the primary colours (red, blue, yellow) and other common colours in their environment (black, white, brown)	Differentiates shades within primary colours and secondary colours (e.g., light blue, dark blue, light green, dark green)	Attempts to predict resulting colour when two colours are mixed (e.g., blue and yellow makes green, or red and white makes pink)	Predicts resulting colour when two colours are mixed	Experiments and use colours in art forms and drawings, decorating, display
2	Groups objects based on their colour (e.g., all red things together)	Groups objects based on dimension - length, breadth, height (e.g., all long things together)	Groups objects based on combinations of visual characteristics of colours and shapes (e.g., all red triangles together, all large green leaves together)	Makes patterns, solves puzzles, plays games using identification and grouping of various shapes, colours and shades	

b. Domain: Socio-Emotional and Ethical Development

i. Curricular Goal (CG-5): Children develop a positive attitude towards productive work and service or 'Seva'

1) Competency (C-5.1): Engages in age-appropriate work at school and/or at home

	A	B	C	D	E
1	Places materials and toys back in their appropriate locations after use	Assists the teacher and organizes the classroom	• Cleans their own plates or tiffin after eating food • Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants)	Germinates and takes care of seedlings of local trees	• Assists teachers to create TLM • Helps in the kitchen for cleaning and cutting

c. Domain: Cognitive Development

i. Curricular Goal (CG-8): Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures

1) Competency (C-8.4): Arranges numbers up to 99 in ascending and descending order

	A	B	C	D	E
1	Arranges familiar incidents/ events/ objects in an order (e.g., daily routine, story, shapes, size - 2 to 3)	Arranges objects in order based on size up to 3 levels and verbalizes their levels (Big – Small – Smaller; Long – Short – Shorter; Tall – Short – Shorter)	Arranges up to 5 objects based on size/length/ weight in increasing or decreasing order	Arranges the same set of objects in different sequences based on different properties of objects (e.g., by size/length/ weight/colour)	Arranges numbers from a given set of numbers in ascending and descending order

d. Domain: Language and Literacy Development

i. Curricular Goal (CG-10): Children develop fluency in reading and writing in Language 1

1) Competency (C-10.5): Reads short stories and comprehends their meaning – by identifying characters, storyline and what the author wants to say – on their own (L1)

	A	B	C	D	E
1	Listens to "Read Alouds" and responds to questions posed by the Teacher	Participates in "Shared Reading" along with the Teacher and in the discussions about the reading.	Participates in "Guided Reading" along with the Teacher and in the discussions about the reading.	Begins "Independent Reading" of books of equal textual and visual content	Begins "Independent Reading" of books of more textual content than visual content
2	Reads picture books and identifies objects and actions	Reads picture books and identifies characters and plots and narrates the story in short sequence	Reads books aloud with short simple texts and uses both visual cues and text to infer and retell the story with accurate sequence and elaboration	Begins to read unfamiliar story books and comprehend with guidance from the Teacher Identifies plots, and characters	Reads and identifies characters, plots, sequences, and point of view of the author

e. Domain: Aesthetic and Cultural Development

i. Curricular Goal (CG-12): Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways

1) Competency (C-12.1): Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes

	A	B	C	D	E
1	Grasps relevant art materials, tools, and instruments	Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)		Able to vary pressure while using tools to create dark and light impressions/ marks/ lines	
	Explores large and small sizes while creating marks, lines, scribbles, and other 2D and 3D imagery in visual artworks		Creates large scale work (e.g., floor rangolis, wall murals, sculptural forms) in collaboration with peers, facilitators, and local community	Able to scale own work in large and small sizes, based on available space or materials (e.g., creating a small clay doll, or a big paper doll)	
	Creates forms and imprints by mixing materials (e.g., mud and water, sand and water, flour and water, paint and water)	Creates three-dimensional forms by rolling and patting materials like clay or dough	• Creates collages by combining materials of varying consistencies, colours, and textures in one's own arrangement • Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects		
2	Creates imprints using blocks, stencils, found objects and natural materials		Creates simple patterns using blocks, stencils, found objects and natural materials	Creates patterns by combining and arranging materials in a variety of shapes, forms, textures, and colours	Creates a variety of textures with one material through its manipulation (e.g., clay, cloth, paper, rubber, wood)

i. Curricular Goal (CG-13): Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.

1) Competency (C-13.4): Classroom norms: Adopts and follows norms with agency and understanding.

	A	B	C	D	E
Observes and imitates adult behaviour for classroom norms 1	Follows class-room norms with Teacher's cues	• Follows and assists others in following classroom norms • Creates do-it-yourself (DIY) classroom job charts/posters with the support of Teachers and follows it	• Participates in discussing the classroom norms and behaves according to norms • Creates DIY classroom job charts/posters and follows it	• Participates in establishing classroom norms and behaves accord-ing • Creates DIY classroom job charts/posters and illustrates them as well; follows it responsibly	

A more exhaustive set of Illustrative Learning Outcomes is in Annexure 1.

Chapter 3

Approach to Language Education and Literacy

The recommendations of NEP 2020 on language learning were based on the latest research on language acquisition. Following NEP 2020, the overarching aim of this Curriculum Framework's Approach to Language Education is to ensure that children learn languages in such a way so as to optimize learning (across all domains and areas), communication skills (both oral and written), and socio-emotional skills, during their early years and throughout their lives.

Section 3.1 Principles

The key principles behind this Curriculum Framework's approach to Language Education, drawing from NEP 2020, are as follows:

a. Children learn spoken language most rapidly between the ages of 0 and 8.

It is well known that children pick up oral language most rapidly during the first eight years of life. There are sensitive periods for language acquisition during these years which must not be lost. Delaying the learning of languages in the early years makes it more difficult for children to acquire new languages later on (not impossible but harder).

b. Multilingualism has both cognitive and societal/cultural benefits.

Research clearly indicates that exposure to multiple languages in oral form provides significant cognitive and socio-emotional stimulation to the child that are beneficial. Furthermore, children are able to pick up multiple oral languages in the early years, and easily keep track ofwhich language is which and which language should be spoken to whom.

Children best attain multilingual skills when a rich and natural environment of meaningful and purposeful use of languages is created around them. Young children are not best equipped to learn a language through formal teaching. This is an important distinction that can help curriculum developers, Teacher educators, and Teachers to design and provide appropriate early language learning experiences for young children in the Foundational Stage.

Multilingualism is pervasive in India and most children are exposed to more than one language from their early years. In our multilingual country and world, becoming multilingual early on also makes it easier to communicate across many communities over one's lifetime.

A key part of this Curriculum Framework is thus aimed at instilling foundations of excellent multilingual skills orally in children as early as is possible in a manner that is developmentally appropriate.

c. While spoken language comes naturally to young children, written language comesless naturally, and thus the concept of reading and writing must be learned.

As already mentioned, a key aspect of this Curriculum Framework is to immerse children in multiple oral languages early. However, the concept of reading and writing - including the concepts of phonemes (small units of sound) and graphemes (the smallest units in a writing system), and the correspondence between them - is optimally taught first through a single language, which ideally isthe home language whenever possible.

Once the concept of reading and writing and basic literacy skills are developed in a child, further scripts can be introduced over time and are more easily learned. While visual familiarity with more than one script in the early years is considered beneficial, initial learning of the skills of literacy is best carried out first through a single language.

Basic skills of literacy include decoding, i.e., the association of phonemes to corresponding graphemes (consonants, vowels, and their combinations) to sound out unknown words. Reading and writing is best taught first through one familiar language - a language that children

understand and speak well. Early literacy skills develop best and most quickly on a foundationof strong oral language skills.

d. Young children learn and grasp nontrivial concepts most quickly and deeply in their home language/mother tongue/familiar language.

Research evidence confirms the importance of teaching children in their mother tongue during the foundational years and beyond, for the following reasons:

i. Children come to a preschool or school after the age of three years, by which time they have already accumulated significant competence in the home language to enable them to listen, comprehend, and empathize with others, speak, and express their feelings andthoughts, and successfully interact with others meaningfully. Over these three years children have, along with 'picking up the language', also simultaneously been able to develop a host of other essential skills, particularly in communication, information processing, and social interaction as well as skills and concepts foundational to creativity, critical thinking, literacy, and numeracy. The children take these foundational skills with them into preschool and school; these serve as essential building blocks that get built upon further, to enhance the child's cognitive and socio-emotional competence,when the child's home language or mother tongue is used to teach other subjects all through the Foundational Stage and beyond. Thus, the home language serves as a facilitator for all learning and enables children to form connections with prior learning and home learning.

ii. On the other hand, if the child is taught with a new or unfamiliar language as the medium of instruction, the 3-4 years of experience that the child comes with gets completely disregarded as a new language is taught from the beginning, at the cost of negating the foundational experiences, skills, and learning that the child has already accumulated, thus reversing the entire learning process. There is indeed overwhelmingevidence from across the world, including from India, that shows that children who study through their mother tongue or a home or familiar language perform better in other subjects such as Mathematics and Science compared with their peers who are taught through an unfamiliar language as the medium of instruction.

iii. Research clearly indicates that any skills and concepts gained in the child's home language do not have to be retaught when they learn a new language alongside orsubsequently.

iv. The mother tongue or home language is more than just a mode of communication for thechild, but also relates closely with the child's personal, social, and cultural identity. Rejecting this rich experience through imposition of a new language as the medium of instruction is neither fair to children nor desirable at the early stage of their education, when development of self-confidence, positive self-esteem, and sense of autonomy and capability is a vital objective that Teachers need to work towards.

v. Studies show that, for young children, positive and supportive relationships and an emotionally secure environment is crucial for learning, which is fostered through the useof a familiar language as medium of instruction.

vi. Young children learn through listening, talking, and interacting with others. Only a familiar language (a language they understand well and also speak) can provide a natural, communicative environment that is necessary for their holistic development. Hence, the language of interaction

should predominantly be the child's mother tongue/home language/familiar language through the Foundational Stage.

vii. NEP 2020 has identified the paradigm shift to interactive learning, emphasis on creativity and discovery as opposed to rote memorisation. A corollary to this is todiscourage the use of an unfamiliar language as the medium of instruction at leastthrough the Foundational Stage.

Hence, another key aspect of this Curriculum Framework is to respect the child's home language, encourage the child to communicate and learn in their home language, and use the home language as the language for teaching to the extent possible. Bilingual or multilingual approaches in the early years - with the home language as the main language - enable children to do efficient code switching across languages.

e. Language forms a critical aspect of cultural awareness and expression, which isconsidered among the major competencies important to develop in children.

The competencies of cultural awareness and expression provide children with a sense of identity, belonging, as well as an appreciation of other cultures and identities. International stud-ies over the last decade have demonstrated that cultural awareness/expression and a positive cultural identity in children leads to increased levels of prosocial behaviour, self-esteem, self-development, as well as tolerance and appreciation of other cultures.

It is through the development of a strong sense and knowledge of their own cultural history, languages, arts, and traditions that children can build a positive cultural identity and self-esteem, in addition to developing related competencies such as communication and creativity. Thus, cultural awareness and expression are important contributors to both individual as wellas societal well-being.

This is a further reason that home languages, local languages, and other Indian languages, with their oral and written literatures and traditions, form an important aspect of children's educational experiences for their overall holistic development and well-being.

Section 3.2
Approach to Language Education and Literacy in the Foundational Stage

In order to be in consonance with the principles and goals of language education as outlined in NEP 2020, this Curriculum Framework's Approach to Language Education in the Foundational Stage is thus as follows.

a. Since children learn concepts most rapidly and deeply in their home language, the primary medium of instruction would optimally be the child's home language/mother tongue/familiar language (also referred to below as L1) in the Foundational Stage.

This should be the approach in both public and private schools.

To ensure that each child has continued proper use of their L1 when they begin at the Foundational Stage, it is essential to have Teachers (e.g., from the local community) who not only understand the language but also the local culture and traditions. More than at any other Stage, Teachers of the Foundational Stage should be proficient in the child's L1.

Parents should also be included as partners in the educational processes of children. This makes the schooling process more enjoyable and more secure for children, and also enables and fosters a closer home-school relationship, which is important for a child's holistic development and learning.

For the age group of 3-8 years, most learning occurs through play, listening, and talking. This should necessarily be conducted in the children's L1.

The inclusion of children's L1 as the primary language of interaction and teaching for the Foundational Stage would require development and publication of good children's literaturein these languages, especially in languages where there is a dearth of such literature. This maybe taken up as a National Programme for the languages that are already used as mediums of instruction, as well as for additional languages that would be introduced as mediums of instruction or for extensive and formal use for teaching and learning at the Foundational Stage. Several State government and non-government organisations are also working on develop- ment and publication of children's materials including storybooks, poem posters, and big books in a large number of home languages.

While L1 is the best option as the language used for teaching, often it is not possible due to various factors, including the availability of Teachers who are proficient in the relevant languages. This is seen in many contexts, including dispersed communities across geographies orin remote areas.

In such scenarios, L1 should be used to support a child's transition to the new language, whichis the language used for teaching, without losing out on their previous learning; for this the Teachers would have to be supported and encouraged to develop familiarity with the children's language.

It may also be possible to find supplementary options that can support a child's transition to the new language, which is the medium of instruction, without losing out on their previous learning, by having someone consistently supporting them in helping them make connections.

For example, having a parent come in every day by rotation, engaging community youth as support for Teachers, and panchayats organizing community centres to carry out play-based activities as after-school programmes, are options that can be considered based on what works best for each community. Teachers who come from a really different language background can also aim to pick up some basic vocabulary and communication ability in the children's languages to build bridges and ease transitions.

In all classrooms where Teachers have a satisfactory proficiency of children's languages, the children's L1 should be formally used for teaching and learning.

Whenever children's L1 are not used officially as the language for teaching other subjects, they should still be used formally, at least in the oral domain, and at the initial stages of learning to read and write and serve as a bridge to the language used for teaching other subjects. This ensures that children's L1 are always used in the classroom, both by the Teacher and children for thinking and reasoning, higher order comprehension, expression, and communication.

Finally, a child must NEVER be discouraged from speaking, or made to feel ashamed by, their home language. On the contrary, use of home languages should always be celebrated, appreciated, and encouraged, both in spirit and (to the extent possible) in practice, by Teachers, peers, parents, school functionaries.

As far as possible, Teachers should allow and encourage children to respond and discuss in their L1, read simple storybooks to children in their L1, and explain difficult words or concepts through their L1. Languages need not be taught and learned in watertight compartments at separate times. There can be a mixing of languages and children should get an opportunity to learn new concepts and languages using the foundation of their L1 as scaffolding.

b. Children should be exposed to and immersed in multiple oral languages (also referred to as L2 and L3 below) from an early age. Schools will aim to ensure the presence of Teachers, and parents so that at least two or preferably three languages present with children on a regular basis.

Children in the first 6 to 8 years of life have the ability to readily pick up new languages if exposed to them, particularly as oral communication in meaningful contexts. Thus, adopting bilingual or multilingual approaches within the early grades with L1 as the main language of teaching enables children to do efficient code switching across languages.

Exposure to multiple languages in oral form can also provide significant cognitive stimulationto the child that is beneficial, including the development of creativity and critical-thinking abilities, in addition to socio-emotional skills, as sounds and gestures by Teachers, parents, peers, and others are transformed in a child's mind into words, phrases, and sentences.

The use of children's context and experiences and themes that are close to children's hearts for oral language and literacy development is important when an unfamiliar language is being used or taught formally. Songs, poetry, games, drama, total physical response (TPR), and other creative interactions - such as narration (and discussion) of experiences, places, events, and favourite items/toys - develop aesthetic and creative sensibilities while also making language-learning more fun and also thereby more effective.

Some of the strategies that can be used in the Foundational Stage include: balanced and strategic use of children's L1 and L2/L3 that is aligned to the development of children's language proficiencies at any point in time; providing a natural setting for conversation and other oral language development activities for L2/L3; acceptance and encouragement to the mixed use of L1 and L2/L3, including children's cultural and contextual knowledge in teaching-learning; and taking help of children's L1 in teaching how to read and write. Efforts must be made to produce high-quality learning materials in children's L1.

For young children to acquire skills of speaking fluently in their L2 or L3 (which could also be English), a natural, communication-focussed approach that also uses scaffolding of their L1 needs to be adopted. Some effective strategies include use of action songs, rhymes, fun games, short conversations in phrases and simple sentences (with the scaffold of real objects or pic-tures), adopting a multilingual approach where familiar stories are first told/read aloud by the teacher in L1 several times and can then be retold in L2 or L3, using the target words and structures, and using stories and read-alouds with repetitive sentence structures.

Children should develop strong oral language skills (including listening comprehension, adequate

vocabulary, and oral expression) in at least two languages by the end of the Foundation-al Stage. These oral language skills will form a critical aspect of learning to independently readand write in at least one language (and script) by the end of the Foundational Stage.

c. The concept of reading and writing is initially developed through the language R1, which is preferably the home language L1 whenever possible. (We define R1 to be thelanguage in which a child first learns the concept of reading and writing, R2 the second such language, R3 the third such language, and so on.)

The concept of reading and writing (i.e., emergent literacy and emergent reading comprehension and written expression) are developed in a child through the development of oral language; meaning-making (including making sense of and interpreting images and other symbol-systems such as gestures, facial expressions, art, music, dance, drama, games); and exposure to print material.

Therefore, in addition to the emphasis on early development of oral language skills in the Foundational Stage, there must also be exposure to plenty of print material early on, particularly in R1 (which preferably is L1, but may be L2 in certain scenarios as described in point a.above). This print material would start with picture/story books. Letters of the alphabet of R1or R2, and simple words and phrases in each language, accompanied by pictures, shapes, and numbers, can be displayed on the walls of the school at children's eye level. In some cases, R1and R2 may have the same letters, but in some cases they would be different.

Because reading and writing does not come naturally the way oral language does, there must be plenty of 'handholding' through meaningful contexts. Children will experience a progression from picture books with word labels (in order to gain visual exposure to written words),to read-aloud books (which are read aloud to the child to develop a sense of correspondencebetween phonemes and graphemes), to shared reading, to guided reading, and finally to moreindependent reading of simple and then more complex stories and text (via e.g., graded readers). Picture and story books should be fun, relatable, colourful, and engaging, and rooted in the local and Indian context, traditions, and literature, in order to maximize children's inter- est.

Teaching phonics/decoding can be made fun through games and conversation (e.g., what other words do you know that use the sound 'b,' what other sounds other than 'b' can you make with your lips, what word is the same backwards and forwards).

The approach to writing should be that it is a form of expression, and not a task. As such, the first step for a child is drawing, then labelling the drawing (which may initially involve 'inventive spelling' which is an important step in meaningful literacy), then realizing that one can bemore expressive through multiple words (phrases), and finally moving towards complete sentences. Practice can be conducted through workbooks, games requiring some writing, and other forms of guided writing.

Both meaning-focused and skills-focused activities are required in Grades 1 and 2 when children are learning reading and writing. Teachers need to arrive at a good balance between the teaching of individual skills (e.g., decoding, fluency, spelling, writing correctly etc.) and pro- viding opportunities for the meaningful use of whole language for reading, writing and oral language development activities.

There should be workbooks that give children the opportunity for regular practice of readingand writing. The worksheets in them should also be graded.

d. Once the concept of reading and writing is developed in a child in R1, use of additional scripts can be gradually introduced. The aim is to be an independent reader and writer in R1 by age 8 (Grade 3).

The approach to reading and writing is the same for R2 and R3 - starting with read-alouds, games, and activities to understand the phoneme-grapheme correspondence, to shared reading to guided reading to writing exercises that eventually lead to independent writing, with poems, songs, literature, drama, games, and other creative interaction employed copiously toenhance learning.

Because the concept of reading and writing has already been learned through R1, the processof learning a new script is conceptually much easier for R2 and R3.

Interactive language classes involving R1, R2, and R3 will continue with the support of L1 continuing as above if different than R1–R3. The aim must be to focus on higher-order thinking questions as children progress in their speaking, reading, and writing abilities across all languages in the Foundational Stage and beyond.

Box 3.2A

Summary of Key Ideas related to Language in the Foundational Stage

The medium of instruction will be the home language (L1) in the Foundational Stage to theextent possible. Where not possible, measures will be taken to support the child's formal useof L1 in teaching- learning activities, and to build bridges from L1 to the school languages.

Children will be immersed in multiple oral languages as early as is possible, which will be enhanced through interactive activities (e.g., conversation, TPR, poetry, songs, drama, narration of experiences). The aim will be to achieve oral language proficiency (not necessarily at the same level) in two languages by Grade 3.

The concept of reading and writing is initially developed through R1, which is preferably L1 whenever possible, via early exposure to oral language development, meaning-making activities, and print materials. Understanding of phonemes and graphemes and the correspondence between them (decoding) will be developed through games and interactive exercises.

- *Reading skills will first be developed in R1 through picture and story books, read-aloudbooks, shared reading, guided reading, and more independent reading through gradedreaders, with interactive activities involving poetry, songs, literature, drama, games toenhance learning. In cases where R1 is not L1, support with L1 will be arranged to theextent possible.*
- *Writing skills will be developed in R1 through drawing, labelling, inventive spelling, writing workbooks, games requiring writing, and other forms of guided writing, followedby more independent writing of words, phrases, and then complete sentences in meaningful and creative contexts.*

The approach to subsequently developing reading and writing skills in R2 and R3 will besimilar. The aim will be to achieve literacy skills in R1 by Grade 3.

Note: In this Chapter, we have conceptually distinguished the language in which the child will learnto read and write in school (R1 and R2) from the languages which the child may be familiar with orally (L1, L2). However, since L1 and L2 are commonly understand as the language of learning in school, we haveused L1 and L2 as synonymous with R1 and R2 in the rest of the document.

Section 3.3
Multilingualism in Jammu and Kashmir

Jammu and Kashmir ((J&K) is home to many languages. People living in Jammu and Kashmir speak languages and dialects ranging from Kashmiri, Dogri, Gojri, Pahari, Shina, Khowar, Kishtwari, Poguli, Hindi, Urdu, Punjabi, Burushaski, Ponchi, Padri, Mirpuri, Parmi, Bhaderwahi, Ladakhi, Bodhi, Bhoti, Balti and English. Kashmiri, Hindi, Urdu, Dogri and Punjabi are included in the Eighth Schedule of the Constitution of India.

It is quite common in J&K to have a classroom with students speaking a diverse range of mother tongues. In addition to the indigenous languages, students from other parts of the country are also enrolled in schools in J&K. Their mother tongues include Bhojpuri, Marwari, Bengali, Sindhi, etc. As a matter of fact, home language in urban areas of J&K has undergone a change and families speak Urdu/Hindustani and English at home with ease. Gadgets, social media, technology and societal perceptions have catalyzed this change. Exposure to multiple languages in foundational years can augment the linguistic and communicative competencies of children and help them negotiate the multilingual world of contemporary and future knowledge, learning and growth.

This Curriculum Framework subscribes to the approach of NCFFS-2022 towards language and literacy wherein children are encouraged to learn more than one language with their home language as the main language of interaction and expression. The home language, being the familiar language, plays a supportive and reinforcing role in the development of the child in the foundational stage. It also provides a natural, communicative atmosphere for holistic development. The all-important cognitive and socio-emotional stimulation that the home language/mother tongue in oral form provides to the child is unmatched and requires no formal pedagogical interventions for development. Coupling this approach with play-based learning is known to bear genuine developmental fruits. This Curriculum Framework envisages a scenario in language learning and recommends such measures to be initiated for a gradual transition of L1 becoming the language of instruction and replacing R1 for the children in J&K.

The multilingual approach to language learning, however, is beset with some fundamental challenges which are as relevant to J&K as to many parts of the country. Resolving the challenges will, however, pave the way for preservation and growth of various languages spoken in J&K.

The multilingual approach advocated by NCFFS-2022 and this Curriculum Framework with the home language of the child being the core of language and literacy development presupposes the availability of a reasonable corpus of literature in several languages in the context of J&K. To bolster the competence of the child through the first language there is a need to develop a corpus of materials including storybooks, poems, etc in various languages spoken in J&K. Organizations like JKSCERT, JK Academy of Art, Culture and Languages, INTACH and many other NGO's can assist in developing interesting, child-friendly and interactive materials in these languages.

Another challenge is the shortage of qualified teachers proficient at different languages. Teachers in multilingual classes are expected to employ culturally sustaining pedagogies to create an inclusive, interactive and stress-free learning environment in and outside the classroom. Such proficiency requires proper awareness, orientation, training, acumen and motivation, besides infrastructural facilities and support.

Setting up language resource centres across J&K and allowing teachers to work in their localities/linguistically known areas is a workable option for bringing about developments in language and literacy as envisaged in NEP 2020.

Chapter 4

Pedagogy

A safe, secure, comfortable, and happy classroom environment can help children learn better and achieve more at the Foundational Stage. Care and responsiveness with ample opportunities to experience, experiment and explore are the hallmark of pedagogy at this Stage.

Section 4.1
Principles of Pedagogy

Principles of pedagogy underlie all decisions related to teaching strategies in the classroom appropriate for the Foundational Stage.

The following principles inform classroom planning and instruction:

a. A safe and stimulating environment is fundamental to development and learning at this Stage.

i. Activities are joyful and encourage the use of all the child's senses.

ii. Classrooms provide variety and challenge.

iii. Physical and emotional safety is paramount while making pedagogical choices.

iv. Classrooms are clean, cheerful, well-ventilated, and well-lit learning spaces.

b. Play is central to learning and development at this Stage.

i. Play can be free, guided, or structured.

ii. Conversations, stories, music, music, movement, arts, craft, toys and games are part of play, and of the methods to engage children in play - other methods could be innovated.

iii. Outdoor play is actively encouraged.

c. Nurturing relationships between Teacher and child are the basis of teaching and learning.

i. Listening carefully to children and 'being with them' fully is important.

d. Physical development is very important at this Stage.

i. Classroom activities encourage gross and fine motor skills, and physical movement.

ii. This also helps socio-emotional and cognitive development.

e. Every child learns at their own pace and learning needs are addressed individually.

i. Different children respond to the same situation differently.

ii. The same child may, at different times, respond differently to similar situations.

iii. Opportunities are provided for all children to participate in the classroom in ways that suit each child best.

f. Children at the Foundational Stage are most comfortable and learn best in their home language.

i. The language of instruction and transaction is the child's home language/mother tongue/familiar language.

ii. Use of home languages is celebrated and encouraged in the classroom.

iii. Transition into school languages, when different from home languages, is gentle and always scaffolded by the home language.

iv. Children are encouraged to express themselves as much as possible and never judged or reprimanded for the language that they speak in.

g. Learning experiences in the classroom are deeply connected to children's lives andtheir contexts.

i. Local stories, rhymes, songs, games, crafts, material are used extensively.

ii. Children's home language is welcome and indeed encouraged in the classroom.

h. Learning experiences are designed to build on children's previous understanding.

i. Planning moves from simple to complex ideas and concepts based on this principle.

ii. Using the home language facilitates this

i. Classroom processes address all domains of development.

i. Balance is maintained between activities pertaining to physical development, socio-emotional and ethical development, cognitive development, aesthetic and cultural development.

Section 4.2
Planning for Teaching

Teaching is a deliberate act carried out with the intention of bringing about learning in children.This deliberate act needs to be well planned. Planning is central to good teaching.

Planning includes construction and organization of classroom tasks as per competencies and outcomes to be achieved, pedagogy to be followed, resources to be used and assessment to be carried out. Planning also includes support activities for children, home assignments, and displays in the class relevant to what is being taught.

Plans are made for the entire academic year, for the term, for the week, for the day, and for a lesson. The State/District/School may have the responsibility for coming up with the annual and term plans. Teachers must, therefore, plan for the week, the day, and the lesson.

4.2.1 Components of a Teaching Plan

Good planning requires understanding of Curricular Goals, Competencies and Learning Outcomes to be achieved along with prior learning of the children for whom the plan is being made, and available teaching learning materials and content to be used.

The major components of a teaching plan are:

a. Competencies, Learning Outcomes and intended lesson objectives.

b. Teacher-directed, Teacher-guided and/or child-led activities to achieve objectives.

c. Duration and sequence of activities.

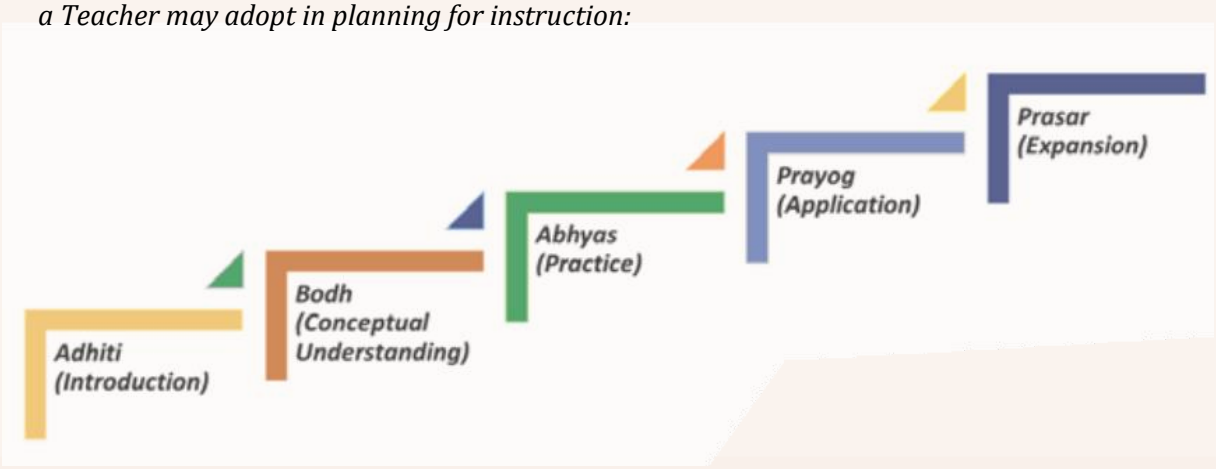
d. Content and material to be used in the activities.

e. Classroom arrangements e.g., seating, displays, arrangement of material.

f. Specific strategies for children who need extra help.

g. Methods of assessment.

The five-step learning process - 'Panchaadi' - is a good guide to formulating the sequencethat a Teacher may adopt in planning for instruction:



Panchaadi, a five-step learning process

- ***Aditi (Introduction):*** *As a first step, the Teacher introduces a new concept/topic by establishing a connection with the child's prior knowledge. Children gather relevant information regarding the new topic with the help of the Teacher by asking questions, exploring, and experimenting with ideas and material.*
- ***Bodh (Conceptual Understanding):*** *Children try to understand core concepts through play, enquiry, experiments, discussion, or reading in the second step. The Teacher observes the process and guides the children. The teaching plan has the list ofconcepts to be learnt by the children.*
- ***Abhyas (Practice):*** *The third step is about practice to strengthen understanding and skills through a range of interesting activities. Teachers can organize group work or small projects to reinforce conceptual understanding and attainment of competencies.*
- ***Prayog (Application):*** *The fourth step is about applying the acquired understandingin the child's everyday life. This can be accomplished through various activities and small projects.*
- ***Prasar (Expansion):*** *The fifth step is about spreading the acquired understanding through conversations with friends, telling each other new stories, singing new songs,reading new books together and playing new games with each other. For each and every new topic learnt, a neural pathway is created in our brain. Sharing knowledge strengthens our learning. A neural pathway is incomplete if we don't teach what we have learnt. Teaching makes learning clear and long-lasting.*

4.2.2 Other Important Considerations for Planning

a. Planning for Differentiated Instruction

How can a Teacher plan her class in a way that engages children with varying interests and capabilities meaningfully, and encourages better learning?

One way to think about this is differentiated instruction i.e., tailoring the teaching process according to the individual needs of children. Content, methods of learning, material, and assessment may be different for different children.

It is often difficult to do this for individual children, especially in a large class. In that case, theTeacher could identify small groups of children who have similar needs and address them differently as a group.

Before planning for this, it is important for the Teacher to observe the children carefully andgather as much information as possible about them (e.g., how they interact with each other, why they choose to play a particular game, what kind of conversations they have, how they work with material, how they use oral language and their response to the written word).

Some possibilities for planning:

i. If the Teacher is planning a session on playing with blocks, she could plan for different children doing different things. Some children build towers, and the Teacher can ask them why they are building a tower, how many blocks they have used, what colours they have used, and why. Some children can be asked to identify blocks of the same colour orthe same size and compare blocks of different sizes and colours. Other children can be encouraged to use blocks to make something e.g., bed, house, or to use them individuallyfor play e.g., mobile phone or car.

ii. If the Teacher plans to show children plants in the garden or potted plants in the classroom, some children can be prompted to point out differences between plants in terms of size, texture, smell, and colour. Other children can be asked to touch the plantsand name their parts. Others can be asked to draw the plant. Children who can read could help other children place labels appropriately once the picture is done.

iii. While planning a session about butterflies, the Teacher could use a storybook on butterflies for one group of children, a small audio-visual clip for another, an interestingbutterfly puzzle for a third group and a butterfly model for a fourth.

iv. For children who are at different levels of reading, the Teacher could plan to use different
texts or reading material.

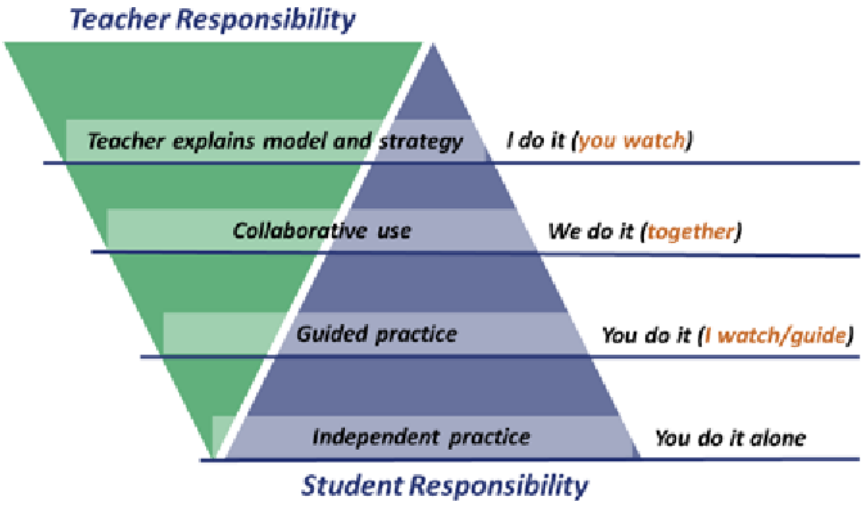
v. The Teacher could plan to use worksheets of varying levels, starting with simple worksheets and progress to more complex ones according to what different groups ofchildren in the class are able to do.

b. Scaffolding and Gradual Release of Responsibility

Children can easily learn new knowledge when systematic support from experienced children or adults is provided. Learning new knowledge should be a challenge, but the challengeshould be within the reach of children - something that relates to their existing knowledge and can be done with the support of an experienced person.

Hence, to learn, children need systematic scaffolding. Scaffolding refers to providing support, structure, and guidance during instruction. This scaffolding can be provided through a 'Gradual Release of Responsibility' (GRR) where first, Teachers model or explain ideas or skills; after which children and Teachers work together on the same ideas and skills where the Teacher provides guided support; and finally, children practice individually and independently. [10]

Activities can be planned and designed to follow Gradual Release of Responsibility.



Gradual Release of Responsibility

Process of Gradual Release of Responsibility:

- Step 1: I do - the Teacher demonstrates/explains/models the main ideas or skills.
- Step 2: We do - the Teachers and children work together on the ideas or skills.
- Step 3: You do - the children practice or work on the ideas or skills independently.

  This method works well for literacy and numeracy learning but it is important to remember thatevery skill of literacy or numeracy cannot be learnt in this way. Teachers may use their judgement on what could work best in their classroom and build it into their teaching plan.

c. Homework

When we say the word 'homework,' the immediate picture that comes to mind is a child bent over a book industriously writing page after page for hours.

For children at the Foundational Stage, that is exactly what should **not** happen!

Homework can be fun and provides a different kind of interesting challenge - it can also helpto connect school with the child's home. Some examples of what children could do at home are given below.

i. Ask your grandparents their names and the names of their parents - talk about it at school.

ii. Observe the rangoli drawn outside your house or your neighbour's house - try and draw the same in school.

iii. Help your mother or father or aunt or neighbour - talk about it at school.

iv. Look around near your home and see the different colours of flowers - talk about it at school.

v. Borrow a story book from the class library, spend time with it at home, look at thepictures, try to read the words and understand the story.

The Teacher may plan for this only after children are well settled in school and have got into a comfortable routine. While doing this, the Teacher must also ensure that children can do these tasks on their own and they do not require parents or others to do anything on their behalf.

Section 4.3
Building a Positive Relationship between Teachers and Children

When we walk into our classrooms, what do we see? Who are these wide-eyed children?

They are bright, quick to observe and interested in everything around them. They constantly ask questions. Sometimes they can quietly observe something for a long time. At other times, they lose interest in a matter of minutes. Sometimes they need to jump and move around. At other times, they enjoy a quiet story. Sometimes they cry and clamour to go home. At the same time, they like to be comforted and cajoled, and are willing to be convinced to stay back! They can be curious and considerate, delightful, and determined, affectionate, and adventurous, funny, and fearless.

At this Stage, for many children, it could also be their first experience of spending several hours away from their homes. Children require tenderness, nurturing and love. Working with them, being with them, caring for them means enjoying all the very different personalities that they are!

Teachers need to be warm and genuine, patient and calm, understanding and empathetic - we need to give our children unhurried time and attention.

Children must feel that they belong, they can trust, they must feel free to try out and explore and, therefore, learn better.

4.3.1 How can Teachers Build a Positive Relationship with Children

It is our job as Teachers to ensure that children settle and enjoy their time at school. A safe, positive relationship between Teacher and child is enriching both for emotional and cognitive development.

Some important ways to build such a positive relationship are:

a. **Getting to know each child individually -** their homes, their families, their interests, things they do outside school, their pets, their favourite people - this helps to understand each child and plan learning experiences for each of them.
b. **Listening to children -** their stories, their narrations of what happens at home, their opinions and views on everything that interests them - this conveys care and respect, builds trust, helps children think and communicate, and gain confidence.
c. **Observing children -** consciously observing while continuously interacting with children - this helps to discover how each child thinks, reasons and responds to different situations, which is critical to planning for teaching and learning.
d. **Encouraging children's intuitional responses -** words, actions, solving a small problem, analysing what happened - this helps to meaningfully build on children's naturally creative and resourceful selves.

e. **Recognizing and responding to the emotions and moods of children –** through conversation, music, storytelling, art, playing together - this helps children to settle better, learn better, learn to slowly regulate their own emotions, and begin to understand and respond to the emotions of others.

f. **Visiting their homes regularly -** this is important to understand children and their home environment and build trust and a positive bond.

4.3.2 How can Teachers Support Children to Learn Better

Early learning classrooms aim at enhancing children's learning and development through activities and play. Teachers play a critical role in supporting children through this in many ways, most importantly:

a. **Listening**: Teachers need to carefully listen and attend to young children's conversations, enquiries, questions, and theories about the world. For example, if a child says, 'a spider has many eyes,' the Teacher may need to repeat and emphasize the same, 'yes, you are right, a spider has many eyes - how did you know that?' This tells the child that the Teacher has heard, acknowledged, and is helping extend the topic. The Teacher may further guide them to a book on insects, share a fact, or show a video expanding their curiosity and learning.

b. **Modelling**: One of the ways through which children learn is through observation and imitation. Teachers need to consciously model different behaviours for children to pick up new concepts and skills. For example, while teaching one-to-one-correspondence for pre-numeracy, the Teacher can take five coins and five stones, and show exactly how every coin corresponds to a stone and tell the children the corresponding number. She can say: One stone - one coin, two stones - two coins and so on while counting and pointing. Children will see and repeat this. Similar modelling would occur in all routine behaviour - songs, actions, clay work, word pronunciations, and so on. Teachers must, therefore, be alert to what they are saying and doing in the presence of the children.

c. **Solving problems**: Children are curious, constantly engaged in trial and error, and exploring new things. When children play with blocks, cardboard, or even in sand, they are trying to solve simple problems. How much water to add to the sand to make a good sand mould? How to stick cardboard such that it can form a curve, or not get unstuck? How to place blocks or dominoes such that the tower or domino sequence does not break? The Teacher then provides scaffolds to the child in the form of questions (e.g., can you think about it in a different way?) or physical support (e.g., holding the cardboard while the child puts glue on it) or an idea to solve the puzzle (e.g., perhaps putting in the red piece first may help). Such scaffolding helps children imagine and think through solutions on their own.

d. **Questioning**: Children think while verbalizing their ideas. Questions from the Teacher will help them think through a particular subject in depth while responding. This also supports language development. For example, asking 'why did you put the big block at the base?' will help children verbalize the reason behind a choice they have made. It is important for the Teacher to be attentive to what children are doing in their play activities and ask relevant questions.

e. **Provoking**: Challenging children's ways of knowing, thinking, and doing deepens their understanding of the world around. Children tend to pick up stereotypical notions based on what they see and hear around them. The Teacher needs to be proactive to question, to provoke and provide alternate perspectives e.g., picking a story that talks about the capabilities of a child with disability or women as bus drivers or pilots.

f. **Researching**: Teachers needs to provide children with tools and skills to learn how to understand their inquiry into a topic - where to look, whom to ask, what to use for solving questions and arriving at some understanding. Teachers themselves need to practice researching in order to understand children better, respond to their queries, and develop and conduct new activities to enhance children's learning.

g. **Making children independent**: Planning well helps Teachers take active steps with children to make them independent - first, closely work with them, then gradually release support to make them confident in a new skill or a new understanding.

4.3.3 Relationships between Teachers, Families and Community

Families are children's first Teachers. Children are, therefore, a shared responsibility between schools and families in supporting their learning and development.

Families are partners in the child's learning and development. It is important for families to understand and support what happens in school as well as for the Teacher to understand the child'ssituation at home.

Communication between the Teacher and the home should be continuous - this could be accomplished by families visiting the school regularly or by the Teacher visiting the child's home on a regular basis.

Teachers and Families should work together to understand the child better and together create a more positive experience for the children. When families ask questions and clarify doubts in their minds, they learn more about school processes. When Teachers understand a child's home environment, they are able to plan better learning experiences for the child. By sharing and working together, Teachers and families support the child's development across all domains. This kind of involvement helps families to support the learning that happens in school through good practices at home as well. Families could also contribute to assessing the child's progress and areas of need. They would also gain further confidence in their own parenting abilities through this process.

Families and members of the local community can also be involved in other ways in the functioning of the school e.g., sharing their knowledge and experiences, planning and celebrating special days together, joint forums to ensure regular attendance of children, responses to specific situations such as simple resource requirements in the school.

Section 4.4
Learning through Play - Conversation, Stories, Toys, Music, Art and Craft

Classrooms for young children are vibrant and full of life. Children enjoy learning through sever- always - talking, listening, using toys, working with material, painting and drawing, singing, dancing, running and jumping. As Teachers, we use all these ways to work with our children.

4.4.1 Conversations

Language is the medium through which children talk to themselves and to others, and it is with words that they begin to construct and get a grip on their reality. The ability to understand and use language clearly and cogently is essential for learning.

Conversations are very important for children's ability to connect with people and things around them. Continuous conversations with children in the classroom help to build relationships of trust.

Conversations in the classroom can be of two kinds:

a. **Free conversations**: During free conversations, the Teacher gathers a few children around and allows them to talk about interesting things that have occurred during the day, on their way to school or any information they wish to share. The task for the Teacher is to draw children out with simple questions that will help them to talk about their experiences.

b. **Structured conversations**: Structured conversations are planned and organized by Teachers. These typically occur in the morning hour to assemble children together and talk and think through a topic together. Topics are often about children's daily life events and happenings, and their feelings.

   When all the children sit in a circle with the Teacher and talk, this kind of conversation time is called Circle Time. Children enjoy sitting in a circle and gain a feeling of togetherness, and the Teacher can see every child during this period. It is good to have one session of Circle Time every day.

   When a specific topic is chosen, there is a focus which helps increase children's language, information and understanding of that topic.

   Conversations around a specific topic (e.g., vegetables) can be held using real objects. For example, while talking about vegetables, real vegetables can be used so that children can look at them, feel them, talk about their shape, colour, texture, and even taste them. The Teacher canalso use picture cards to explain further and even construct a story around vegetables.

   One other possibility is for the Teacher to demonstrate small experiments at this time e.g., placing a bowl of water in the middle of the circle and putting small objects in to see what sinks and what floats. This helps children talk about why this would happen and hypothesize on properties of objects.

   Questions with yes and no answers are not very helpful at this time. Questions that push children to speak, describe something using more words and sentences are useful. Children should never be reprimanded for giving incorrect answers. All children should get equal opportunities to participate and to express themselves without being judged.

Show and Tell sessions

The concept of 'Show and Tell' has been a great success in India and around the world in developing public speaking and listening skills and promoting communication and interaction among children in the early years. All children in the Foundational stage will have the opportunity (along with their teachers) to participate in an enjoyable 'Show and tell' session at least once every week.

This will involve children and Teachers bringing in their favourite toys, games, family photos, flowers, books, original stories, and personal anecdotes (e.g., about family members, friends, festivals, experiences, holidays, favourite lessons that week, favourite subjects), and speaking for a few minutes about them in front of the class. These 'Show and Tell' sessions would initially be in the children's home languages, but eventually would also include other languages that children are learning.

Children and Teachers would also ask questions and give comments during or at the end of each presentation to make the sessions more fun and interactive. Teachers can lead the way with their own presentations to set an example. They must participate throughout, while encouraging discussion, in order to truly bond with children and for children to bond with each other.

4.4.2 Storytelling

Stories are a window to the world for children. They are fascinating, beautiful, enchanting!! Listening to stories is great fun and young children, particularly, love to listen to them. Stories toldwith feeling, with gestures and animated expressions are magical and take your breath away. Every word becomes an experience in itself.

Stories are a particularly good medium for learning about social relationships, ethical choices, for understanding and experiencing emotions, and becoming aware of life skills. While listening to stories, children learn new words thus expanding their vocabulary, and learn sentence structure and problem-solving skills. Children with very short attention span concentrate for a longer time while engrossed in a story. Through culturally contextual stories, we can acquaint children with their culture, social norms and create awareness about their surroundings.

Young children like listening to the same story again and again. Over a period, they make better meaning of the content and also remember it when reinforced. Repeated listening of the same story in different forms helps them engage better with the characters, events, and ideas of the story, and of course, imagination, and vocabulary development.

While narrating stories orally, the Teacher should know the story very well. Stories should be narrated with voice modulation and expressions. A well-told story can help children visualize and participate in the events that are unfolding through the story.

Books should also be used to tell stories. A child need not know how to 'read' to enjoy books touching books, turning pages, looking at pictures, finger reading - this must be encouraged at all times

Pictures in books support content and retain the interest of children. When children observe

their Teacher reading stories from books, they understand the importance of print and books, and value reading as a skill. Teachers can read stories aloud from books, pointing to the words with their finger, thus drawing children's attention to the fact that each spoken word has a form. Reading aloud stories also helps children realize that formal written language is a little different from the spoken language. Books can be picture books, story books with or without pictures, or story books in multiple languages.

Puppets, both ready-made and made by the Teacher with children, can be used to narrate stories. Stick puppets, glove puppets, finger puppets, box puppets, paper bag puppets or sock puppets can be used. Children can be involved in making simple puppets. Marionettes or string puppets are attractive but may require special training for the Teacher.

Flash cards that have story scenes drawn or printed on them can also be used to tell stories. They may be larger than a book and also easy to hold. Flash cards serve as sequence cards to be given to children, to organize in the correct order. Besides these, story charts, posters and other storytelling aids are available in the market or can be created.

Children and Teachers can dramatize stories, act, and speak the dialogues and thus experience the story. Children can be shown stories on television or laptops. They can also listen to audio tapes of stories.

Besides listening to stories, children must also have the opportunity to tell stories. Stories told by children can be the same ones they have heard or something they have created. The Teacher can begin to tell a story and ask children to complete it.

Selecting the right story is critical. Stories should be age-appropriate, in familiar language, and should be of interest to children. Stories could be connected to whatever else is being taught in the classroom e.g., counting or shapes or colours. Stories could also be used to reinforce important learning objectives like sensitivity to others and good work habits. They should be rooted in the local or in the Indian context to the extent possible to maximise relevance and relatability.

Indeed, India has a long history and tradition of people and stories that beautifully teach us about many core values and the importance of relationships. Children should have the opportunity to listen to, read and learn from the original stories of the *Panchatantra, Hitopadesha,*and other fun fables and inspiring tales from Jammu and Kashmir.

After telling a story, the Teacher could find out whether the children have understood the content of the story. The Teacher can ask questions of what, whom, why, where, how and what if. As children grow a little older, the Teacher can discuss why a character behaved in a certain way, what was the consequence, and talk about right and wrong actions. Another follow-up activity could be drawing. Children can draw a scene or characters in the story. Role play and dramatization can be other follow-up activities.

4.4.3 Toy-Based Learning

This is an important sub-set of play-based pedagogy. Young children learn from first-hand experiences and working with actual objects. They try out and explore and learn. The classroom environment should cultivate this spirit of exploration through playing with toys and manipulatives. Many local toys are available in every child's surroundings. These should be used as important resources for teaching and learning.

Whether a toy is simple or complex, it has a lesson for the child to learn. When a child holds a toy, and manipulates it, she is practicing her motor skills and strengthening her hand-eye coordination. Toys that require children to push, pull, grab, pinch, turn, or otherwise use their handsand body to make it do something are instrumental in a child's growth. When a child builds

a tower with blocks and eventually watches it fall to the ground, she learns concepts and thinks about a solution to stop this fall. A puzzle helps a child explore patterns. When children use blocks, dolls, animal toys, balls, mini-cars, or pretend toys, they start creating stories and living out scenarios in their minds. Board games teach children to follow simple rules and enhance understanding of language and mathematics.

Puzzles encourage experimentation with cause and effect, strategic thinking and problem solving. The use of craft materials such as clay, beads, collage materials, paint, washable inkpads and stamps, washable markers, and scissors support creative expression and aesthetic awareness. Complex construction sets and accessories allow children to experiment with how things fit and work together, increase their fine motor skills, and express their creativity. Fitness and fun materials such as balls, beanbags and jump ropes help children gain self-confidence, exercise, releasetension, have fun with others, and develop fine and gross motor skills.

Toys can also be made from readily available items such as fabric, bottles, cardboard boxes, yarn, cooking pans, bangles, pipe cleaners and pinecones.

Some examples of traditionally used toys are:

Rasoi (Kitchen set): Rasoi is a set of kitchen utensils used for play by children. They are made of wood and painted to look attractive and appealing.

Toy shikaras (walnut) and other toys made of papier-mâché: These are an effective way knowing about local culture while having fun. Concepts like floatation and preservation of water resources can be inculcated indirectly or unconsciously.

NCERT's handbook on Toy-Based Pedagogy is an excellent guide for this.

4.4.4 Songs and Rhymes

Children love singing songs and rhymes, and dancing to music. Songs are also a wonderful means of learning language.

Songs can be selected so that they support the concept that children need to learn. For example, the song *'Five little monkeys, jumping on the bed, one fell off and hurt his head, mama called the doctor and the doctor said, no more monkeys, jumping on the bed.'*

This song can be used to learn about animals, their movement, being careful, getting hurt, the work of a doctor and counting. Singing and acting on this song is also a lot of fun!

Children understand different concepts through songs and their vocabulary also expands. Physical movements accompanying the songs enhance gross and fine motor movements, and body movements and gestures help children in understanding concepts. Songs promote interaction among children and lead to cooperation.

Local context specific songs and rhymes are another good way to increase vocabulary, imagination, and expression in different kinds of songs. Songs of different languages provide children an ability to infer, make connections between common and differentwords in a language. Most of us in Jammu and Kashmir are multilingual, and it is important that the songs and rhymes promote children's ability to remain multilingual.

The Teacher could select a few rhymes or songs in two or three local languages, practice them and sing with children. Grandparents, parents, and community members can be wonderful resources for this. The Teacher can choose songs that have rhyming words, those that have a few lines and those which are popular and known to the local community. Songs can be humorous too - children enjoy funny songs. These can include Kashmiri rhymes like *Bishta bishta byaryo* or Lohri geet.

To develop musical literacy, singing scales with the group can be a useful and fun activity. The Teacher sings a scale 'Sa re ga ma pa dha ni sa,' then asks the group to repeat. Once the children master the notes going upward, the Teacher says 'Can you sing it downwards? Sa ni dha pa ma ga re sa'. Once the children master that, more complex exercises with group singing (and individual singing) can be pursued: 'sa re ga, re ga ma, ga ma pa, ma pa dha, pa dha ni, dha ni sa', 'sa ni dha, ni dha pa, dha pa ma, pa ma ga, ma ga re, ga re sa' (triplets), followed by quadruplets 'sa re ga ma, re ga ma pa, …'. Then the Teacher can ask the children to sing 'sa re ga ga ga ga ga ga ga ga ga re ga ma' and ask them if they recognize the tune!

Analogously, clapping exercises in groups can be used to develop rhythm. Musical instruments at hand can also be employed to enhance these group and individual activities as children explore both melody and rhythm.

How to conduct Rhymes with Children

Be familiar with the rhyme and the actions that go along with it. Write the rhyme on a chart paper in large print with a related illustration at the corner and display it at the eye level of the children. Let the children look at the rhyme.

Note: All rhymes should be done at least 3-4 times.

Introduce the rhyme and explain what it is about.

Recite the rhyme fully with rhythm, expression, and intonation while children listen.

Ask the children to repeat each line after you and explain the meaning of each line showing the picture.

Show the actions that go along with the words and ask children to follow.

Children now sing along with you with actions.

Encourage the children to sing by themselves in groups or individually

4.4.5 Music and Movement

Music is joy. Children grow up listening to lullabies and the humming of their grandmothers. There are so many sources of music around us - farmers singing in the field, buzzing of the bees, cooing of birds or rain pattering on a window.

Music is also a strong stimulation for brain development and formation of synaptic connections. So, following rhythm and playing simple musical instruments, and singing should be encouraged. Body movements can accompany claps or rhythm played on a tin box or cymbals.

There are different ways to use songs. The Teacher can sing a song and have the children repeat it. This can be accompanied by actions, gestures, and body movements. The children can also sing songs by themselves in groups, pairs or individually. The Teacher can sing the tune of a popular song and have children play a small game to identify it. Children can hum tunes of differentsongs without the words. The Teacher and children can sing songs that have already been learntin different tunes. Children can be encouraged to make simple songs.

Music and movement activities can also be done in different ways. Children could quietly listen to instrumental music or dance freely to rhythm or make body movements accompanied by rhythm. Children could also make simple musical instruments from available material e.g., utensils as drums, putting small bells on a ribbon and making a *ghungroo*. They could play the tambourine, *matkaa, lyziums,* flute, *ektara*, *dafla*, *sarangi*, *chang*, *narsingha*, *kansiya* and clap together, creating an orchestra. Children could also dance using props such as ribbons, small branches with leaves or *dupattas*. Local dances like *bande pathir*, Lohri celebrations, *hikket* can be performed to raise awareness regarding issues that relate to the lives of the children, especially the environment and animals.

Children are naturally attracted to the sounds of musical instruments and enjoy playing drums, bells, rhythm sticks and tambourines. Children can be involved in music making through body percussion and musical instruments, and by playing movement and musical games. A range of instruments, which are either local, homemade or purchased, should be made available to children for first-hand experiences in sound exploration and music-making.

Teachers could include a variety of music, dances, sound sources, rhymes, chants and songs with different moods, contexts, and languages for children to listen to and perform in the classrooms. Dancing, singing, rhymes, folk songs, action songs and finger plays provide opportunities for children to learn musical concepts.

Action Song: When you are happy and you know it!

I request all children to stand up and get them to clap their hands in different rhythms by following my lead. Then I ask them "Can you show us what other ways in which you can move your body and create sounds?" Some would snap their fingers, stamp their feet and so on. I also ask them "What do you do when you are happy?" Some say they clap their hands in joy and some say they shout in joy.
Then I tell them "Let's make a song of all these sounds". I sing first and ask them to join me whenever I make a sound.

When you are happy and you know it, clap your hands!

When you are happy and you know it, clap your hands!

When you are happy and you know it and you really want to show it,

clap your hands!

When you are happy and you know it, stamp your feet!

When you are happy and you know it, stamp your feet!
When you are happy and you know it and you really want to show it,

stamp your feet!

When you are happy and you know it, say hurray!

When you are happy and you know it, say hurray!

When you are happy and you know it and you really want to show it,

say hurray!

Such action songs never fail to get my children engaged and they have a lot of fun.

4.4.6 Art and Craft

Children enjoy playing with colours and creating something that is of interest to them. Art and craft provide another medium for children to express their ideas, emotions, and feelings.

a. Drawing could involve the use of paper and crayons, sketch pens, coloured or black pencils or charcoal. Children can also draw on slates, blackboards, or floors. The advantage of blackboards and the floor is that it provides lot of space to children to create large drawings. Paper too can be of different sizes, shapes, and colour. Instead of a white paper and crayons of different colours, if children are given black paper and yellow or white crayons, the images that emerge are different and unique. Young children who learn to hold crayons for the first time begin to scribble and gradually move to drawing random shapes, and finally they are able to draw specific shapes and designs. Drawing is a valuable activity for expression as well as fine motor coordination.

Drawing

b. Painting is exploring the use of wet colour on paper, floor, or fabric. Children can use brushes that are available in the market, or the Teacher can make brushes with sticks and fabric or cotton. Variations with wet paint are thumb printing, palm printing, printing with vegetable waste, printing with other materials like bottle caps, blocks, vegetables (e.g., potato or lady finger). Children also enjoy thread printing, finger printing, as well as finger painting. Children can also be encouraged to make rangoli paintings to allow their imagination create colourful patterns.

Painting

c. **Pasting** involves use of glue and things than can be stuck on paper or fabric. The Teacher or children can draw a shape on which children paste matchsticks or coloured paper or it can be a free pasting activity. Different materials like sand, pencil shavings, saw dust, dry mud, coloured, or newspaper print paper can also be pasted on paper. A collage using different materials can also be created. Readily available glue as well as glue made by the Teacher can be used for the same.

Photo 4.4D: Pasting

d. Potter's clay or wet mud with a little glue addedto it can be used for **clay moulding**. Dough made by the Teacher, with or without food colours added to it, can be provided. Play dough is also available in the market. Children should be encouraged to explore this medium and create different shapes and objects. As an extension of the activity, the clay objects created by children can be dried and painted ona later day.

Photo 4.4E: Clay Moulding

e. Children can begin by **tearing** paper of different sizes and thickness and then move on to **cutting** with scissors. Blunt scissors can be provided to 4+ and 5+-year-old children to snip at paper, and later on cut shapes and make designs. The cut and torn pieces can be used for pasting activities.

f. Children can be taught the skills of **folding** paper, pressing it to create fine paper fold models. They can begin by folding paper in half and later on a variety of folds can be taught. This promotes fine motor coordination and creativity.

g. Children can use empty cardboard boxes, sand, mud, and their cutting and pasting skills to **construct** new things e.g., vehicles, animals, buildings.

4.4.6.1 Things to Keep in Mind during Art and Craft work

All these should be open-ended activities. Minimal direction from the Teacher is best. Children should be encouraged to think for themselves and think differently.

If a child wants to draw a tree, it is best that the Teacher not draw a tree and askthe child to copy it. Instead, she could askquestions (e.g., how does the tree look - tall or short, what is the shape of its trunk, how are the branches spread, are there many branches or only two or three, what is the shape and colour of theleaves) and thus encourage children to draw a tree as they see it. Of course, the Teacher can contribute to ideas and suggest ways of doing things better (e.g., cutting and paper folding).

For young children, the process involved in art and craft is more important than the product.

a. **Uninhibited artistic expression**: Children must be allowed to create visual arrangements, artworks, tunes, songs, role-play, dramatic play, dance, and creative movements from their own imagination; as well as through guided exercises facilitated by the Teacher. **Notions of 'right' and 'wrong', 'good' and 'bad' in terms of artistic expression must be avoided. Instead, different viewpoints, experiences, expression, and imagination are encouraged and celebrated.**

b. **Exploration of materials, mediums, and tools**: It is important for children to develop and apply their curiosity in exploring a variety of materials and expanding the possibilities of using them as tools and mediums in the arts in multiple ways. A brush might be used as a tool in the visual arts but might also have the possibility of being used as a musical instrument, or a theatrical prop. **Within each arts discipline too, children need to be encouraged to discover their own methods and techniques of using instruments and materials, in addition to conventionally accepted methods.**

c. **Observation**: **Children not only need to observe their surroundings visually, but also become keen observers of their own thoughts, feelings, emotions, expressions, actions, and overall behaviour.** Introducing children to the basic elements of the arts provides them multiple frameworks to organise and understand multisensorial stimuli and develop their aesthetic sensibilities. Simple exercises based on elements of sound, colour, or movement, can be applied to their everyday contexts to corelate these with emotions, thoughts, and actions.

d. **Conversation and dialogue**: The Teacher should ensure that the arts classroom is always an inclusive environment. The Teacher must pay keen attention to children's verbal and non-verbal communication, appreciate their visual and performance artwork, and ask questions that merit personalised responses from every child.

e. **Aesthetic appreciation**: The art class must include regular conversations and discussions around the appreciation of what we like personally, what is appreciated collectively, and what is desirable aesthetically. These conversations must be based on the practical work done in the class and aesthetic experiences that children can relate to from their everyday lives (e.g., their preferences in colour, clothing, food, dance, festivals, performances). The Teacher's role in these conversations must be participatory and non-judgmental. Discussions need not take up more than 8 to 10 minutes during an art class.

For Grades 1 and 2, planning for blocks of time for arts and craft may be useful. Since the arts

require time and opportunities for exploring a variety of materials, their preparation, organisation, distribution and cleaning up, one-hour blocks that focus on making art, can be scheduled onalternate days (Block 2). Arts processes related to performance, presentation, conversation, andappreciation can be organised into shorter time blocks of 20 minutes every day (Block 1).

Blocks of teaching for Arts in Grade 1 and 2

Blocks	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	Music exercise	Theatre exercise	Dance/ Movement exercise	Music Exercise	Theatre exercise	Dance/ Movement Exercise
2	Making and appreciating art	-	Making and appreciating art		Making and appreciating art	

4.4.7 Indoor Games

Just as exercising the body is important to keep it fit and healthy, so too is exercising the mind. Games of strategy, logic and word puzzles, and recreational mathematics are the best way to excite children about mathematics, and to develop the logical skills that are so critical throughouttheir school years and indeed throughout life.

Jigsaw puzzles, playing with blocks, and solving mazes help to develop a child's spatial reasoning; games of strategy (e.g., tic-tac-toe, and leading up to deeper games like chess) develop strategic thinking and problem-solving skills.

Playing games (e.g., *Chaupad,* Snakes and Ladders, Ludo) is fun - it also teaches counting, strategy, collaboration, healthy competition, bonding with peers.

A Simple Arithmetic Game with Pebbles

Some games require minimal material, but such games can often be the most fun, addictive, and instructive. The following '10 Pebbles Game' can be appreciated at many levels. It can be played by the youngest children yet be revisited again and again due to the deep mathematical concepts it reveals and leads to.

Start with a pile of 10 pebbles (10 coins, stones or beads or anything else may be used instead of pebbles). Two players alternate taking away one or two pebbles from the pile. The player to take away the very last pebble in the pile wins!

This game can be played multiples times, with the two players alternating as to who starts the game first. The children can play this game over and over until they start to pick up different strategies for winning. After some games, the Teacher can ask a child, "Do you prefer to be the first player or the second player? Why?" This fun game teaches arithmetic reasoning as the child starts to think about strategy.

Variations include using, e.g., 10 or 21 objects, where the player is allowed to take 1, 2, or 3 objects in each turn.

Once children can count and add small numbers, one does not even need any objects any more to play the game. The first player starts by saying the number 1 or 2; then the second player adds 1 or 2 to the first player's number and says that number; then the first player adds 1 or 2 to the last number said and says that number as it goes on. They alternate, and the player that says "10" first wins. The Teacher can ask children, "Why is this game the same as the 10 Pebbles Game?" This exercise gets children to think about the concept of correspondence between number words and cardinalities of objects.

Riddles and jokes are questions or statements that are intentionally phrased so as to require out-of-the-box thinking in order to understand the answer or meaning - they are also generally presented as games. Riddles and jokes are well known to be cognitively beneficial, as they help knock children and adults alike out of standard ways of thinking, thus encouraging creativity and innovation.

A well-known musical riddle

तीतर के दो आगे तीतर	Two pheasants in front of a pheasant
तीतर के दो पीछे तीतर	Two pheasants behind a pheasant
आगे तीतर पीछे तीतर	Pheasant in front, pheasant behind
बोलो ककतने तीतर	How many pheasants are they?

This can be sung in a group in class before discussing the answer to the riddle - there are two pheasants in front of a pheasant; there are two pheasants behind a pheasant; there is a pheasant in front of and behind a pheasant; tell me how many pheasants!

Word and logic puzzles are another fun way to teach deductive reasoning. Simple puzzles such as those in the box above help develop in children's skills of logical and creative thinking in an enjoyable manner. The puzzles can get more challenging, and incorporate arithmetic and other elements, as children get older. Arithmetic puzzles and games can help develop a comfort with numbers and develop quantitative reasoning.

Making learning enjoyable through fun exercises, games, and puzzles can be a key aspect in ensuring that children stay engaged and at the same time develop mental capacity and creativity.

Puzzles and problem-solving activities that involve spatial reasoning, wordplay, strategy, logic and arithmetic, should be part of the classroom throughout the Foundational Stage, in order to develop a love for thinking, logical deduction, mathematical reasoning, and creativity. Examples relevant to India, and which incorporate India's rich local and national traditions of problem-solving and riddles should also be extensively incorporated.

4.4.8 Outdoor Games

Walking, running, jumping, chasing, kicking, and throwing balls, playing in water or sand or mud, jumping into puddles, crawling through tunnels, climbing over fallen trees or climbing small trees help children develop gross motor skills. Going on a nature walk and naming different sounds they hear, looking for birds or insects or plants and naming them is also part of outdoor activity of a different kind.

Old tires can be used creatively to make play equipment. The Teacher can use bricks to make children balance themselves and walk, provide play materials like big balls, rings, hoola-hoop and rope-jump. Local material such as bamboo can be used to make play structures. A short tree of manageable height can be a great source of outdoor play.

Younger children can play group games with no rules or simple rules (e.g., run and catch, throw and catch, throw the ball into the hole). As children grow older, they enjoy group games following simple rules (e.g. blind man's buff, statue, stone-paper-scissors).

Teacher's Voice 4.4C

Fire in the Mountain! Run, Run, Run!

This is a very old and popular game. I begin by asking all my children to do a slow jog around me ina circle, while I sing "Fire in the mountain, run run run!" After saying this a few times, I would suddenly say a number, say, "Number 3". All children must immediately stop and break from the circle to form groups of 3. In a short span of time, they must stop, follow instruction, understand which group has 3 orneeds more and accordingly leave or join a group.

This requires adapting to the situation (changed number of participants in the group) and flexibility (finding different children every time to group with).This is one fun way to develop positive learning habits such as applying various strategies to remember instructions, being attentive and patient, in the children.

It is important to keep an eye out for safety while playing outdoors. The Teacher will have to watch children while they play and ensure that injuries do not happen.

In case there is no safe outdoor space, children can play indoor physical games that promote gross motor development, but this is sub-optimal. Children at this age need to be out in the sun to help them develop and grow well.

The Japanese have a practice called Shinrin-Yoku. Shinrin in Japanese means 'forest,' and Yoku means 'bath.' So Shinrin-Yoku literally means forest bath. It is a means of connecting with nature, through senses of sight, hearing, taste, smell, and touch.

This practice can be translated simply into enabling children to spend time in and with nature. While rural areas will allow access to woods or ponds or forests or fields; in urban areas, school gardens or local parks or lakes, could be adequate substitutes.

4.4.9 Spending Time in and with Nature

It is so much easier to understand what a fish is when you see it in front of you than only reading about it in a book or hearing about it in a story. And it is great fun too!

There are so many bright and beautiful and interesting things out there that intrigue a child or encourages her curiosity. A visit to the local woods or small forest or local park and seeing all the birds around would leave a child awestruck.

Spending time with plants and trees and birds and animals or just being quiet around nature can develop the basis for Lifestyle for Environment (LiFE).

When I take the children out into the garden, when I stay close to them when they are playing outside the classroom, or while waiting for their parents to pick them up, I wonder at the questions they ask.

Shireen asked the other day, pointing to a small rock leftover from construction work that lay by the side of the road 'What is under that rock?'

Sushma asked, upon seeing a small flock of birds descend into the school during assembly, 'What are those birds picking up from the ground?'

Harpreet's attention was drawn to the birds, and he exclaimed, 'Why are the birds madeof so many colours?'

I found Doma squatting near a wall, peering closely at something. It was a line of ants moving into a crack in the wall. 'Where are they going? How will they find their way back?' she asked when I checked on her.

I am not always sure how to deal with their questions. However, I want my children tokeep asking these questions, since I understand that they can help children develop respect and appreciation for nature, and all its beauty.

I also understand that I must display the same curiosity and enthusiasm to ensure thattheir engagement with nature grows.

Most important of all, I understand that my response to their questions must be, 'I am notsure of the answer, but let us try and find out together'.

4.4.10 Field Trips

The local vegetable market could be an equally exciting place full of new sights and sounds! The doctor's clinic, bus depot, post office and police station could all introduce children to an unfamiliar but interesting world, teaching them many new things.

Small, local field trips as part of the learning process reinforce the knowledge the children have gained in the classroom and push them to ask more questions and build further connections with things that they already know. Children also learn to manage themselves and learn to be with others through these experiences.

Learning Math through Nature Walk!

I often take my entire class to the nearby park for a 'Nature Walk'. I usually start with asking my children to close their eyes and hear all the noises and see if they could name them. There are many possible ways I can engage my children here on. For example, we go around to find five things that are bigger than they are (e.g., tree, swings, car, gate, fountain) and five things that are smaller than them (e.g., pebbles, leaves, sticks, worms, butterfly). As we go around, I ask them to remember names of these things and how theylook so that when we go back to the classroom, we can fill it in our worksheet.

I find this a great activity to break the monotony of sitting in a classroom and to make learning more fun and a very useful way to engage them in important concepts like sorting and comparing objects around them according to various properties like size.

Things that are:	
Smaller than me	**Bigger than me**

Section 4.5
Strategies for Literacy and Numeracy

A significant component of structured learning will be added for literacy and numeracy especially for Grades 1 and 2. It is important to ensure that the curriculum for children of ages 3-6 onwards must be planned in a way that builds on children's capacities of that particular age and leads to formal learning instead of a downward extension of the curriculum from Grade 1.

4.5.1 Teaching Language and Literacy

At present, early language classrooms are focussed mainly on teaching the *varnamala* and *matras*, choral repetition of a text being read by the Teacher or children and copying or handwritingpractice. There is little emphasis on meaning-oriented work, and few opportunities are providedfor children to develop as readers and writers.

In the early years, the teaching of language and literacy should provide children ample opportunities to explore themselves as readers and writers, along with providing a balance of learning 'lower-order' skills (e.g., phonological awareness, decoding, writing letters and words correctly) and 'higher-order' skills (e.g., oral language development, engaging with books, drawing, and original writing) which are meaning-focused.

4.5.1.1 Emergent Literacy

Emergent Literacy is defined as the skills, knowledge, and attitudes that children develop about reading and writing before they become conventional or fluent readers and writers. With adequateexposure to print and opportunities to read and write, children could start learning to read and write from a very young age and much before they are able to decode and write conventionally (usingletters and words).

The emergent literacy phase is an important part ofthe process for young children to learn how to readand write. Emergent literacy includes both emergent reading and writing:

a. **Emergent reading skills** include print awareness and learning print concepts, pretend reading, and reading words as pictures (logographic reading). Concepts about print is an awareness about how print works: that printconveys meaning, that it is used for different purposes, and that written texts and books have different features, forms, and conventions.

b. **Emergent writing skills** include drawing and scribbling to represent something. Children express themselves in a form of writing and talking about what they have written. Young children's writing is related to their talk, experiences, drawing, reading, and pretend-play. At later Stages, children also use letter-like shapes and invent their own spellings (e.g., kat for cat before understanding the relationship between sound and symbol and moving towards conventional spelling and writing.

Children acquire emergent reading and writing skills through exposure to print at home and outside (e.g., recognizing labels, listening to story books being read to them, seeing people write or draw). Many children do not get exposure to print and may join school with little awareness of print. They need to be initiated into understanding print through a print-rich environment at school and through engagement with books. Children need to understand how literacy is useful for them before they are taught to read and write letters.

4.5.1.2 Strategies that support Emergent Literacy

Some strategies that support emergent literacy include:

a. Encouraging children to engage with books and to 'pretend read' (look and say), illustrated storybooks that they have listened to being read aloud by the Teacher.

b. Encouraging children to draw and write or scribble on the floor, on their slates or notebooks to express themselves (e.g., after a storytelling session).

c. Creating a print-rich environment in the classroom through use of print resources (e.g., big books, picture books, story posters, poem posters, children's magazines) displayed or keptin the classroom within children's reach.

d. Setting up a 'reading corner' and 'writing corner' in the classroom.

4.5.1.3 Components of Early Language and Literacy

Development of early language and literacy in the formative years requires developing a wide range of skills, knowledge and attitudes. Skilled reading and writing require a child to distinguish different sounds in spoken words, recognize letter-sound relationships, make words by combining sounds, develop vocabulary, comprehend what is written and develop reading fluency. This requires teaching of literacy to include several processes that build comprehension, vocabulary, fluency, word recognition, letter knowledge and phonological awareness.

The components of early language and literacy include:

a. Emergent literacy skills: Developing awareness about print, pretend reading (reading pictures), logographic reading (reading words as pictures), drawing and scribbling to represent and express something. Concepts about print include:

i. Knowing printed words are symbols for words in a spoken language, which help to see the interconnectedness between oral and written language.

ii. Functions and forms of print e.g., in a storybook, in notices and advertisements, posters, for writing letters, and communicating thoughts to others.

iii. Knowing that writing mostly has a left to right orientation (with exceptions e.g., Urdu); that a word is preceded, and followed by a space; that there are letters, words, and sentences in a printed text; knowing punctuation marks and how words differ in length.

iv. Book awareness and ways of handling a book.

b. Oral language development: Improved listening comprehension, oral vocabulary development, and using talk and conversation for learning with peers and knowledgeable others (e.g., older students, Teachers, parents)

c. Phonological awareness: Phonological awareness is the understanding of the sound structure of language, i.e., sentences which are made up of words, syllables, and smaller units of sound. This knowledge is first developed orally. Phonological awareness and print concepts are the two most important foundational skills for learning decoding.

d. Decoding: Deciphering written words by sounding them out, based on understanding the relationship between symbols and their corresponding sounds. It is the ability to associate

sounds with individual letters and letter combinations *(aksharas)* and blending the sounds together to pronounce (or read) the whole word and identify the meaning (if the word is known).

e. **Reading with comprehension**: Constructing meaning from a written text and critically thinking about it.

f. **Fluent reading**: Accurate, automatic recognition of words and reading with expression.

g. **Writing:** Ability to write words correctly, along with presentation of thoughts or information in a logical and organised manner.

h. **Developing a desire or habit of reading**: Engaging with a wide variety of books and other reading materials and developing an appreciation for literature

4.5.1.4 Balanced Literacy Approach

Research has shown that developing the above components of language and literacy requires a comprehensive and systematic approach known as the Balanced Literacy Approach. The Balanced Approach focuses on developing word recognition skills as well as a focus on meaning-making. It balances decoding work with the use of whole language (sentences); as well as the balance between oral language and reading and writing.

In the early years, teaching of language and literacy should be focussed on children acquiring skills related to two broad categories:

a. **Word recognition and accuracy in writing words (lower order skills):** These include print awareness and phonological awareness (considered as foundational skills before teaching of decoding), decoding, writing letters and words correctly.

b. **Language comprehension and expression (higher order skills):** Oral language development, vocabulary development, reading with comprehension (including active response to reading), and original writing or composition.

A balance between these lower order and higher order skills is planned through the use of a variety of activities such as oral games, phonological awareness activities, explicit instruction for letter recognition, decoding and word-work, fine motor activities, read alouds, shared reading, guided reading, independent reading, modelled writing, guided writing and independent writing.

a. **Oral Language development**: Strategies for this can include storytelling and discussion, conversation on pictures and themes, opportunities for children to talk and share their experiences through free and guided conversations, role play activities.

b. **Decoding Instruction and Word Solving:** This refers to explicit instructions to establish letter-sound relationships. Decoding instruction should follow activities of phonological awareness, where attention needs to be directed to sounds in words (beginning, middle, ending sounds). Letters and words are to be introduced simultaneously so that meaning making remains at the centre of language and literacy instruction (since words are fundamental units of meaning).
   Indian scripts contain numerous *aksharas* and hence *akshara* groups need to be carefully chosen and ordered so that children can generate meaningful words with their recently acquired *akshara* knowledge. Explicit instruction needs to be given for word decoding and spelling with segmenting and blending words and aksharas. In the case of English, phonics instruction would mean paying attention to specific letter combinations that represent sounds in English, rather than a sequential introduction of the alphabet.

c. **Reading Strategies:**

   i. **Read-aloud**: The Teacher reads aloud to the children from well-chosen children's

literature (not textbooks). The intent is not for the children to repeat after the Teacher but to develop their language capacities and vocabulary. Read-alouds are opportunities to introduce children to good literature, and familiarise them with vocabulary, language use and meaning making. Discussions and conversations are an essential part of this activity, where the children are actively engaged with text being read out to them.

ii. **Shared Reading:** Teachers choose texts with large print which is visible from a distance and encourage children to read along with them. As children read aloud stories and participate in shared reading, they can progress beyond the level at which they are currently reading and become confident about their reading abilities.

iii. **Guided Reading**: In guided reading, the responsibility for reading shifts from the Teacher to the children. This is different from shared reading, where the Teacher takes the lead in reading while children contribute occasionally. In this case, the children read while the Teacher supports them as needed. In this process, strategies and techniques the Teacher may have modelled during read-alouds and shared reading are reinforced and practised.

iv. **Independent Reading:** Children must be given opportunities to read independently or with a partner. While reading independently, they develop the habit of reading quietly, begin to value the act of reading, and of reflecting on and experiencing a book for pleasure. It follows that children should have the freedom to choose the book they wouldlike to read independently or with a partner.

d. Writing Strategies:

i. **Modelled Writing**: Teachers need to model the writing process to young children who are learning to write. If we want to keep meaning at the centre of language instruction, copywriting is not a very meaningful activity for children, even if it helps in developing writing fluency. Teachers, by modelling the writing process, encourage young children to begin seeing writing as an expressive activity along with speaking.

ii. **Shared Writing:** Like shared reading, shared writing is a more collaborative process where the Teacher assists the children in writing with them. For example, they can start a sentence "I ate __ for breakfast" on the board and ask a child to come and complete it. Talk, conversation, and writing goes along side by side, and the Teacher is continuously modelling, prompting and guiding children in the writing process.

iii. **Guided Writing**: While free writing by children is desirable, it doesn't emerge on its own, by just giving writing tasks to young children. From shared writing, responsibility is partially shifted to the child, while the Teacher gives frequent feedback, suggestions and prompts to the keep the writing flowing. Setting appropriate tasks for writing, which combine elements of purposiveness, functional and imaginative, would sustain the interest of young children to write. Guided writing could include peer writing and multiple drafts of writing with Teacher feedback.

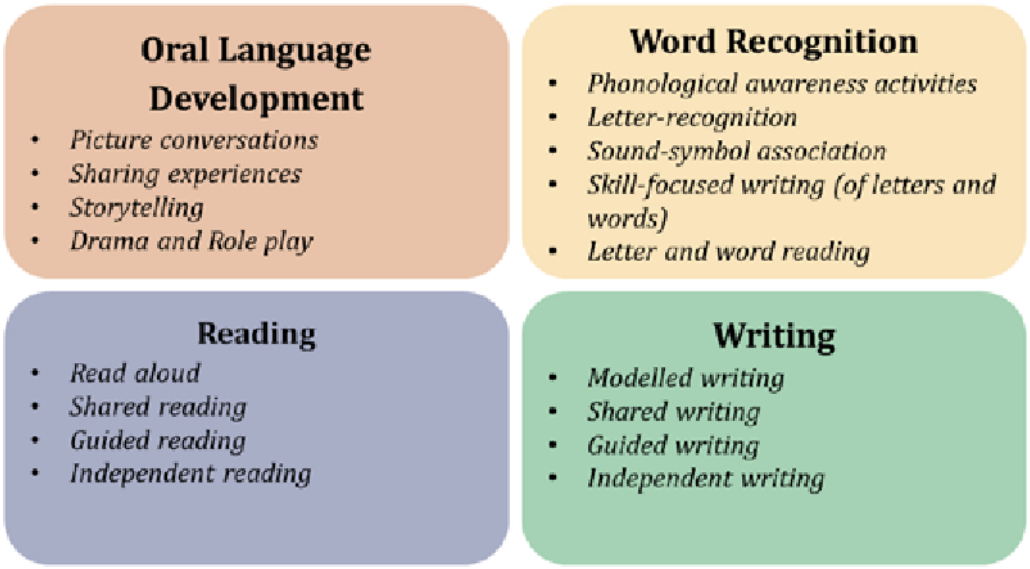
iv. **Independent Writing:** Children should be given time write on their own. Encouraging them to write stories, poems, messages, instructions, and recipes gives them opportunities to use their creativity and imagination as well engaging with functional aspects of literacy.

Another dimension of balanced language and literacy teaching at the Foundational Stage is that oral language development, decoding related work, reading and writing activities should happen simultaneously and on a daily basis. An approach to use these as four blocks of instructional time is presented next.

4.5.1.5 The Four-Block Approach for Literacy Instruction

There are four major components in language and literacy instruction - oral language, word recognition, reading, and writing. While activities for the four blocks may be implemented in an integrated manner, it is important that children spend time working on each of the blocks on a regular basis.

While children are learning decoding, they should continue to engage with storybooks e.g., listen to and respond to interactive reading-aloud of storybooks and write or draw in response to the text being read to them. Also, teaching of letters and vowels or *varnas* and *aksharas* can be organised in a clustered manner so that children can begin to read and write simple words and meaningful sentences soon after learning a few symbols, instead of waiting to learn all varnas and matras together. The four-block model [11] comprises:



Four Blocks Model - Language

By the end of Grades 1 and 2, there would be a need to provide time for additional support to children who have not acquired basic word recognition skills. A **differentiated approach** to teaching *(Please see Section 4.2 in this Chapter)* for addressing the needs of such children should be a part of the activities in all the four blocks.

4.5.1.6 Some strategies for teaching an unfamiliar language

The Teacher might encounter children in their classroom who are not familiar with the language that is being taught. The pedagogy of teaching an unfamiliar language needs to be understood better with strategies like Total Physical Response (TPR) activities, extended oral and communicative work, vocabulary development, simple phrases and sentences used as commands, conversations, and stories.

Some strategies for teaching of an unfamiliar language are below:

a. Promote oral language development initially with lots of fun-filled and interactive activities; like TPR (e.g., physically demonstrating action words - jumping while saying the word jump), extended oral and communicative work, vocabulary development, simple phrases and sentences used as commands (e.g., shut the door, look outside) and conversations and stories.

b. Provide comprehensible input in the unfamiliar language. It includes providing many opportunities of listening to the language and reading it in a form that is within the children's

sphere of comprehension, also called 'comprehensible input.' The language used by the Teacher should be simple and supported by gestures, pictures, actions, and use of words from the children's home languages. Using a familiar context that children can easilyrelate to is important for better comprehension.

c. Build a meaningful and purposeful context. It means children should be encouraged to acquire an unfamiliar language by using it for effective communication instead of being stuck with purity and correctness of language. This will improve the oral expression of children in an unfamiliar language.

d. Provide ample exposure to unfamiliar language. This could be done by providing opportunities of listening, using the language for communication, and ample print materials.

e. Create a stress-free and safe environment. There should not be any pressure on early production or speaking and formal assessment of learning for an unfamiliar language. A positive and supportive classroom environment where children are motivated and have high self-esteem and low level of anxiety helps children learn better and at ease.

4.5.2 Teaching Mathematics

Children bring various mathematical skills from their surroundings and culture into the classroom, which must be the basis of learning mathematics.

Mathematics learning goals can be categorised into higher goals such as mathematization of a child's thought processes (e.g., ability to handle abstract thinking, problem-solving, visualisation, representation, reasoning, and making connections of mathematics concepts with other domains) and content-specific goals (those related to different concepts in mathematics (e.g., understanding numbers, shapes, pattern).

Children achieve content-specific goals once they are mathematically proficient in it. So, teaching and learning in the early years must emphasise achieving both higher goals and content-specific goals as both goals are interdependent and interconnected.

Learning mathematical skills must follow the simple to the complex path. It means that in the initial years, children learn mathematical vocabulary (e.g., matching, sorting, pairing, ordering, pattern, classification, one-to-one correspondence) and mathematical concepts related to numbers, shapes, space, and measures. These skills gradually move to more complex and higher skills(e.g., quantity, shapes and space, measurement) at later ages. In the mathematics teaching-learning process, those mathematical skills which are more focused on applying mathematical skills in a real-life situation to understand, solve, reason, communicate, and make decisions need emphasis.

There are various mathematical processes which help children achieve both higher and content-specific goals. These are problem-solving i.e., solving mathematical problems both realistic and 'pure;' reasoning i.e., justifying and reasoning about solutions and processes; connection-making i.e., connections between one concept and another; representation i.e., using concrete, visual diagrams to represent mathematical concepts and ideas; communication i.e., explaining and communicating mathematical ideas; and estimation i.e., using approximation to quantify and solve.

Incorporating these processes in the classroom helps children to get a comprehensive mathematical experience and achieve mathematical proficiency as part of conceptual understanding, procedural understanding, application, adaptive reasoning, and a positive attitude towards mathematics.

4.5.2.1 Approaches to Teaching Mathematics

The following approaches can be integrated into mathematical teaching-learning processes to give children comprehensive mathematics experiences considering the nature and cognitive demand of the tasks and skills.

a. Developing mathematical abstract ideas (concepts) through concrete experience (ELPS)

Mathematical concepts are abstract e.g., learning to understand numbers, doing operations, and drawing 2D shapes. So, it is important that children learn these abstract concepts through concrete experience and gradually move from the concrete to the pictorial to abstract notions.

When children engage with a concrete experience, they can understand the meaning of mathematical concepts easily. The following sequence can be followed to teach the abstract mathematical concept.

An example of learning numbers through **ELPS**:

- **E – Experience:** Learning the mathematical concept of concrete objects, e.g., counting concrete objects for learning numbers.
- **L – Spoken Language**: Describing the experience in language, e.g., what is being counted, how many have been counted.
- **P – Pictures:** Representing mathematical concepts in a pictorial form e.g., if 3 balls havebeen counted, these can be represented through 3 pictures of the ball.
- **S – Written Symbols:** Mathematical concept that has been learned through concrete experience and pictorial can be generalized in written symbol form such as writing the number 3 for three balls.

b. Connecting mathematics learning with children's real-life and prior knowledge

Learning mathematics must relate to children's real life and their prior knowledge. Real life examples also help children to understand a mathematical concept, develop the ability to apply mathematical skills in real life and, more importantly, see mathematics as worth learning and doable. So, while teaching mathematical skills, Teachers should use real life examples to build conceptual and problem-solving abilities.

c. Mathematics as a problem-solving tool

Problem-solving is an important higher goal of mathematics learning and children must quickly understand that mathematics can be used as a problem-solving tool to solve a real-life mathematical problem. So, learning should not only focus on developing concepts but also on problem-solving skills. Problem-solving abilities provide children an opportunity of making meaning of skills and knowledge as well as an understanding of where they can apply their knowledge or skills. Setting up rich mathematical tasks, understanding the problem, devising strategies, solving, and checking the solution and justification are important steps to help children build problem-solving abilities.

The following steps could help develop problem-solving abilities among children:

i. Understand the problem - What is known? What is unknown?

ii. Devise a strategy/plan- Do I know a related problem? What strategies could be useful to solve it?

iii. Solving the problem - What steps I am taking to solve it? Am I taking the correct steps? Can I argue about why and how I solved this problem?

iv. Looking back/Checking the solution - Did I do the right thing? Did I answer the question?

v. Encouraging flexible thinking and use of multiple strategies for problem-solving.

Children should learn more than one way of problem-solving. For example, what would be different strategies to solve 8+7? Children can count on 7 more from 8 or some children can split 7 into 5+2 and add 2 in 8 to make it 10 and then add both 10 and 5 to arrive at 15. Hence, teaching-learning must be focused on helping children to invent multiple strategies to solve the problem and not only a single way of problem-solving. Children must be encouraged to invent their own strategies but for these strategies, children need a strong understanding of mathematical concepts and processes.

d. Using Mathematical talk, communication, and reasoning.

Mathematics has its own language, different from everyday language in many ways. It has its own unique vocabulary, symbols, and sign systems which are often not used in daily lives e.g., addition, multiplication, +, -, =.

A child may be encountering these for the first time in a mathematics classroom. There is a need for rich conversation between Teachers and children around mathematical concepts, processes, applications, and reasoning. This discussion must also focus on mathematics that children encounter in their real life and provide an opportunity for children to explain their mathematical thinking, reason, justify and listen to other mathematical ideas and also the opportunity to listen to the Teacher's explanation, reasoning, and justification. So, an oral math talk must be encouraged in the classroom rather than engaging in written tasks silently.

e. Developing a positive attitude towards learning mathematics

There is vast research on the strong dislike and negative attitudes children may develop towards mathematics even as early as Grade 3. Early learning should not only focus on developing mathematical competencies but also on supporting children to develop a positive relationship with mathematics as a domain. The system needs to generate awareness of the strong affective responses mathematics as a subject can generate, and the pivotal role a strongfoundation in early mathematics can play in pruning the negative image the subject has for many. Children should learn to enjoy mathematics.

4.5.2.2 Components/Areas of Mathematics Learning in the Early Years

a. **Number and its Relations** refers to understanding number concepts (Sound, Symbol, and Quantity) in various contexts, counting, representation, and its relation.

b. **Basic Mathematical Operation** refers to understanding concepts of calculation and developing strategies to solve problems using them.

c. **Shapes and Spatial Understanding** refers to developing an understanding of shapes and making and classifying shapes as well develop spatial sense understanding.

d. **Patterns** refers to the understanding of the repeated arrangement of numbers, shapes, and designs and making a generalisation based on some rules and structure.

e. **Measurement** refers to understanding units of measuring something and using it to quantify.

f. **Data Handling** refers to understanding the collection of data, collecting and analysing it.

4.5.2.3 Blocks of Teaching for Mathematics Instruction

To become mathematically proficient, children need to build conceptual understanding, procedural understanding, strategies competence/application, communication and reasoning,

and a positive attitude towards mathematics.

All these strands of mathematical proficiency can be designed in the following four blocks for the daily classroom process. A mathematical approach/process must be the basis of and based on the nature of the task.

a. **Block 1: Oral math talk**: At the beginning of class, for 5-10 minutes, children could sing a poem with numbers or discuss their experiences with mathematics or problems they encounter in their life. Discussion can also be on oral calculation, concept, strategies, and reasoning. It works as a warm-up activity before going into the formal teaching process.

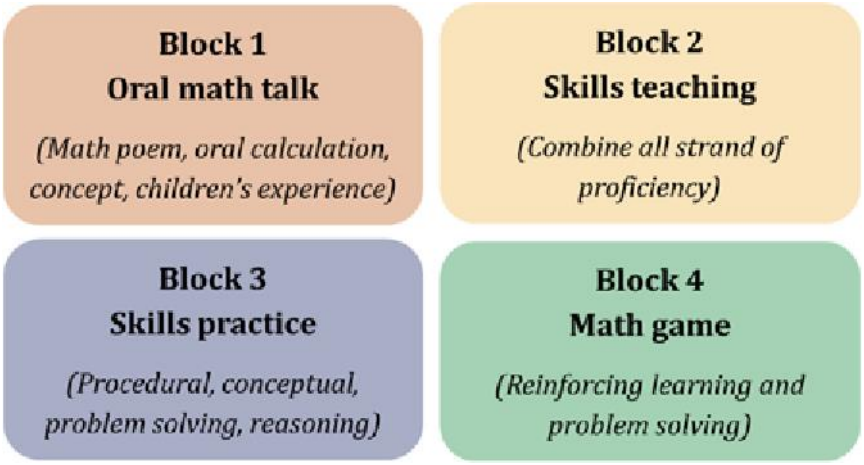


Figure 4.5B: Four Blocks Model – Mathematics

b. **Block 2: Skills teaching (combining all strands):** This is teaching mathematical concepts, problem-solving, and communication through concrete experience, systematic activities, and instruction that follow the Gradual Release of Responsibility *(Please see Section 4.2 in the Chapter)* approach, though not necessarily in the same sequence for every activity or mathematical task. Teachers could also anticipate a mathematics task and let children solve it independently before providing guiding support. Every child must get an opportunity to learn, explain, and be given feedback.

c. **Block 3: Skills practice:** Providing children with various kinds of rich mathematical tasks based on concepts, processes, problem solving, reasoning, and communication for practicing mathematical skills. This can be through a workbook, textbook or a Teacher-created task set.

d. **Block 4: Math game for reinforcing learning/problem solving**: Children enjoy playing games. There could be various kinds of mathematical games which help children to strengthen their learning in various ways. These games must be based on problem-solving, concepts as well as reasoning. Group-wise games can also be planned according to the learning levels of the children.

The total suggested time in the day for mathematics is 60 minutes.

Blocks		**Objectives**	**Suggested Strategies and Approaches**	**Suggested time**
Blocks 1 & 2	Math Oral Talk	As warm-up activities for encouraging oral math	Open-ended/large group discussion Singing, poems, talk about children's real life math experi-ence, concept, oral calculation, reasoning	5-10 mins

	Skills teaching (Combining all strands)	Helping children to achieve mathematical skills through structured instruction/ activities	GRR/ELPS/Problem-solving approach Conducting activities to build concepts, processes, application, strategies and reasoning	20-25 mins
Blocks 3 and 4	Skills Practices	Helping children to master skills through skills practice	Providing math tasks through workbooks or worksheets Individual, peer, group practice	15 mins
	Math game for rein-forcing learning	Reinforcing taught skills through games Focusing on problem solving	Playing math games with children to reinforce learning and supporting children who are struggling	15 mins

Section 4.6
Creating a Positive Classroom Environment

As children enter school, their worlds expand, they make friends, begin connecting with adults beyond the family, and become more and more mobile and verbal. They want to explore and learn about everything. The role of the Teacher is very important in guiding children in their behaviour and in forming strong positive relationships.

Teachers, therefore, have to be thoughtful and responsive to the needs of children. Caring for children is complex and important work. It is complex because there are many parts involved in establishing relationships with children and their families.

4.6.1 Classroom Environment

The word environment refers to both the physical space and the 'atmosphere' or psychological environment in the classroom. The physical environment provides a structure that allows safe exploration, cognitive growth and challenge. The atmosphere or psychological environment is made up of all the relationships and social interactions that happen in the classroom.

A safe, secure, comfortable, and happy classroom environment can help children to learn better and achieve more. For this, it is important that the necessary facilities such as learning materials, aids, equipment, and space for doing activities, working together and playing so as to help each child learn better are made available.

The classroom must be an inclusive, enabling learning environment that provides every child freedom, openness, acceptance, meaningfulness, belonging and challenge.

Care is central to the classroom environment at the Foundational Stage. Empathy and respect are at the heart of care. This is an attitude of concern and responsibility for children and relation-ships.

4.6.2 Creating Classroom Norms with Children

Introducing children, gently but clearly, to agreed norms of being in a classroom together should be done as early as possible. This gives them both clear direction and a way to settle well in class.

It is best to have conversations with children and agree on norms with them. This leads to an enhanced sense of ownership and responsibility while helping nurture and build a positive classroom culture. Norms should be short, clear, and easy to understand with positive phrasing. Once the norms are agreed upon, each one must be explained in detail with examples.

Listing the norms with a corresponding visual for each on a poster and hanging it up at the children's eye-level would help children understand and follow them better. The norms could be:

a. Listen when another person is talking
b. Raise your hand before speaking in a group
c. Speak respectfully to your classmates and your Teacher
d. Keep your hands, feet, and any objects to yourself

Enforcing norms should be done in a positive manner. When rules are broken, gently point children to the 'norms' poster up on the wall and talk about it

Teacher's Voice

Attendance Bucket!

In my class of 20 children who are between 5 and 6 years, we have decided that we will not have usual attendance marking system. Instead, we have created name plaques of children in class; there is a plaque for me too and we put them in a bucket. Those who come to class, pick up the plaque with their name and keep it in their shelf next to their other belongings. While going back we put these plaques back in the bucket.

4.6.3 Managing Difficult Behaviour

Children behave inappropriately for many reasons. Behaviour is often the unspoken language through which children act out feelings and thoughts. It is also because they are unaware of group behaviour norms or alternative ways of behaving, and not because they are 'bad' or they want to 'trouble us.'

Sometimes they use behaviour to seek extra attention. They could be angry or helpless and don't know any other way to express this. Children need to feel secure and in control - when that control is taken away, they may seek to regain it through this kind of behaviour. Sometimes this behaviour could be because of lack of sleep, poor nutrition, health reasons or developmental delay or deficits, family dysfunctionality or stress.

Some examples of difficult behaviour which harms children or disrupts the classroom are:

a. Aggressive behaviour (e.g., hurting others - hitting, biting, pinching, throwing objects)
b. Antisocial behaviour (e.g., using inappropriate language, name-calling, refusing to share)
c. Disruptive behaviour (e.g., disrupting circle time, running around the classroom, shouting in the classroom, dropping objects, tearing books, breaking toys, destroying the work of others)
d. Inappropriate expression (e.g., excessive crying, pouting, whining)

4.6.3.1 Helping Children Settle, Guiding their Behaviour Positively

Every adult who cares for children has a responsibility to guide, correct, and socialize children toward appropriate behaviours. Positive guidance is crucial because they promote children's self-control, teach children responsibility, and help children make thoughtful choices.

Caring and respectful adults create a supportive atmosphere to help young children explore alternative behaviours, develop social skills, and learn to solve problems. This is called a positive approach to guidance. An effective guidance approach is interactive. Adults and children both learn to change as they interact with one another toward a common goal.

Understanding the development of a child will help us set appropriate standards of behaviour/ expectations from children, think of appropriate alternatives, as well as age-appropriate explanations or ways to explain to the child. This will also preserve the child's self-esteem and dignity.

Actions that insult or belittle are likely to cause children to view their teachers, parents and other caregivers negatively, which can inhibit learning and can teach the child to be unkind to others.

However, actions that acknowledge the child's efforts and progress, no matter how slow or small, are likely to encourage healthy development.

4.6.3.2 Illustrations of Positive Guidance by the Teacher

a. Tell children what is expected from them. Make directions and suggestions in positive statements, not in negative forms. For example, 'Walk around the edge of the grass, Shubha, so you won't get hit by the swing' instead of 'Don't go near the swing.'
b. Reinforce what children do right and what Teachers want to see repeated. This helps build the relationship on positive grounds. For example, 'Good job, Jacob. You worked hard on building those blocks.'
c. Give direct suggestions or reminders emphasizing what you want children to do. Help them refocus on the task without nagging or confrontation. For example, 'I know you are excited about the nature walk, Nemi, it looks like you have almost finished putting on your sandals so we can go' instead of 'Hurry up and buckle your sandals so we can go.'
d. Use positive redirection whenever possible. For example, 'Let's get a basket for you to toss those balls into, Selva. That way you won't bother the other children who are playing nearby.'
e. Use encouragement appropriately, focusing on helping children achieve success and understanding what it is you want them to learn. For example, 'Now that you have finished two puzzles, can you finish the third one, Tenzing?'
f. Give reasons for your request. Let children know in simple, straightforward statements the reasons behind your request. Children are more likely to cooperate when they can understand the reason why. For example., Pallavi, if you move those chairs, then you and Abdul will have more room to dance' instead of 'Move the chairs, Pallavi.'

Telling the Truth

Most children at the Foundational Stage are naturally honest and direct. It is important to build on this and encourage it in every way.

Many Teachers find simple ways to recognise and appreciate children for telling the truth thus reinforcing it as the right thing to do. This also helps strengthen the bond between Teacher and child.

Voices from two Teachers are below.

The start of school each day is a hectic time for Teachers like me.

Today, as I was making my mental preparations for my class and interacting with parents dropping off their children, and the children themselves, I got a phone call. The voice on the other side said 'Teacher, I am Gurpreet's mother. Gurpreet is refusing to come into the school. Can you please talk to him?'

I agreed, and asked Gurpreet what was the matter. He replied, 'My shoes are quite worn out. Mama has agreed to buy me new shoes and I want to go shopping with her.'

I appreciated the fact that he told me the truth and did not try to make up a reason. I thought about it for a few seconds and then told him, 'You must get the new shoes, but you can go to the shop during the long break and then come back in your new shoes. So,you won't miss any class.'

He agreed. The smile on Gurpreet's face when he came back to class in his new shoes was all I needed to be assured of the value of such honest engagement with children.

At the end of every day, I give very short workbook tasks to the children. One day, I noticed that Mumtaz didn't have any task in her workbook. She remained silent when I asked if I had missed giving her a task. I let it go. However, this happened frequently overthe next couple of weeks.

When I asked her again, she replied 'You have been giving me the tasks. But I have beentearing off the pages as I am finding it difficult to complete them. I am sorry.'

I was impressed by her honesty. I didn't scold her. I told her that I really appreciated her honesty and would give her simpler tasks and she promised to do them. And that is how things panned out over the next few weeks.

4.6.4 Discipline

Discipline is a part of the guidance strategies adults use to help children become responsible for their actions, learn self-control, and behave appropriately. Discipline does not mean punishing and preventing behaviours.

One of the major goals of a good guidance process is to help children achieve self-discipline. This happens only if adults lead in ways that support children's developing ability to control them- selves. By gradually handing over to children the opportunity to govern their actions, adults communicate trust.

For young children, with their emerging initiative, this is an important step to take. With added responsibility and trust comes an added dimension of self-respect and self-confidence. Such children feel capable and worthwhile. For example, on a nature walk, let children handle the basketin which you want them to gather pebbles. During indoor play, encourage children to bring materials from the shelves/boxes and put them back. Encourage older children to serve food to everyone.

Along with self-respect, the child must taste the freedom that comes with a reduction of adult controls. Children do not learn to handle freedom by being told what to do all the time. Only when they have an opportunity to test themselves and make some decisions on their own will they know their capabilities. Young children must learn this in safe places with adults who allow them as much freedom as they can responsibly handle.

4.6.5 Language Used by the Teacher

As Teachers gain experience in handling problem behaviours, they learn to use the right kind of language. Teachers discover how potent the voice can be and what words will work best and when. They become aware of facial expressions and what a touch or a look will convey to children. How they use their body reflects a distinct attitude and approach to discipline. Through experience, new Teachers learn how to use these tools in ways that will work best for them and the children.

a. **Voice**: Talk to children in the same way you talk to other people. Learn to control the volume and use good speech patterns for children to imitate. To be heard, get close enough to speak in a normal tone; get down to the child's physical level. Often, lowering volume and pitch is effective.

b. **Words:** The fewer the words, the better. Simple, clear statements, spoken once, will have more impact. The child will be able to focus on the real issues involved. A brief description of what happened, a word or two about what behaviour is acceptable and what is not, and a suggestion for possible solutions are all that are necessary.
   Teachers have to choose the words carefully. They should convey to the child exactly what is expected.

c. **Body Language:** When working with small children, the Teacher must be aware of body height and position and get down to the level of the child. It is difficult to communicate warmth, caring, and concern from two or three feet above a child's head, or by shouting from across the room.
   The way Teachers use their body invites or rejects close relationships and familiarity. A child will find Teachers more approachable if they are seated low, with arms available, rather than standing, with arms folded.

Making full use of the senses can soften the impact of words. A firm grip on the hand of a child who is hitting out, or a gentle touch on the shoulder, tells children the adult is there toprotect them from themselves and others. Eye contact is essential. Teachers learn to communicate the seriousness of a situation through the eye and facial expressions. They also show reassurance, concern, sadness, and affection this way. Physical presence should convey to the child a message that the Teacher is there, available, and interested.

d. **Attitude:** Attitude is part of the unspoken language of guiding children. Attitudes are derived from experience. The Teacher has to examine the way she was disciplined and acknowledge her experiences and feelings about it, particularly assumptions she may have on how children be- have depending on their context and background.
As Teachers gain experience in handling problem behaviours, they learn to use the right kind of language. Teachers discover how potent the voice can be and what words will work best and when. They become aware of facial expressions and what a touch or a look will convey to children. How they use their body reflects a distinct attitude and approach to discipline. Through experience, new Teachers will learn how to use these tools in ways thatwill work best for them and the children.

4.6.6 What Not to Do

a. Avoid constantly telling children what they cannot do. If adults use many negative words such as NO, don't, stop it, cut it out, or shut up, children may decide to tune the Teacher, parent, or caregiver out. Too many 'don'ts' also cause negativism in children.
   i. E.g., instead of *'Vijay, don't drop the egg*' you could say '*Carry the eggs in both your hands like this, Vijay, so they won't break or fall from your hands.*'
   ii. E.g., instead of '*Chitra, don't drag your dress in the mud*' you could say '*Tie your dress around your waist like this so it won't get dirty*.'
b. Be careful of damaging children's self-esteem.
   i. E.g., When Pavani spills the milk that she was carrying onto the table instead of saying '*Can't you do anything right*' say '*That's a hard job, we'll wipe it up and you can try again carefully*.'
c. When a child makes a mistake, respond genuinely, and avoid sarcasm.
d. Try not to ignore a child, irrespective of their behaviour.
e. Never criticise a child in front of others.

The most effective methods of guidance are clear, consistent, and fair rules that are enforced in consistent, humane ways. Children should be aware of the consequences if the rules are broken. Good guidance practices emphasize the positive aspects of a child's behaviour, not just problem behaviours. Guidance measures have greater meaning to children if they are encouraged to take responsibility for their actions and are part of the problem-solving process.

Learning to make Ethical Choices and Learning to be Sensitive to the Environment

It is important for children at the Foundational Stage to learn to do the right thing as part of their everyday. They also must learn to care for all beings and nature.

However, given the way they learn at this age, all this must be done as a part of their everyday - through their everyday conversations and play activities, the stories they tell and listen to, and, more than anything, their teacher's responses to their actions.

There are illustrations of this throughout this Chapter especially in the Teacher's Voices. It is the way Teachers pick the right cues and use the immediate situation to reinforce and encourage the right choices that children learn the most from.

Section 4.7
Organizing the Environment

4.7.1 Seating

Sitting together is one good way of learning to be together in a simple and natural manner. Sitting together encourages friendships, bonding, and being with other children who may be 'different from me,'. Sitting together e.g., in small groups or in a large circle, encourages learning together, collaboration, and a natural acceptance of diversity.

Classroom seating at the Foundational Stage should be flexible and reflect the pedagogy being used in the class. Sometimes children need quiet individual time, sometimes they work in pairs or small groups and sometimes they work with the whole group together.

Seating can be organized in different ways, giving children variety and choice while ensuring that pedagogical requirements are met. **Fixed individual seating is not necessary at this Stage. In fact, it could come in the way of both Teacher and children.**

4.7.2 Displays and Print-Rich Environment

Classroom displays constitute part of the learning process. Displays in the classroom are not necessarily limited to 'finished' products of what children have created but includes aspects of work in progress e.g., a collection of pebbles or plants that are being used for a particular study. Work of all children is displayed and not only the 'best' ones selected each time.

Teachers must ensure age-appropriate language and style in organizing displays so that they are accessible and comprehensible to all children. Displays are best kept at the eye level of children.

Children could be involved in displaying their own work, replacing them from time to time. Selected finished and used displays can be added to individual children's portfolios.

Given the focus on language learning in these early years, the availability of a print-rich environment (e.g., word walls, word cards, word labels on objects in the classroom and easily accessibleclassroom libraries) to encourage reading and writing is critical.

4.7.3 Creating Vibrant Learning Corners in the Classroom

Learning Corners help to organizes spaces in a way that isinviting, provokes children's thought, interest, and curiosity. They provide flexibility andfreedom to participate in a variety of activities along with opportunities for independent and collaborative play. Theyalso enable quiet play in an areathat is separated from active play. They promote both independent learning and Teacher-guided interactions, providing opportunities for holistic development through various types of play encouraged in different Learning Corners. Learning Corners include Corners for Dramatic Play, Blocks/Puzzles, Math, Arts/Drawing, and Books.

Teachers play an active role in setting up and maintaining Learning Corners. They are responsible for keeping these Corners attractive and vibrant, and ensuring that they cater to the learning needs of all children.

a. The Teacher should choose materials appropriate for different groups of children. Thematerials should be such that any child, one who has just begun to learn a concept or another who has learnt more about it, finds something suitable.

b. Children should be allowed to explore whatever material they want. Initially, children maymove from one Corner to another often. Once they settle, they begin to engage seriously with activities and materials of their choice for longer periods of time.

c. The Teacher should encourage children to visit all the Corners during the week. If there is limited material, the Teacher could decide on the number of children allowed in each Cornerevery day. Some of the material could be changed every 15 days. This will encourage children to explore new things. The Teacher could align the material to the Learning Outcomes of that period.

d. When children are playing in the corners, the Teacher may need to move from one group ofchildren to another, interact with them, and play with them. She could let half the group of children use their time as Free Play and could focus on Guided or Structured Play for the other half of the group, helping them learn something specific.

e. The Teacher must observe children as they use the Corners. She could ask questions, introduce, or extend an idea, give a clue to solve a puzzle, clarify something in a story, recordchildren's responses and note anecdotes of what children are doing. This process helps the Teacher take informed decisions while planning for the next day, next week or month
based on observations.

f. Safety of children must be ensured while they use the Corners.

Chapter 5
Choosing, Organising, and Contextualising Content for Teaching

The content to be used in the teaching-learning process includes the learning environment, the teaching learning materials (TLMs), and books. The choice of content is largely determined by the Competencies and Learning Outcomes to be achieved along with the pedagogical approach being adopted.

The arrangement and organization of the learning environment is very important for the Foundational Stage. Children in the Foundational Stage, learn most effectively through manipulating and engaging actively with the material world around them using all their senses. To enable this rich sensorial experience, carefully chosen TLMs play an essential role in classrooms.

Section 5.1 elaborates on the process of developing a syllabus for the Foundational Stage based on this Curriculum Framework. Section 5.2 outlines the principles and considerations for content selection across all the age groups in the Foundational Stage. Language, mathematics, and arts provide their own specific considerations for content selection. Section 5.3 outlines different approaches to organising content. Section 5.4 lists out the relevant TLMs that are appropriate for the Foundational Stage. Section 5.5 gives guidelines for selecting books and for textbook design appropriate for the Foundational Stage. Section 5.6 provides guidelines and suggestions for organizing the learning environment, both indoors and outdoors.

Section 5.1
Developing a Syllabus

This curriculum framework puts down the Curricular Goals and Competencies to be achieved and gives guiding principles for content selection, pedagogical approaches relevant for the Stage and assessment practices that are appropriate. The framework also gives suggestions on the allocation of time for different curricular areas that is proportional to the intended Learning Outcomes.

Syllabus developers need to take these as inputs and develop a syllabus after considering the local context – the socio-cultural environment and practices, capacities of teachers, the infrastructure and material environment of the schools and so on.

a. The syllabus should rearticulate the Learning Outcomes for each of the Competencies outlined in this Curriculum Framework. This should be done based on the considerations of the local contexts asmentioned above. The Learning Outcomes articulated in this Curriculum Framework can act as a useful illustration for this purpose.

b. **The syllabus should make specific choices for content and materials based on the Learning Outcomes, the principles and guidelines of NCFFS-2022 along with considerations for the local context.** Principles of content selection, approaches to organizing content, choice of TLMs are further elaborated in the following Sections of this Chapter.

c. Based on the Learning Outcomes and content selection, the syllabus should articulate the sequence of activities and learning experiences that are to be facilitated by Teachers. For this sequencing, time allocation for achieving different Learning Outcomes needs to be appropriately balanced. Guidelines and approaches articulated in Chapter 4 on Pedagogy would assist syllabus developers in creating activities and learning experiences.

d. **For the Foundational Stage it would be appropriate to develop activity books and other handbooks for Teachers, that would guide them through the sequence planned in the syllabus.** Section 5.5 on books and textbooks in this Chapter gives further guidance for syllabus developers.

e. **The syllabus should design broad guidelines for assessments that check for the achievement of Learning Outcomes articulated in the syllabus** *(Please see Chapter 6 on Assessments)*. These guidelines should assist Teachers in developing specific assessments to be conducted in school. The syllabus should design a specific format for the Holistic Progress Card, based on the Competencies and Learning Outcomes appropriate for this Stage.

Section 5.2
Principles of Content Selection

While the Competencies and Learning Outcomes give clear direction as to what content is to be used for creating learning experiences for children, there are several other considerations to be kept in mind for content selection. Some of these considerations are given below:

a. Concepts formed in the Foundational Stage are largely perceptive (e.g., colour as visually discriminated) and practical (e.g., spoon used as a lever to open a tin cover, money to buy things in a shop) but not theoretical (e.g., colour as a spectrum of light, lever as a simple machine, or money as a medium of exchange). Exploring the theories behind the perceptive and practical concepts is expected only in the later Stages of schooling. **Hence content chosen should be sensorially engaging (e.g., activate the child's senses, have aesthetic appeal) and/or be practically relevant in the context of the child's experiences.**

b. **Content should be derived from children's life experiences and reflect the cultural, geographical, and social context in which the child is developing and growing.** Day-to-day activities of working, cooking, traveling, folk songs and stories, festivals, and rituals in a community or group are also worth knowing and experiencing systematically.

c. Content should move from familiar to unfamiliar, simple to complex, and from self to others. Young children can handle and are interested in objects and events in their immediate environment - things that they can relate to themselves and are simple. Gradually, the content can get more complex and can also include topics that are not found in children's immediate environment.

d. Since the goal of cognitive development is to know about the world around and adapt to one's environment successfully; **the content should reflect topics and themes which will acquaint children with the natural and human environment in which they are growing and developing, the social and the physical world, people, places, living and non-living things.**

e. Content should be tied to emerging skills i.e., individual characteristics of children. All children are different and learn at their own pace. **The content should be diverse and inclusive to accommodate the varied interests of individual children** and offer multiple levels of activities and experiences so that it meets the challenges for individual children in terms of their abilities and skills.

f. **Special care should be taken to avoid promotion of stereotypes** e.g., owls and snakes as evil, or dark-skinned people as scary, or the mother always handling the kitchen.

5.2.1 Content for Language

The texts for language should be a good balance of stories and poems, along with content on the local natural and human environments. While stories and poems enhance the imaginative and linguistic capacities of young children, content on both flora and fauna as well as social and cultural aspects allow children to gain understanding of the world around them.

Textual Content

a. The textual content in early Grades should have adequate visual cues in terms of pictures and illustrations, to assist the beginning reader in meaning-making.
b. The choice of fonts should give preference to reducing visual complexity rather than adding aesthetic appeal.
c. The fonts should be a minimum of 14-point size.
d. The vocabulary used needs to have a judicious mix of familiar and unfamiliar words closer to the spoken form of language than the standard written form (many Indian languages have a very distinct vocabulary in the spoken and written forms).

Forms of Content

a. Textbooks/Workbooks: While textbooks can make an appearance in Grade 1, they need to allow for active engagement of children. Textbooks and workbooks should complement each other well.

b. Children's Literature: For a comprehensive literacy classroom, access to good and abundant children's literature is a must. This should include stories, songs and other forms of literature of local culture.
The classroom should have a bookshelf with an attractive display of children's literature. The Teacher should take an active interest in changing the display with different books, based on their weekly plan.

c. Worksheets: Simple worksheets that children pick and work on and complete on their own play an important role in both practice and formative assessment of children's work in literacy.

d. Materials: Flashcards, *akshara* forms in cardboard/sandpaper, games, puzzles, and materials for other activities keep language and literacy activities engaging and interesting

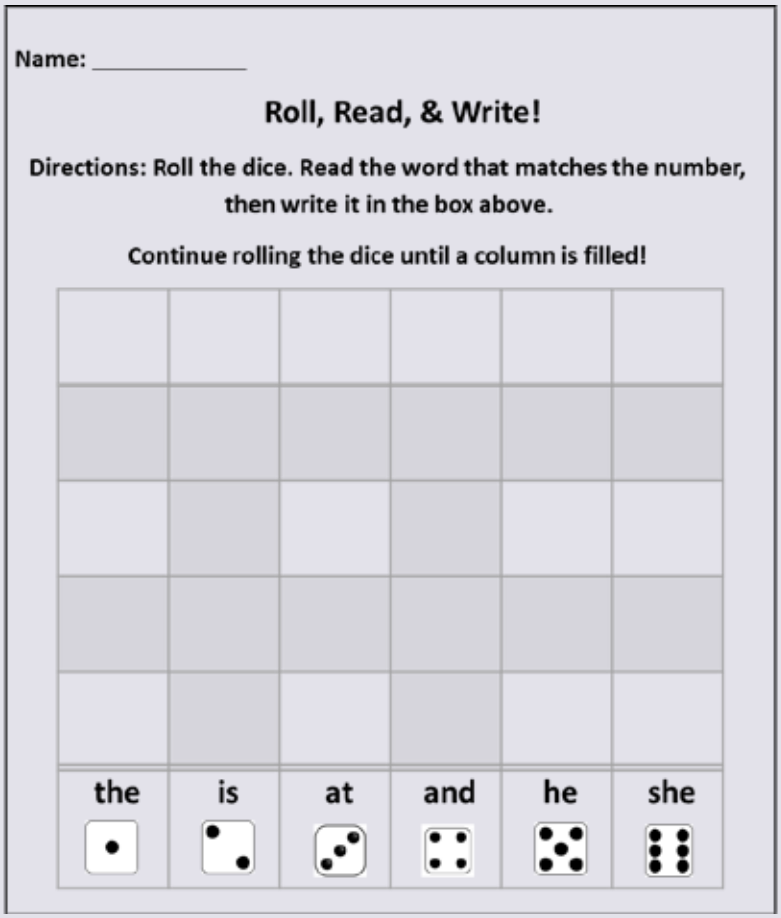
e. Audio-Visual Material: With ubiquity of digital devices like smartphones, good quality audio material can be very effective content for Grades 1 and 2. Rhymes, stories, and other narratives can be a good source of oral language input for children.

Roll, Read and Write!

I teach Grade 1, and my children just don't like sitting in one place. So, to practice recognising, reading, and writing 3-lettered high frequency words, I came up with this game ofRoll, Read and Write! For this, I just need a worksheet, dice, and a pencil. Kids take turnsto roll the dice and read the word that matches that number and write it in the corresponding box in the worksheet.

We continue to play till either an entire column is filled, or the entire board is filled depending on the time. With this activity, I am also able to work on their ability to identify numbers on the dice and on their pincer grip. It is a simple, fun, and engaging activity.

The worksheet I used for practicing 'the, is, at and, he, she' is given below:



5.2.2 Content for Mathematics

Similar to language, content in mathematics can reflect engagement with the local environment. Mathematical activities, whether understanding shapes or counting, can be integrated with engagement with the natural and human environments.

a. The conceptual content for mathematics in grades 1 and 2, in **textbooks and workbooks,** needs to be embedded within a narrative that is engaging and interesting for children E.g., in the illustration below the concept of bigger and smaller is introduced through a simple story.

b. The content in textbooks and workbooks should be complemented with appropriate **manipulatives** in the classroom. Counting, shapes, seriation – they all need to be engaged with both in the concrete form of manipulatives and through pen and paper.

c. **Worksheets**: The primary purpose of worksheets is to provide children with adequate practice of mathematical skills and strengthen their learning. This practice should be in a meaningful context, and it must focus on specific mathematical tasks. The worksheet should have adequate space with clear instructions.

Sample worksheet below:

5.2.3 Content for Arts

Art learning experiences are to be planned as activities focused on specific Learning Outcomes and the content is drawn from the local context of the school. The Teacher should be attentive to the colours and patterns around the lives of the children in their school and bring in those to the visual arts classroom. Similarly, local forms of singing, tunes, dance, and stories (both folk and contemporary) can be used in the performing arts context of music, movement, and theatre.

Section 5.3
Ways of Organizing Content

Content for learning in the early years can be organized in many ways with 'play' being the primary experience of the child. Some of the most commonly used approaches are illustrated below.

5.3.1 Project-based Approach

Learning by doing is critical in early education. Projects, especially those involving collaboration with peers, enable children to develop a wide range of skills. Children gain knowledge and skills in learning environments centred around projects, as they are able to work consistently over a period of time on a specific question, problem or challenge. By their very nature,projects involve flexibility and continuity over a period of time. This in turn allows each child toexplore and discover, thereby developing critical thinking and problem-solving. Children also getopportunities to collaborate with each other, learn to manage themselves, ask questions, inquire,and thereby learn. All these are critical life skills not only for schooling but also later success as young adults.

Projects, for this Stage, can be short and simple to be within the grasp of young children. Authenticity is key to project-based learning. Children engage with a real-world context and are allowedto pursue their own interests and questions. Sustained, and real-world opportunities are provided to children for exploration, discovery, and critique, which contribute to their growth and learning.

There is no correct or incorrect answer either during the process of doing a project or in its outcomes. The implication is that a child can, without fear of failure, explore their own creative thinking. In this way, projects nurture the natural curiosity of children, and allow for exploration and discovery. Children's learning needs are met, while their ideas are valued, and their interests and creativity nurtured.

An advantage of project work is that it allows students to work with a broad range of content, instead of simply reading about and attempting to memorize content from a textbook. In this way, Teachers do not cover the content but rather set up opportunities for students to discover and interact with the content and to connect it with any number of disciplines and real-life experiences. This interaction involves the acquisition and application of skills, discussed later in more detail.

By nature, projects are interdisciplinary, involving as many subjects as language arts, social

studies, math, science, art, drama, dance, and health-along with any number of real-life experiences.In addition, projects provide occasions to acquire, practice, and apply skills used within academic disciplines and real-life scenarios.

5.3.2 Story-based Approach

Everybody loves a good story, especially children.

Stories are one of the oldest tools of communication. In our culture, stories play a very important role in binding together our families and communities. Stories have been used to talk with children about the world around - nature, animals, people, tell them about the richness of tradition,introduce them to different ways of doing things and engage them in questions of ethics and morality. Stories have also been an effective means of maintaining family and community relationships.

Stories are also able to stimulate the attention and the memory of children because of their emotional connect. Stories play an important role in everyday conversation – different aspects of lifeare communicated through stories. Since most children have already been introduced to storiesin their home language, their use in school is an effective introduction to new languages in a meaningful context.

Stories, through involving children directly in their learning process, help them build their own vocabulary. Besides being a rich resource in language learning and teaching, stories also introduce the world beyond their immediate experience, thereby helping children learn much more than words.

There is an infinite variety of stories to choose from. At the same time, authentic stories or those that reflect the child's reality are preferable to adapted stories. These stories not only provide a rich source of 'authentic input' but are motivating and challenging. It is not necessary for children to understand each word since pictures, gestures and intonation help them understand the gist of the story and provide them with a sense of achievement.

Stories also serve as a powerful tool for the holistic development of children. They foster language learning as well as emotional, social, and intellectual development.

Teachers can choose from a rich repository of children's literature, preferably stories in their home language that children are already familiar with, e.g., traditional stories and tales. Other genres include picture books, myths, legends, folktales, fables, poetry, songs, rhymes, alphabet and counting books, animal stories, stories with humour, and so on.

Teachers must carefully consider the aims they want to achieve while planning a story-based approach. They must think of possible activities, time required, links across the curriculum, the languages children speak – these and similar considerations must inform material preparation as well as lesson planning.

A story-based approach is generally developed on the basis of three phases - pre-story activities, activities while reading a story and post-story activities.

a. The first step is to select stories based on teaching objectives and children's needs. This must be followed by considering as well as brainstorming ideas for activities based on the stories, leading to preparation of a lesson plan.
b. Pre-story reading activities could include the following: Show the cover of the book and the title and talk about it, ask children questions on the name of the story and the picture being used, ask questions about the story to be read, play small games around the story to be read.

c. Activities while reading could include the following: Repeat and mime vocabulary, hold up cards, predict what is going to happen next, sequence parts of the story, ask yes/no questions, guess the ending.

d. Post-reading activities could include the following: Choose another title, order pictures or sequence events, make a mini-book or poster, read or act out the story, play games around the story, sing a song about the story, make puppets/masks, retell the story.

Teacher's Voice

Using Stories

I teach 3-6-year-olds where stories form an important way of keeping all of them engaged, build their imagination, vocabulary as well as to convey and have dialogue on positive learnings. I select a story based on what children like or a value that I want to emphasise and discuss with them. I already have a collection of age-appropriate stories. Usually before the class, I plan a pre-story activity for context setting, the story itself (which I sometimes narrate, sometimes play an animated video and sometimes do a role play) and a post-story activity. I also keep in mind the new words they should learn by the end of this period. For example, I have already done an activity on animal flash cards in my circle time as pre-story activity. Now, I plan to do the *Panchatantra* story on the elephants and the mice.

The story goes like this:

Once upon a time there lived a group of mice under a tree peacefully. But once a group of elephants came that way and destroyed the homes of all the mice because of which many of them were crushed to death. Then the king of mice decided to approach the elephant chief and request him to guide his herd through another route. The elephant king agreed to this and took another route to the water. And so, the lives of the mice were saved. One day a group of elephant-hunters came and trapped many of the elephants in huge nets. Then the elephant king suddenly remembered the king of the mice. He summoned one of the elephants ofhis herd which had not been trapped, to go and contact the king of mice. On listening to the elephant, the mice king took his entire group of mice and they cut open the nets which trapped the elephant herd. So, the elephant herd was totally set free.

A friend in need is a friend. indeed!

The new words we focused on were 'peaceful', 'approach', 'guide', 'summoned' and a discussion about friendship.

After the story I initiate a discussion by asking questions such as "what all did you see? What was happening in the story? What did the elephants do when the mice asked for help? Why did the elephants help the mice? What did the mice do when elephants asked for help? Why did the mice help elephants? Do you have friends? How many friends do you have? Can you tell us their names? What do you do with your friends?" And so on.

In any such activity, I accept all responses, appreciate them without judgement and encourage all my children to answer and participate.

As a post-story activity, we will create a drawing about 'My friends'.

5.3.3 Theme-based Approach

The thematic approach is a way of teaching and learning where many areas of the curriculum are connected together and integrated within a theme. Rather than learning different skills at different points of time or learning different subjects, children are helped to make meaningful connections through a theme and explore different topics or aspects within the theme.

A theme is defined as an overarching idea/topic that guides the development of specific learning experiences. Children explore a topic through different modes for a long period of time rather than learning different subjects for shorter periods. We can look at it as the common thread that is used to weave learning experiences together.

Children explore various aspects of the themes not as isolate discrete concepts but as processes that take place in real life situations. It makes experiences relatable, contextualized and concrete for children. It helps children in developing an integrated understanding about the topic.

The theme provides familiar situations on which new knowledge can be built. Each theme comes with immense possibilities of learning for children. Any event, idea, object, relationship, or experience within the theme can be imagined as a base for building a learning experience.

Within the theme, children explore topics about themselves, their interests, relationships and interactions with people, objects in the environment. They ask questions to understand these better, explore, experiment, experience and thus build on their already existing knowledge.

Examples of some themes are: My Home, My Neighbourhood, My Garden, My School, Market, Fields and Forests, Hills and Mountains, Rivers and Oceans, Vehicles. All themes have sub-themes within them so that children can explore different aspects within themes.

a. Children are at the centre of the themes. When the focus is on children, the curriculum as well as the Teacher will focus on helping children connect learning experiences to their life.
b. Knowledge and learning will not hang in isolation but will be connected to children's everyday life experiences.

c. The diversity of contexts and children's personal experiences is integral to planning the learning experiences within the themes.

d. The process is more significant than the product in this learning journey.

e. The role of the Teacher is that of a facilitator who mediates the process of learning. Some experiences may emerge out of children's interests and are facilitated by Teachers. Other experiences may be Teacher-initiated with enough opportunities of decision-making and exploration for children. Children and Teacher have the creative freedom to explore various ideas/strands within the sub-themes.

The theme and the sub-themes provide a concrete base for children to make sense of experiences so that they can make connections/generalizations to other experiences and eventually build on more abstract ideas. Children develop new concepts, practice new skills, build dispositions and have emotional experiences in each sub-theme.

Theme: Home

Sub-theme: What is happening in the kitchen?

Young children are quite fascinated by the kitchen. The smell of the food, the different utensils and the cooking processes attract them. Often parents or grandparents will talk to children in the kitchen area as they to cook the food. A lot of sharing happens around the kitchen area. So, we see that the kitchen is already a meaningful space for children.

They are learning a lot of things too. They learn about the physical properties of different objects in the kitchen- using all their senses to gain knowledge about these objects. The apply different skills to draw relationships between the objects like using skills of seriation to place spoons from biggest to smallest or categorize the different food items. While doing so they are also building scientific and mathematical concepts through inquiry and experimentation.

They also learn about and question gender roles through concrete experience of how these cooking and caring roles are taken up in their families. They are also building dispositions and are relating to these experiences emotionally.

5.3.4 Eclectic Approaches

All the above approaches have different strengths. We do not recommend a single, specific approach for the early years. It is left to schools and Teachers to choose the right kind of approach to design content for learning depending on their context and needs.

Schools and Teachers often use specific approaches to organizing content for a specific set of competencies. Learning experiences can also be planned for individual learning outcomes with a specific combination of content, pedagogy, and assessment which does not fit into any specific 'approach.'. While this kind of planning has a risk of appearing incoherent, a well-designed sequence of learning experiences without adhering to any specific approach can be equally engaging and effective in achieving Learning Outcomes.

Section 5.4
Teaching-Learning Materials (TLM)

a. **Children in the Foundational Stage are more engaged in learning when they use multiple senses and actively use their hands. From simple toys for play to specific manipulatives for counting and numeracy, a variety of TLM is essential in this Stage**

   Books in general, and children's literature in particular, are mandatory to make early childhood learning environments print rich and promote the excitement of reading. As children grow, use of workbooks and worksheets are also appropriate. Some of the important principles for the choice of TLM are:

b. Material chosen should be attractive and safe to use by children of this age group. Since 3-year-olds put things in their mouth, it is important that the materials and colours are appropriately chosen and do not have components or paint that can be toxic.

c. Material chosen should provide adequate opportunities for the children to explore and experiment with curiosity. Durable and well-made material would allow 'rough' use and still be available for future use.

d. Material chosen should be preferably locally made or locally available. This would allow for easy replacement.

e. The mix of TLM should include materials purchased, materials locally made, materials made by Teachers and even materials made by children.

Along with materials, books play a very important role in developing language and literacy. Having a small but good collection of children's literature completes the TLM set for the Foundational Stage.

5.4.1 Materials that can be prepared by Teachers

Most of the TLM required for the Foundational Stage can be made using locally available and low-cost materials. **Teachers should develop capacities for creating simple TLMs from locally available materials.** Cardboards, straws, packaging material, old clothes, bottle caps/ seeds/pebbles (for counting), match sticks (with chemicals removed), old tires, plastic bottles, and containers (for measuring), coconut shells, used paper, used egg cartons (for sorting) all become sources for developing TLMs.

5.4.2 Materials that can be prepared by Children

Children can make simple TLMs as part of their art and craft work. Teachers can bring used fabric to make soft cloth balls, puppets, and toys for play. **Making simple toys, puzzles and board games can be very engaging activities for young children and they can employ all domains of development in designing and creating these materials.**

5.4.3 Materials that can be purchased from the market

Some of the TLM are made of materials that might not be locally available. They might require more sophisticated tools and equipment to produce. These materials can be procured from the market. An illustrative list of such material is given below:

Building block set (basic shapes that vary in colour, size, and thickness)	
Colourful beads and wires	Modelling materials (e.g., dough, clay)
Lacing board	Balls of varying sizes
Simple puzzles (e.g., jigsaw puzzle, colour puzzle, body parts puzzle and shape puzzle)	
Magnifying glass	Magnets of varying strength
Dot and number dominoes	Alphabet and number cards
Picture cards or flash cards	Picture books with one or two text lines
Story books	Dafli or small drum
Picture conversation chart	Soft toys (e.g., dolls)
Kitchen set	Doctor set
Model fruits and vegetables	Plastic balance scale
Measuring cups of various sizes	Mats
Paste, Glue, Tape	Ropes
Blunt scissors	
Variety of containers (e.g., bowls, buckets, jugs)	
Variety of tools (e.g., spoons, funnels, measuring cups, spoons/cups, paint brushes)	
Variety of paper (e.g., newsprint, glazed, recycled paper)	
Crayons, markers, coloured pencils, coloured chalk	

5.4.4 Mathematics TLM for Grades 1 and 2

Here are some basic TLM that are simple to make with locally available materials. These materials make learning mathematics a more concrete experience for children.

Counters: Can be anything that can be counted – pebbles, seeds, buttons, legumes, grains, pulses, beads.

Even simple counters can be made using used cardboard packing materials

Bundle-sticks: Bundle and sticks can be made with any sticks of roughly the same size. Twigs, straw, hay, coconut broom sticks (cut to roughly 10 cm long pieces), toothpicks, dried up sketch pens - all these can be used along with rubber bands to make bundles. It is important that these are introduced when children are learning numbers from 0-100 and that they get a lot of practice of making bundles of 10 sticks. 10 bundles can be combined to make a bigger bundle of 100. These are fundamental for the understanding of place value (decimal or base-10 system) and can be used to compare numbers as well. They are also very useful in understanding the standard algorithms for addition and subtraction.

Ganitmala: 100-beads Mala in 2 colours for learning whole numbers and operations (and more) can be extended to a Mala in 4 colours for integers.

Arrowcards: Numeral cards that help in understanding place-value.

Flats-Longs-Units: 2D base 10 materials for whole numbers.

Shapes Cut-outs: Geometrical shapes cut out of cardboard help in developing an understanding of shapes.

Straw Models: Models for angles and polygons.

Polyominoes: This is a popular puzzle where each piece is made of identical square(s) and can be used in different ways

5.4.5 Library and Children's Literature

The idea of a library, a space for a collection of books, for browsing through the books and reading books is essential in the Indian context where the culture of reading texts from books is still emerging. A big challenge in learning to read is the motivation and libraries, and easily accessible children's literature are one part of the solution to generate this motivation and interest in reading.

A library is not merely a collection of books. An attractive display of books captures children's attention and changing this display periodically is essential for the library to be an active place for reading.

The library should not just be seen as a storage space for books, rather as an active environment for engagement with books. Read-alouds and other engagements with texts is best done in a library environment. Teachers and other adults can also model reading behaviour in the libraries.

Children should be encouraged to "borrow" books from the library, take them home and bring them back in time to return them to the library.

If the school has space for a library, the Teacher should ensure that the classroom displays give access to good quality children's literature. This can be done by periodically 'borrowing' books from the library and placing them in the classroom. Where schools don't have enough space for a separate library, reading corners can be set up within classroom environments.

Box 5.4A

Panchatantra

There is something to learn from every Panchatantra story! The great scholar, Vishnu Sharma, wrote the Panchatantra tales a very, very long time ago to teach four princes, the wisdom for life.

A collection of beautiful interwoven fables, magical tales and animal stories, the Panchatantra has enchanted young and old over centuries. These fables have stood the test of time andare pertinent even today.

The Panchatantra found their way outside India through oral folklore and by way of translations. They substantially influenced other writers of fables across the world. It is also oneof India's most influential contributions to world literature.

Jammu and Kashmir has a diverse and rich tradition of folklore and local legends. These can be translated into high quality children's literature and made available in different languages

Graded readers, from simple picture books to books with short paragraphs on each page (along with pictures), is appropriate for this Stage. Books in both L1 and L2 should be in the list along with books in other languages, particularly home languages of children which may be different from L1 and L2. Books written in different dialects of languages would also promote the idea of linguistic diversity and give legitimacy and dignity to all forms of language use.

Along with print books, audio books, and books that engage with the tactile abilities of young children make books more accessible to diverse learners.

5.4.6 Usage Culture

As important as stocking of materials and books in the school, adequate attention needs to be given to the culture of care and maintenance in use of these materials. Teachers should see this as part of their pedagogic practice and model careful use of material. Schools often swing from locking up material to careless use of material, in both cases the children are left with no material to work with meaningfully. A culture of care and responsibility in using and sharing material should be seen as an essential Learning Outcome for this Stage. These habits form early and are carried through the later Stages of schooling.

Library books when borrowed and taken home should be returned by the due date and in good condition. Equally important to this usage culture is the actual and effective use of TLMs in the classroom.

5.4.7 Technology, Digital and Audio-Visual Material

a. How should Technology be used at this Stage?

i. **Enabling access to a diverse range of content and material that is contextual for the child, age-appropriate, and in a range of languages, and materials.**

ii. **Enabling access to content in diverse forms, spaces, and formats to ensure equitable access and to ensure inclusion of Divyang children.**

iii. **Ensuring that the key focus of the material would be to create an enjoyable experience for the learner and feed the child's innate curiosity and agency.**

iv. **Supporting the capability development of Teachers, parents, and the community.**

b. Diversity in Content, Formats, and Access

i. Diverse formats of content for multimodal access

1) Audio - will enhance listening skills and aid language development.

2) Video - visuals are engaging and content with subtitles will enhance language acquisition; video content in sign language will ensure wider access.

3) Text in accessible digital formats.

4) Text with images (e.g., picture books)

5) Interactive content (e.g., games, puzzles, quizzes)

6) Augmented Reality/Virtual Reality-based content, which can give children and adults a virtual experience of an event, place, or experience that is difficult to experience e.g., inside the human body, on the surface of the moon, under the ocean

ii. Multi-Modal access

1) Radio, loudspeaker
2) TV, projectors
3) Interactive Voice Response (IVR) - messaging services
4) Smartphones (audio, video, text, and interactive content)
5) Tablets (audio, video, text, and interactive content)
6) Computers/Laptops (audio, video, text, and interactive content)
7) Smartboards (audio, video, text, and interactive content)
8) Assistive technologies

c. What could be the different types of Technology based TLM?

i. Content repositories - enabling wide and diverse access

1) Age-appropriate and relatable audio content as distinct from video content and audio-visual content will be a useful aid for educators, parents, and the community. They should be made accessible to Balvatikas, Anganwadis, and schools.
2) Unfamiliar ideas (e.g., dinosaurs, planets, or introducing the ocean to children living in the desert or vis-a-versa) explained simply in an entertaining manner will help build vocabulary and background knowledge in children which they can carry as they move along in their learning journey.
3) Themes such as family, animals, the universe and planets, food, natural elements, and several others may be explored.
4) Listening to a story a day or watching a video together and talking about the same will be able to generate lively interactions among children.
5) The Teacher or parent having access to a range of story books digitally will enable them to "read aloud" to their children; especially for those parents who may be unfamiliar with the language of instruction or not fluent in reading.
6) In addition to digital puzzles and games, using videos on "how to play" diverse games be it sorting, counting, or physical games indoors and outdoors are greatly beneficial for the mind and body of little children.
7) Content to develop digital literacy among children which is age appropriate without overexposure to screen time or undermining the central role of the Teacher.

ii. Leveraging digital infrastructure and platforms

1) Sourcing content through ecosystem contributions: The vibrant ecosystem of content creators may be encouraged to contribute content for children, teachers, parents, and the community by using NDEAR (ndear.gov.in) and VidyaDaan (vdn.diksha.gov. in) capabilities. Through these platforms, teachers have ready access to a variety of content in different formats. They can use digital material judiciously based on the needs of their classroom.

2) 'Energizing' Teacher and student material using QR codes for ease of access to contextual curriculum-linked content. Leveraging QR codes also ensures that content linked can be updated/modified at any point in time.

3) Technology in multilingual situations, assist teachers so that they can take care of each child's need to be engaged in their mother tongue. Bhashini (https:// bhashini. gov.in/en/ and ULCA (https://bhashini.gov.in/ulca) programs can be leveraged for the translation of TLM in local/regional languages.

iii. Digital infotainment for children

1) Recognising the reality that children of all ages and backgrounds have become consumers of digital content and users of the internet, responsible creation of content even for entertainment purposes is essential. It is also an opportunity to invest in and develop quality materials catering to the diverse needs of children across the country. Songs, rhymes, riddles, puzzles, stories, movies, short films, and animation series are much needed in the early years.

2) TV and OTT shows have been educational and entertaining for children. There have been examples of specific channels and programming for early years in many parts of the world. India with its vast entertainment and creative talent could generate unparalleled materials in many languages based on scientific knowledge of the development of children in the early years.

3) Radio - public broadcast media, as well as community radio initiatives, could be very powerful allies to distribute content for early years children.

4) The Internet - children can have access to devices even for a short while using various forums to seek content for their entertainment. Generating bite-sized materials such as the 90-second stories are useful and can be easily shared on social media or content sharing applications.

5) A story being read aloud from a picture book or even access to an audiobook would be highly beneficial. While reading aloud is ideal in person, having access to a video of stories read aloud by an expert narrator would be just as beneficial. The ecosystem of publishers of books and content for children in the early years must be encouraged to develop and generate content on such ideas.

6) Tools in the form of apps for children to help them read along, access free digital books, and puzzles and games would be beneficial for cognitive development.

d. Technology for Inclusive Access (Divyang)

i. **Digital Content:** All digital content must be accessible, inclusive, and usable. Usability in tech solutions must receive specific focus and attention. The need for developing language and numeracy skills for all Divyang children using any digital means for learning is critical.

ii. **Tools designed in accessible formats** to quickly sense many words a child knows to identify and read; or a tool to assess the reading level and numeracy level of a hearing-impaired child available digitally to teachers could enable action and remediation. Often screening and assessment tools are not designed for children with special needs

iii. **Platforms to encourage the creation and curation of content** must be representative of children of all kinds. Stories, songs, poems, and plays created digitally with the representation of Divyang children are required so as to counter marginalization or the lack of relatability.

iv. **Specially curated e-content** to address the learning needs of Divyang students should be available on audio, video, ISL, and other digital formats like Epub, Flip Books, interactive, Digitally Accessible Information System (DAISY), etc.

e. Cautions in using Digital Technology in ECCE

Digital Rights of Children: Equity requires that every child have the right to and access to participation and use of technology. A balanced approach between protection and participation must be ensured. Children have the right to information, freedom, and privacy, and the right to be protected from abuse and harm. The principles of non-discrimination in enabling access to digital environments, while at the same time ensuring their protection of privacy, safety, and protection from abuse. The UN commission on the Rights of the Child adopted General Comment 25 on the digital rights of children in 2021 and issued the following guidance. There are four principles for children's rights:

i. **Non-discrimination:** Children must be protected from discrimination and treated fairly, whomever they are.

ii. **Survival and development:** Children must be supported to grow up into what they want to be without harmful interference. In this context, the privacy and use of data of children must be handled with care.

iii. **Best interest of the child:** When making any decision, adults — including governments and businesses — must do what is best for children rather than themselves.

iv. **Respect for children's views:** Children have opinions that must be taken into account in all things they care about.

f. As recommended by UNICEF[1] & Acknowledged in NDEAR

"In a digital world, where their actions and interactions could impact them into adulthood, the duty to protect children is that of governments, private organizations, and civil society

i. Children have the right to privacy and the protection of their personal data.

ii. Children have the right to freedom of expression and access to information from a diversity of sources.

iii. Children have the right not to be subjected to attacks on their reputations.

iv. Children's privacy and freedom of expression should be protected and respected in accordance with their evolving capacities.

v. Children have the right to access remedies for violations and abuses of their rights to privacy and free expression, and attacks on their reputation."

1 India's data protection bill and laws related to the protection of children contain principles that must be applied in the digital context as well. Children have to be protected from tracking, tracing and in the context of education, labelling and discrimination.

g. Other Concerns

Several concerns have also been raised about the time children spend using digital technology and its effect on their physical activity and mental health. Evidence suggests moderate and controlled use of digital technology can be beneficial to children's mental wellbeing, whereas excessive use can be detrimental.

Section 5.5
Books and Textbooks

Children at the Foundational Stage need to engage with texts in a variety of forms (e.g., picture books, storybooks, graded readers, and worksheets). However, given the current ground realities, Teachers in Grades 1 and 2 are more familiar with the idea of using textbooks. Textbooks may be developed for Grades 1 and 2, but in accordance with the pedagogical ideas of this Curriculum Framework, they must be completely different in their imagination and usage. This Section describes the development and use of all kinds of books including textbooks appropriate for the FoundationalStage.

5.5.1 Children's Books

The previous section talked about the relevance of concrete materials in the form of toys and other manipulatives that is essential for a classroom environment in the Foundational Stage. It is equally important to give children access to a variety of books and other reading material. The wealth of human heritage is captured in books, and it is an important function of school education to encourage young children to enter this world. As mentioned in Section 4.5, good quality children's literature plays a very important role in the language and literacy development of thechild.

A wide variety of books that are appropriate for all children including 3-year-olds should be made available to schools. Large picture books, colourful graded readers, books with engaging stories and poems, all these would make reading books an exciting and engaging experience for children. Our country has a rich heritage of stories, folklores and legends that vary from region to region. These stories need to be translated into all languages and good children's literature can be produced from these sources and be made available to all.

Well-designed bilingual books can be used to promote competencies in multiple languages. Bilingual texts have been useful in certain contexts when Teachers have the capacities to use themeffectively.

By making a variety of books available in schools, a sense and taste of *sahitya* can be encouraged in young minds.

5.5.2 Importance of Textbooks for Children Aged 6-8 years

NEP 2020 has made specific recommendation regarding textbooks. NEP 2020 (4.31) states that 'the reduction in content and increased flexibility of school curriculum - and the renewed emphasis on constructive rather than rote learning - must be accompanied by parallel changes

in school textbooks. All textbooks shall aim to contain the essential core material (together with discussion, analysis, examples, and applications) deemed important on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs. Where possible, schools and Teachers will also have choices in the textbooks they employ – from among a set of textbooks that contain the requisite national and local material - so that they may teach in a manner that is best suited to their own pedagogical styles as well as to their students and communities' needs.'

The role of textbooks for the FoundationalStage must be very clear:

a. In the first three years of the Foundational Stage, for ages 3 to 6, there should not be any prescribed textbooks for the children. The learning environment, the TLMs and, where appropriate, simple worksheets aremore than sufficient for meeting the curricular goals and pedagogical needs. **Children in this age group should not beburdened with textbooks. While textbooks might be inappropriate for children of ages 3 to 6, activity books can guide Teachers to sequence activities and learning experiences.** Syllabus developers can develop such books along with handbooks for Teachers to plan and organizeclassroom experiences for this age group.

b. In the last two years of the Foundational Stage, for ages 6 to 8, simple and attractive textbooks can be considered. **Textbooks for this Stage should not only contain content for classroom instruction but also act as workbooks** to give opportunities for children to work on their own and also as a record of their work.

c. **Utmost care needs to be taken to ensure that the content and activities in the classroom are not limited only to what the textbook contains.** Particularly for language and literacy development, a wide variety of sources of text, including good children's literature, needs to be brought into the classroom. Teachers should supplement the textbook with worksheets where necessary and appropriate.

d. Textbooks can be appropriately augmented with digital and audio-visual material references through appropriate QR codes.

Well-designed textbooks play a critical role in providing the Teacher direction for classroom processes – the content in focus, pedagogy, and assessment. Areas for further exploration can also be indicated in textbooks. While providing Teachers the scope to use material of their choice (and this can be indicated in the textbook as well), they help the Teacher by providing a ready resource for organizing sequential, coherent, and meaningful learning experiences so as to achieve the expected learning outcomes.

Textbooks are often the only books many children will engage with. Their understanding of the world beyond their immediate surroundings is built through the illustrations in the textbooks, the activities and assessments introduce them to the expectations from them, and the content of the textbook, as well as the language it uses, motivates them.

Given their centrality to the work of the Teacher and the learning of children, textbooks are often the means for bringing about change in classrooms. This is even more so when we consider that textbooks are an important medium through which the Aims of Education, Curricular Goals, Competencies, Learning Outcomes, principles related to pedagogy, content and as articulated in this Curriculum Framework are translated into classroom processes.

With a shift of focus towards Competencies, the textbooks should also reflect coherent mapping of content towards enabling achievement of specific Competencies.

5.5.3 Principles for Textbook Design

The following principles for textbook design are a useful guide to textbook development.[12]

a. **Curriculum Principle**: The textbook should be designed specifically to achieve the Competencies as articulated for the Foundational Stage. Textbook developers and designers should not only be aware of the competencies of the particular domain or subject area for which the textbook is being developed, but also of the Competencies for the whole Stage. This would allow them to bring in horizontal connections across the domains in the Foundational Stage.

b. **Discipline Principle:** Textbook developers should have sound knowledge of applied linguistics and mathematics. The content and sequence included in the textbook should be careful not to contradict some of the core principles of these disciplines.

c. **Pedagogy Principle**: Textbook developers need to have a clear understanding of the pedagogy that is appropriate for the Competency and content (e.g., in language the balanced approach of including oral language, phonics and word solving instruction and meaning making needs to be incorporated all together).

d. **Technology Principle**: Textbook developers should be aware of the current technology and audio-visual materials available for enhancing the learning experience of children. Activities that involve digital technology and references to external material should be embedded appropriately in the textbook.

e. **Context Principle:** The local context and environment of the child should be a very important consideration for choice of content in the textbook. Moving from the familiar to unfamiliar is an important aspect of learning and the textbook should contain a balance of both familiar contexts that is a comfort for the children and unfamiliar contexts that shouldgenerate curiosity and challenge to their thoughts and preferences.

f. **Presentation Principle:** The textbooks need to be attractive and should grab the attention of young children. For the Foundational Stage, the balance between visual material and text should be tilted towards visual materials. The colour schemes and design themes should beattractive and consistent. The fonts and size of text materialshould be both visible and least confusing for young children to decode.

g. **Diversity and Inclusion**: In the Indiancontext, it is important to maintain diversity and inclusion as an important principle in the choice of content for textbooks. There are regional variations and these need to find adequate representation in textbooks.Balanced gender and community representation (e.g., through use of stories, characters, pictures) must be ensured.

5.5.4 Process for Textbook Development

Applying the principles of textbook development, the process could be the following:

a. **Creation of a syllabus document** – Drawing from the guiding principles of the curriculum, stated Competencies, Learning Outcomes; nature, pedagogy and assessment of a subject; the syllabus document could include the objectives of teaching the subject, approach to the content to be included (concept or theme), structure of the syllabus document (as questions, key concepts, suggested strategies or activities), choosing content that is cognitively and socio-culturally relevant. The syllabus document could also use literature from research

studies, policy papers, Teacher experiences, subject matter expert opinions for deciding the extent and depth of the content.

b. **Panel of textbook writers, reviewers, and designers/illustrators** - The people involved in textbook development could be:

   i. **Textbook writers and reviewers** – Teachers must be part of this group – others could include subject experts, university faculty and research scholars.

   ii. **Designers/Illustrators** – People/organisations that have both design understanding and understanding of the local context, preferably local experts and should be involved from the start of the process.

   iii. **Technical expert –** A lot of content that complements the textbook can be made available through digital media. It is important for the technical expert to be part of the textbook development team from the start - media content should not be an afterthought.

   The group should work together from the beginning to create a common understanding of the process and be open to feedback, suggestions, and multiple iterations of the textbook.

c. **Choice of content, pedagogy, and assessment** – The topics/themes chosen would need to include the context of the learner (including previous experiences, language) and scope for further exploration. For example, in Kumaon this popular lullaby could be used in classrooms to initiate conversation.
   The content at each Grade should be a precursor to the next. It is essential to ensure an alignment of the pedagogy and assessment with the content and the Learning Outcomes.

d. **Structure of the textbook and language used** – Considering that the textbook is an important point of connect between the Teacher and the child, it would need to be useful for both. Apart from the content, the textbook could include a note to Teachers and parents, Teacher notes that guide the Teacher towards the suggested pedagogy and Teacher pages that provide a brief overview of each textbook chapter, the pedagogic style and assessment opportunities with specific examples.

e. **Presentation and design** – The presentation of a textbook relies on the font size, images, sketches, the colours used, and on the amalgamation of the three e.g., textual content in the early Grades may be limited with a large number of images. Font size should be large, and the illustrations used should be sensitive and inclusive. The language used would need to be Grade-appropriate and relevant to the subject.

f. **Writing, review, and pilot run** – The writing of a textbook needs sufficient time, regular peer reviews and panel reviews. Regular sittings with the illustrators to define and reiterate the requirement of the content being worked on is necessary. This adds to the rigour of textbook creation and assists in avoiding repetitions in text, images, ideas across subjects as the illustrators work with all the writers.
   The review provided would need to be constructive and encouraging. The feedback should include suggestions and alternative ideas. The writers should be open to multiple iterations and be cognizant of the principles of writing content. The review process must be done chapter wise and then for the textbook as a whole. Meticulous proof reading of the textbook is essential and contributes to their quality.
   Selected schools must be identified for the pilot run of the textbooks. During the pilot run of the textbooks, the writers must visit schools and schedule classroom observations, conversations with Teachers, children, parents, and receive feedback about the textbook.

g. **Teacher orientation to the textbooks** - There must be provision for Teacher orientation on the genesis of the textbook, its rationale, the approach to pedagogy and assessment to ensure its appropriate use in the classroom. This orientation must be followed up through

school visits, webinars, sharing of best practices and regular interactions with the Teachers to understand the challenges being faced in the use of the textbooks.

5.5.5 Textbooks and Assessments

The textbook must provide Teachers with concrete ways of integrating assessment with teaching-learning. A few possible ideas that could guide such assessment exercises in the textbook arelisted below:

a. The textbook should explicitly state the Competencies and Learning Outcomes that are meant to be achieved through the entire book, and the respective chapters. If needed, these outcomes can be simplified and presented in an easy-to-read manner for Teachers and parents.

b. Multiple opportunities can be provided in the textbook for the Teacher to assess learning. These could be in the form of questions and assessments tasks.

c. Assessment exercises could be interspersed throughout the textbook. Guidelines for conducting these exercises and suggested assessment tools and rubrics could be provided in the textbooks.

d. Providing timely, credible, and individualized feedback is a key component of effective assessments. Within the textbook, prompts and cues can be provided for Teachers to provide feedback on specific assessment tasks.

e. Worksheets and activity sheets comprising simple exercises that children can do independently, usually accompanied by attractive visuals are of particular help not only in assessment but also learning.

5.5.6 Teacher Support for Meaningful Use of Textbooks

A textbook must contain guidelines for the Teacher to indicate the broad approach to teaching-learning, as well as how to use the textbook optimally. It must indicate the Competencies children are to attain as a result of transacting a set of materials/activities suggested in the textbook, as well as expected Learning Outcomes for each chapter or unit or lesson.

The textbook must also provide the Teacher guidelines on processes like learning tasks, activities, projects, field trips, simple experiments as well as assessment. It must contain tables, figures, flow charts, cartoons, pictures that enable attainment of Learning Outcomes while also providing inputs to the Teacher on similar materials that can be sourced locally.

Notes to the Teacher explaining the rationale for content or activity as well as suggestions, and dedicated Teacher pages containing notes at strategic points in the textbook, as well pages providing practical suggestions which can extend to both the Teacher's classroom transaction in addition to the scope of the textbook are some devices that can be used within the textbook.

If practicable, a Teacher manual can be developed as a companion to the textbook, aligned to both its approach and content. While the Teacher manual is primarily intended for the Teacher, its use will benefit children as well. For example, the Teacher manual can include suggestions on accommodating diversity in the classroom, contextualizing content that may have been selected at the State level and linkages with other subjects. It can explain the developmental needs of children and how learning happens in the specific subject that will help the Teacher align pedagogy and assessment accordingly.

Section 5.6
The Learning Environment

An inclusive, welcoming, colourful, and joyful environment that supports every child's participation is very critical for achieving the Competencies outlined in this Curriculum Framework.

a. The indoor environment needs to be well lit and well ventilated.
b. It should feel safe and inviting for the children.
c. It needs to be inclusive.
d. It should have a balance of both familiar and novel experiences for the child.
e. It should have a balance of materials that encourage different domains of development.
f. It should allow for both individual work and cooperative work.
g. It should include displays of children's work and also allow for children's work-in-progress to be preserved.

5.6.1 Organising the Indoor Environment

Based on the above principles, one way to organize the classroom has been illustrated below. This arrangement has been made using some of the fundamental principles of ECCE. Teachers have the autonomy to arrange their classroom environment based on the dimensions and shape of the classroom, local conditions, and materials available.

Both the floor space and the wall space has been represented in the drawing and the different locations and their uses have been numbered and detailed below:

a. **Running Blackboard**: Running blackboards can be painted on the bottom of the three walls of the classroom after leaving half a foot of space at the bottom of the wall as children can't write in that space. Each child needs at least 3 feet of space on the blackboard. The running blackboard can be put to use in multiple ways for children to express themselves in the arts as well as for literacy and numeracy activities. The advantage of this arrangement is that children's work becomes immediately visible for both the Teacher and other children in the environment.

b. **Circle**: It would be good to draw a set of concentric circles on the floor for children to sit during circle time. Keeping the floor space clean and organized is very import for the children to work with a sense of order and purpose.

c. **Corners set up**: Corners can be planned inside the classroom. This space could accommodate around four children at a time. The corners can be demarcated by cardboard boxes or low height shelves and the appropriate materials can be kept within them. This could be of various kinds, illustratively:

   i. **Dramatic Play Corner -** This corner could be covered with transparent curtains on two sides. Along with masks and puppets, different kinds of material sets can be placed in the corner. These materials can be gathered or prepared with the use of low cost and locally available material. Children get the opportunity to play without hesitation and imitate what they observe adults doing.

   ii. **Blocks/Puzzles and Math corner -** In this corner, we could arrange blocks, puzzles, beads, pegboards, matching, classification materials and so on. Materials would need to be changed often. Activities for sensorial development as well as numeracy are very effective using such material. Children can also use blocks and other materials to build models and talk about these models to develop their imagination and oral expressions.

   iii. **Art/Drawing corner -** This corner can have paper, crayons, pencils, colours, brushes, leaves, and sticks. This corner would give opportunities to children for free drawing and express their views and emotions. Cloth, thread, origami paper, cardboard sheets, would also enable 3-D expressions through craft work.

   iv. **Books/language corner -** This corner can contain picture books, picture charts, picture cards, and children's literature. Through this corner, children would get the opportunity to browse through books, read books quietly on their own, talk about the picture cards and share their thoughts with other children in the group, and so on. Through these activities children gain oral language competence, print awareness and reading abilities.

   Additional corners can be added based on the space availability. A tinkering corner where common household devices that are safe for young children to dismantle and put it back together would be ideal to challenge young minds.

d. **Classroom Display:** A specific place in the room to display both children's and Teachers' work is important to keep the classroom lively and dynamic. The display can be arranged with the use of a cardboard piece with a white sheet pasted on it. The display needs to be hung on the wall, not very high, but at the eye level of the children. It is important to make sure that all children's work is put up for display by rotation.

   i. Weather chart: The daily and weekly weather along with the day of the week information can be displayed in this location. Again, a cardboard piece with a chart paper can be the background and the weather for the day can be indicated pictorially and through text.

ii. Timetable: It is important that the timetable is displayed clearly in the classroom, and this guides the Teacher as well as the children. Children of this age appreciate structure and sequence.

iii. Teacher prepared charts: This location in the classroom can display charts prepared by the Teacher. It can contain relevant stories, or picture of objects found in the vicinity of the school or in the children's' homes that is relevant to the topic being learnt. Teachers and children can prepare these charts together for display.

iv. Norms charts: It is important to prominently display classroom norms. These charts should not be mere sequence of instruction, rather should be conveyed creatively through pictures and stories.

e. Portfolio Bags: It is important to record and store children's work. Making it accessible and visible to other children is equally important. This becomes relevant for assessment too. Portfolio bags can be hung on a wire/rope and should be neatly labelled with each child's name.

Along with these display areas, every classroom should have a mirror, clock, allotted spaces outside to keep footwear and a dustbin.

The labelling of these locations, the text in the displays and the reading corners should make the environment print rich, colourful and a happy place.

5.6.2 Outdoor Equipment and Materials

a. Sand pit: If adequate space is available, a sand pit would be an excellent play area for children. For environments where such space is a premium, a sand box can be setup with the use of bricks and filled with sand or mud. The sand pit/box should be periodically cleaned to remove stones and other sharp objects. During free play, children can use the sand area.

b. Clay box: A small box built with bricks and containing claying soil would allow children to mix and knead clay and make clay figures and toys. This is a very good exercise of both their gross motor and fine motor abilities.

c. Water: Very young children find playing with water calming. Pouring water without spilling helps coordination of multiple muscles and increases attention. Water is useful for measurement too. A simple arrangement of buckets, mugs and a tub for water activities should be kept along with the sand and clay areas.

d. **Kitchen garden:** A small kitchen garden adjoining the indoor environment with a variety of plants (e.g., flowers, climbers, roots, vegetables, leafy vegetables) gives children sensorial experiences, opportunities to work with their hands and concepts about the natural environment. Group work, physical labour and other such positive attitudes towards work can also be achieved by children working in a kitchen garden.

e. **Outdoor play equipment**: Slides, see-saws and swings are some essential outdoor play equipment. If the slides have a ladder to climb, that gives opportunities for very young children to climb, which is an important developmental activity, especially if they don't have access to small trees to climb. Otherwise, short ladders can be placed in the outdoor area for them to climb. In later years, simple rope ladders can be set up for a more demanding climbing experience. Simple swings can be fabricated by using used tyres.

Chapter 6

Assessment for Furthering Learning

Assessment is a part of the teaching-learning process. It involves the systematic gathering of information from different sources regarding children's learning. While content and pedagogy help to organize learning experiences for children, it is assessments that help provide information to the Teacher, parents, and children themselves about their achievements. Teachers can use information from regular ongoing assessments for planning and organizing learning experiences for children.

All children are unique and have different ways and a different pace of learning. Assessment should be designed to accommodate such diversity. Assessment findings can also help Teachers identify children who need additional support and attention.

Section 6.1 lays down some of the fundamental principles of assessments that are relevant for the Foundational Stage. Section 6.2 details the methods and tools of assessments that are appropriate for the Foundational Stage. Section 6.3 elaborates on how Teachers can analyse children'sresponses. Section 6.4 details the ways in which assessments and progress of the child's learningare documented and communicated.

Section 6.1
Guiding Principles for Assessment

6.1.1 Nature and Purpose of Assessment

In a Competency-based curriculum as proposed by this Curriculum Framework, assessment is, simply, ways and means through which evidence of the learning achievements of children is gathered.

Assessment in the Foundational Stage can serve the following purposes:

a. Identify the needs, preferences, and interests of the child - this information can guide the Teacher in the selection of content and pedagogical approaches.

b. Give the Teacher an insight into the learning achievement of the child and guide the Teacher on the future course of action - children's responses to assessment tasks are a wealth of information on which Teachers can further act. These responses give a window into the child's thinking and learning process. Careful analysis of a child's responses is as much a task for the Teacher as designing well thought-out assessments.

c. Allow consolidation of learning - assessment tasks, when well designed, help children in consolidating their learning through meaningful activities and exercises. Through the application of recently acquired knowledge and skills, children further deepen their understanding and abilities.

d. Make collaboration and coordination possible in efforts to provide the appropriate learning opportunities for the child - information gathered through the assessments can be shared with all stakeholders who have an interest in promoting learning of the child.

e. Give the rate of progression over a period of time for each child - it is not just the achievement of Competencies, but also the time taken to achieve these Competencies that give important information about the learning process.

f. Give an overall view of the learning achievement of children in a classroom, at an aggregate level - this information is helpful for both the Teacher and the school leader in planning and organising content and pedagogy to achieve Curricular Goals for all children.

g. Given the different socioeconomic backgrounds of children and differences in the pace of learning, gaps in learning between children in the same class begin to emerge early and could get pronounced by Grade 2, if not addressed in good time. Ongoing, well-designed assessment can help a Teacher design appropriate additional learning experiences for children who are not learning adequately.

h. Give early signals about possible developmental challenges or learning difficulties the child might be facing - while this is particularly important in the Foundational Stage, equal care must be taken not to label children especially based on poorly designed assessments.

6.1.2 Assessment Considerations for the Foundational Stage

Children in the Foundational Stage are very young, and any unnecessary emotional strain caused due to the process of assessment is antithetical to any good teaching-learning process. The following considerations need to be kept in mind:

a. Assessment should not contribute to any additional burden for the child. Assessment tools and processes should be designed such that they are a natural extension of the learning experience for the child. Explicit tests and examinations are completely inappropriate assessment tools for this Stage.

b. Assessment should be a reliable source of information. Since it is such crucial evidence of the learning of the child, the assessment should accurately reflect the intent of evaluating the achievement of a Competency or Learning Outcome. The connection between the intended Learning Outcome and the assessment should be clear and precise.

c. Assessment should allow for diversity in children and in their learning. Children learn differently and express their learning differently too. There might be many ways to assess the achievement of a Learning Outcome or Competency. The Teacher should have the ability to design different kinds of assessment for the same Learning Outcome and use each assessment appropriately.

d. Assessment should enable recording and documentation. Children's progress should be described and analysed through systematic collection of evidence.

e. Assessment should not overly burden the Teacher. The Teacher should have the autonomy to judiciously choose the appropriate tool for assessment and the periodicity in which assessment-related record keeping is maintained. While such autonomy is important, systematic record keeping of children's assessment should be seen as an important part of a Teacher's professional responsibilities.

Section 6.2
Methods and Tools of Assessment

The two broad methods of assessment that are appropriate for the Foundational Stage are **observations of the child and analysing artefacts** that the child has produced as part of their learning experience.

This Section elaborates how these methods and tools can be put into use in the Foundational Stage. Other tools and methods that are created should follow the principles of assessment as articulated in the previous Section.

6.2.1 Observations of the Child

Observation across time provides the Teacher with a comprehensive understanding of the child's learning. There can be several contexts where children exhibit their behaviour, attitudes, and their learnings.

Children show their understanding by doing, showing and telling. Observations can help Teachers see the child's achievement of different Competencies which children can exhibit in

many possible ways. The Teacher can also make a note of the factors influencing this. Sometimes, specific situations or objects can stimulate the child to act in a certain way. For example, if the Teacher wants to find out the child's ability to share toys and take turns, then a particular circumstance must be created so that the child is able to display their ability to share or take turns. The Teach-er may ask a child to play with something that requires taking turns with another child in a quiet corner of the classroom.

Systematic observation for assessment involves the following steps:

a. Planning: Identify a few children for observation in the classroom. Determine which Curricular Goals would you like to observe. Make a list of the Competencies and Learning Outcomes you would like to observe within that. Determine and prepare the tool that would be needed to record observations.
b. Gather evidence: Find out a time where the selected Competencies or Learning Outcomes can be exhibited by children. For example, if it is related gross motor development, then outdoor play would preferably be a good setting for observation. If it is about social development, then children can be observed in group activities or in the dramatic play corner. Keep recording exactly what you observe, e.g., if you see a child being able to take turns independently and you may mark a tick on your checklist and note down the exact observation as evidence.
c. Reflect and assess: Read the evidence and the records to track the progress of each child over a period of time. Every concrete evidence would inform the Teacher how to plan and modify her teaching for the children in future.

Some illustrative pointers for observation during a few common pedagogical processes are below:

a. Story telling:
    i. Is the child getting involved in the story?
    ii. Is the child describing the pictures?
    iii. Is the child asking questions about different characters of the story?
    iv. Is the child connecting personal experiences with the events of the story?
    v. Is the child recalling familiar words from the story?
    vi. Is the child expressing likes or dislikes about the story?
b. Guided conversation:
    i. Is the child listening to others during Circle Time?
    ii. Is the child waiting for their turn to speak?
    iii. Is the child expressing their pleasure or displeasure listening to others?
    iv. Is the child able to predict what is going to happen next?
c. Play - Free, Guided, or Structured:
    i. Is the child solving simple problems?
    ii. Is the child able to use large and small muscles to engage with play material?
    iii. Is the child able to express different emotions?
    iv. Is the child able to respond appropriately to the emotions of others?

6.2.1.1 Tools to record observations

Teachers can use tools such as anecdotal records, checklists, and event sampling to record their observation.

a. Anecdotal records

An anecdotal record is an attempt to record in detail a specific episode or event that is of particular interest or concern.

When a specific event catches the attention of the Teacher, they can write a narrative account of the event as soon as possible. An anecdotal record is an observation of what children say and do while they are engaged in a particular activity.

Teacher's Voice

<table>
<tr><th colspan="2">Sample Anecdotal Observation Record</th></tr>
<tr><td colspan="2">Context: I teach a class of 4-5-year-olds. This is an observation I made of something that caught my attention while I was doing 'story time' with my children.</td></tr>
<tr><td>Name: Devi</td><td>Age: 4.5 years</td></tr>
<tr><td>Date & Time of observation: DDMMYY, HH:MM</td><td>Setting/Area: Classroom</td></tr>
<tr><td>Purpose of observation: Emotional regulation</td><td></td></tr>
<tr><td colspan="2">Observation:

I read the story 'Rajesh hugs her sister' to my class. Devi got agitated and pushed around the children sitting beside her. After the story reading, I asked the children to draw a picture of their family. Devi did this but blackened out the boy in the picture using her crayon. I asked her about it, and she said 'That's my brother. I don't like him. He always teases me and takes my food. Mother and Father like him.'</td></tr>
<tr><td colspan="2">Interpretation:

• Devi seems to be having difficulty coping with her feelings for her brother.
• She may not know how to communicate her feelings to her parents.
• This was affecting her behaviour with other children too.</td></tr>
<tr><td colspan="2">Plan of action:

• Talk to Devi's parents about this. They may need to do few things at home - like making her brother and Devi play together, do some chores together share food, and explicitly assure her how they love her equally.
• Give more attention to Devi's responses and attitudes in class towards stories and role play involving characters of parents and brothers; observe and record progress.</td></tr>
</table>

b. Checklists

A checklist is a tool for identifying and recording whether a child has accomplished a listed Learning Outcome. It usually offers a yes/no format in relation to the child's demonstration of the outcome.

Checklists are usually based on a sequential approach to learning and assume that all children will proceed through the sequence in the same systematic order. Checklists are used when many outcomes are to be observed. They can be used quickly and easily. Teachers should use checklists and questionnaires for the purpose of improving and not as a 'report card' of children's achievement. When using checklists, a 'mix and match' approach that combines check-lists with another data collection method is preferred (e.g., checklist with observation recordto take a decision).

A sample checklist for observation of skills for language and literacy is below which can be used for an individual child and for a group of children.

Sample Checklist for Observation

	Listening and speaking	**Quarter1**	**Quarter2**	**Quarter3**
1	Listens with attention to spoken conversation and stories			
2	Recites, repeats small poems, action songs and participates in music and rhythmic activities			
3	Able to follow 2 or 3-step instructions			
4	Responds to questions through sentences used appropriately			
5	Uses appropriate vocabulary and speaks complete sentences about an idea/object/picture/experience			
	Emergent reading			
6	*Print awareness* and meaning making - demonstrates awareness of print in the classroom and environment			
7	Able to associate and recognize their own name and one-to-one association of spoken words and written words			
8	*Bonding with books* - Demonstrates the ability to explore a range of age-appropriate books (e.g., picture books, rhyme books, story books)			
9	*Pretend reading* - Demonstrates interest and looks through books and tries to read them			
10	Able to comprehend and interpret the meaning of the print from picture books or story books			

c. Event sampling

While anecdotal records are detailed qualitative observations and checklists are summarized observations in tight formats, event sampling allows for a combination of both. Each time a targeted event occurs, the Teacher may capture, in writing, as many details as possible from the beginning of the event until the end.

Event or frequency sampling is especially useful when Teachers want to redirect children's unacceptable behaviour or action. Recording can take the form of a simple table where the Teacher checks off the number of times the unacceptable behaviour or action occurs. Details such as events leading up to the behaviour, time of the day and the presence of another person and situation can also be included.

Similarly, if the Teacher wants to assess certain behaviour or actions at regular intervals to understand the intensity of the problem, they can do it in 'time sampling,' like recording an action in the span of 10 minutes throughout a one-hour activity, over two morning sessions (e.g., if the Teacher wants to observe the aggressive behaviours of a child, she can record every 10 minutes, during free play time for two days on the same activity, she will get a clear sense of tantrums and conflicts of the child and understand their socio-emotional behaviour in a particular situation).

<table>
<tr><td colspan="2">Event Sample – Observation record

Context: This was a class of 4-5-year-olds. I had given group work to my children and recorded my observations. This led me to useful insights for further action.</td></tr>
<tr><td>Names of the children: Muthu, Chandri, Suryan, Karthik</td><td>Age: 4.5 years</td></tr>
<tr><td>Date & Time of observation: DDMMYY, HH:MM</td><td>Setting/ Area: Creative activity, outdoor</td></tr>
<tr><td colspan="2">Purpose of observation: Children's group work</td></tr>
<tr><td>Description of the incident</td><td>Interpretation</td></tr>
<tr><td>• I had given them a task to work in small groups of 3 or 4 and create a picture using twigs and leaves. They had to collect these from outside, and then come in and finish the task.

• Muthu, Chandri, Suryan, and Karthik were in one group. Karthik touched the twigs and leaves but did not contribute towards completing the task. He ran around, disrupting other children.

• Chandri and Muthu cooperated with each other and created a tree model from the twigs and leaves they collected.

• Suryan seemed to enjoy the process but didn't contribute much.</td><td>• These children are at different levels:

• Karthik exhibits disruptive behaviour, is not able to focus on the task. I will need to work with him on this.

• Suryan, while not disruptive, will need support to demonstrate appropriate social behaviour.

• Muthu and Chandri can work well in groups, complete tasks.</td></tr>
<tr><td colspan="2">I was specifically concerned about Karthik's disruptive behaviour. To understand it more, I decided to do a frequency-sample observation of Karthik e.g., observing him every 5 minutes in a period of 30 minutes every alternate day and interpreting his behaviour, how much time he is able to focus on a given task and understanding the cause of his behaviour. I recorded this in a simple checklist format.

I could then work on the solution along with his family, give him tasks based on interest, and appreciate him on completion of the tasks.</td></tr>
</table>

6.2.2 Analysing Artefacts

An artefact in an early childhood classroom refers to an object created by a child during the teaching-learning process. Artefacts could be used by looking at the child's work and seeing how their level of understanding of a particular Learning Outcome affected what they were able to produce. Artefacts provide a rich source of information about a child's strengths and abilities.

6.2.2.1 Some examples of such artefacts

Teachers may keep children's completed work or photographs of their work in progress in a folder. Children will take the entire folder home at the end of the term. This compilation of artwork and activity sheets, collection of artefacts from field trips, photographs of children in action, video or sound recordings (if possible), together with a systematic record of Teachers' comments and observation notes can provide comprehensive information of a child's learning, development, and progress.

This can be treated as evidence for the child's progress and maintained for documentation in an organized way in a Child Portfolio.

A portfolio is an intentional collection of significant work samples and records of children that allow for assessment by providing evidence of effort and accomplishment related to specific Learning Outcomes. The Teacher should analyse the portfolio of the child with regard to specific outcomes and mark the child's progress against competencies. The organization of a child's portfolio should clearly indicate outcomes to be achieved. Each child should have a dedicated folderto store their relevant artefacts.

a. Work samples such as artwork

Teacher's Voice

<table>
<tr><th colspan="2">Student work as evidence</th></tr>
<tr><td colspan="2">Developing fine motor skills is one of the learning outcomes for the 3-4-year-old children I work with. Artwork is one of the key methods I have been using to help children develop these skills. The artwork done by children at the beginning and towards the end of the term also serve as clear evidence of the progress they have made. This is a sample from one child's work. As you can see, there is progress in hand-eye coordination and fine motor skills over this period.</td></tr>
<tr><td>Beginning of the term
  </td><td>Towards end of the term
  </td></tr>
</table>

b. Worksheets

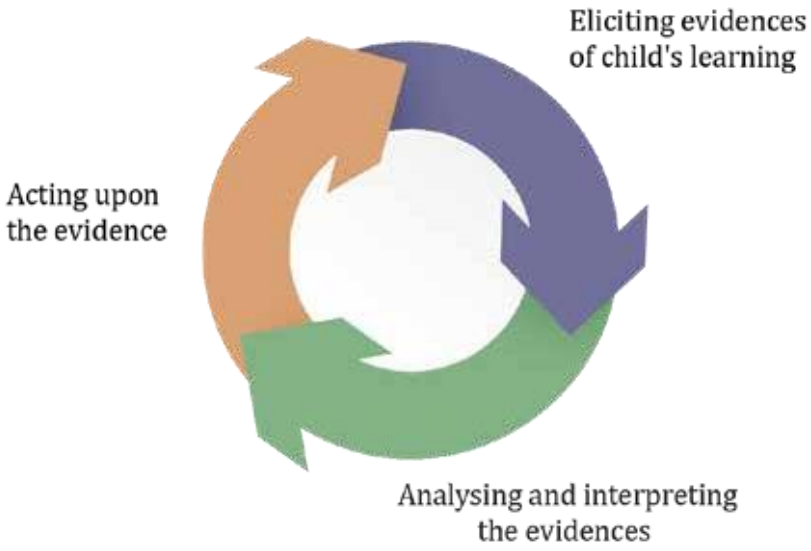
Worksheets contain tasks that children perform and respond to in written form. These tasks can be designed to achieve specific Learning Outcomes.

Worksheets can be very effective assessment tools for Teachers. Analysing student responses in worksheets can give the Teacher a clear understanding of the learning level of the child.

For specific literacy and numeracy competencies, it is useful to include such assessment work-sheets as part of the workbooks for children in Grades 1 and 2.

Section 6.3
Analysing Children's Responses for Effective Teaching-Learning

Assessment provides us with several insights into children's learning. These insights help us plan and design classroom pedagogy that is better aligned with children's needs and interests. In any classroom, assessment should typically follow a cyclical and iterative process to meet their purpose as illustrated below.



Flow for analysing responses

6.3.1 Analysis of evidence

How should the Teacher analyse and interpret this evidence for furthering learning? What are some prerequisites and general principles for analysing student work?

6.3.1.1 Pre-requisites for analysing evidence from assessment

a. Teachers should be unbiased and open-minded towards the children they teach. Their opinions about children and their abilities or capabilities should not be influenced by other factors (e.g., caste, gender, religion, socioeconomic status).

b. Assessment should be well-designed and aligned to the Learning Outcomes and Competencies of the Foundational Stage. Only then will they provide accurate and useful information about children's learning.

c. Assessment should be formally and informally integrated through the course of the day in the classroom and out-of-classroom activities. These assessment instances should be used as evidence of children's learning. Teachers should be able to glean such evidence from children's behaviour, responses, moods, likes, and dislikes.

d. There should be a system of collecting and documenting evidence of children's learning from various assessments (e.g., observations, worksheets, artwork).

6.3.1.2 Principles for analysing evidence from assessment

a. Teachers should not focus on what children don't know and can't do. For their assessment to be fair and accurate, they should focus on what children know and can do.

b. Teachers should analyse evidence to judge the extent to which children have demonstrated understanding and acquisition of skills - completely, partially, or incorrectly.

c. Teachers should be able to identify misconceptions or alternative conceptions, or gaps in children's learning while analysing such evidence.

d. Teachers should use multiple sources of evidence before making conclusions about a child's learning. For example, they should integrate information from classroom responses, written work, and observed behaviour to form a reliable and coherent interpretation of the child's learning.

e. Evidence gathered from assessment should be utilized to plan or alter instruction for meeting children's learning needs. Such instruction may take the form of targeted activities, ability grouping, and independent homework assignments.

6.3.2 Acting upon the analysis

How should the Teacher act upon this evidence of learning? One of the most important and critical aspects of assessments is utilizing the information from observation or children's work to provide scaffolding for their learning.

Some strategies that can be used are:

a. Revision or practice of skills not been learnt by most children.

b. Organising learning experiences through strategies and methods of a different kind (if the earlier pedagogy was not effective).

c. Identifying children who need extra attention and support for specific Competencies in order to be able to work with them separately for some time.

Section 6.4
Documenting and Communicating Assessment

While assessments can be ongoing, even daily, in the Foundational Stage, it is important to periodically aggregate, summarise and analyse all the assessments during a term.

The school should maintain a folder for each child. The folder can contain all information about the child and the Teacher's narrative summary for each term/year.

The summary of such an analysis can be captured into a Holistic Progress Card (HPC) and this can be used to communicate to the parents and families of the child.

6.4.1 General Information about Family Background

The general information is at the heart of the profile of the child. It plays a vital role in interpreting children's behaviours, participation, and progress. Basic details like the child's name, date of birth, information about the family, the child's likes and dislikes, information about the health of the child like height, weight, growth, immunization needs to be recorded and periodically up-graded.

6.4.2 Teacher Narrative Summary

The narrative summary is a description of the child's learning with qualitative information about the child's progress based on interpretation of multiple sources of information (e.g., anecdotal records, event samples, checklists, portfolios, worksheets).

This is of help to parents and other Teachers to know about the children's learning progress in an in-depth manner. The narrative summary covers the following:

a. Child's strengths and challenges, development and learning progress

b. Child's interests

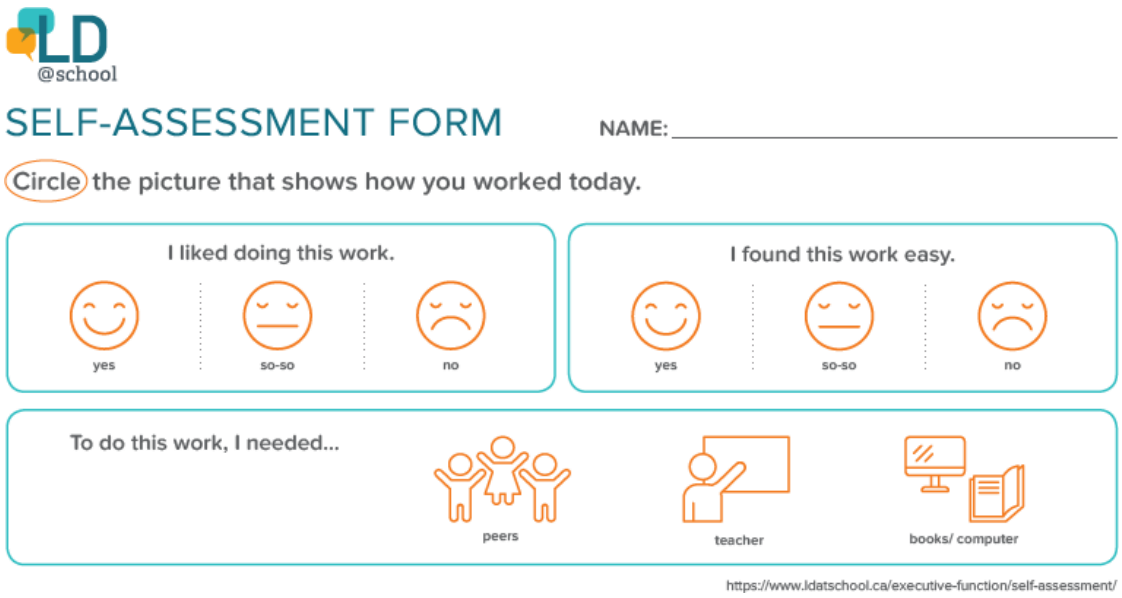
c. Areas that need strengthening

If recording and maintaining a narrative summary is found too burdensome, the narrative summary can be considered as an optional additional input, but the HPC, described in the next section, is an important piece of documentation of the child's progress and hence needs to be maintained for every academic year. The Teacher will need to maintain enough records to be able tomake the HPC for each child.

6.4.3 Holistic Progress Card (HPC)

NEP 2020 suggests that HPC is a 'multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor do- mains.' (Para 4.35)

The HPC can contain not just the assessments done by the Teacher but can also include comments and observations by the parents and simple self-assessments by the children themselves.



A sample self-assessment form for children

The HPC is an individualized and comprehensive reporting of a child's progress based on evidence gathered through classroom activities over a period of time. It is important to capture parents' assessments and understanding of the child's learning in the HPC as well.

There are different stakeholders for whom the HPC would be relevant. HPCs are the medium through which the school communicates the learning progress of the child to families. Teachers can get a very good understanding of the child by analysing the HPC. It is the primary source of information upon which parent-teacher meetings can be effectively conducted.

HPCs maintained systematically and organized consistently, are important sources for school system functionaries. Aggregated data from HPCs can be used to effectively understand the learning achievements of children at scale and this understanding can be used to provide effective and relevant intervention where appropriate.

6.4.3.1 Competencies in the HPC

The HPC needs to have a section that is Competency based. This section would track the progress
of the child against each Competency that is defined for specific Curricular Goals.

These competencies can be further broken down into Learning Outcomes with five stages of growth (A, B, C, D, E) on a trajectory. These stages, while they approximately map to an age group,are not necessarily tied to a specific age group. Children can progress from one stage of growth to another at a pace they are comfortable with. Some of them may achieve it at a faster pace and some of them might take more time. Each of these five stages have indicative Learning Outcomeswhich act as a rubric for evaluating the achievement.

The Teacher can mark against each Competency based on the child's current stage in the learning trajectory. Further, each stage can be marked for different levels (I, II,III, IV) of achievement asgiven in the table below:

Grading children	**Level I**	**Level II**	**Level III**	**Level IV**
Description of gradation of the children to support their learning and development	Tries to achievethe Learning Outcomes with Teacher support in the given timeframe	Achieves the Learning Outcomes with teachers' support in the given time frame	Achieves the Learning Outcomes ontheir own	Achieves the Learning Outcomes Helps and supports others to achieve the Learning Outcomes Requires more challenging tasks
Description	**BEGINNER**	**PROGRESSING**	**PROFICIENT**	**ADVANCED**

In effect, each competency can have A-I which is the lowest level of achievement to E-IV which is the highest level of achievement. For example, for the Competency ***"Listens to and appreciates simple songs, rhymes, and poems",*** the illustrative Learning Outcomes are given below:

	A	B	C	D	E
	Competency: Listens to and appreciates simple songs, rhymes, and poems				
	Ages 3 - 8				
1	• Listens to a wide variety of songs and poems	• Listens and enjoys humming a variety of songs in different languages regularly heard in the environment	• Listens to longer songs/poems (familiar) with attention and has conversations about them	• Listens to longer songs/ poems (unfamiliar) with attention and has conversations about them	• Shows preferences in listening to certain kinds of songs and poems and explains the reason for their preference
2	• Repeats a simple song or a rhyme	• Sings along to songs and rhymes with intonation and gestures	• Sings/recites short (4-5 sentences) songs/poems from memory	• Sings/recites longer (10 sentences) songs/poems from memory	• Sings/recites songs/poems with multiple stanzas from memory

The HPC would be marked E-IV for this Competency if the child shows preferences in listening tosongs and poems and sings and recites poems with multiple stanzas from memory fluently. Thismarking assumes that the child has achieved the learning outcomes of the previous stages (A toD).

Chapter 7

Organising Time

Simple and well-organised daily routines are very important for young children. They help children to settle in well and they make children feel secure because they know what will happen inthe day.

Organising time in a way that ensures that children are comfortable and get opportunities and learning experiences across all development domains is the main purpose of this Chapter.

Section 7.1
Organising the Day

Young children enjoy free time exploring their immediate environment. However, as they grow older, they also need organised activities that are play-based but guided and structured.

The day needs to be carefully organised so that all domains of development receive adequate time and attention. While activities of each domain of development are connected with other domains (e.g., a good story will help language development as well as socio-emotional and ethical development), the routine must ensure that children get ample opportunity for a range of experiences in every domain.

a. Considerations for the Daily Routine

The organisation of the day is based on the institutional setting and the number of working days, and daily working hours for each day.

Each activity may be planned keeping in mind the attention span of the child. There may be a balance between child-initiated and Teacher-guided activities, group (whole group or small group) and individual or pair activities, and alternating activities (e.g., quieter activity after physical activity, group activity after individual activity, indoor activity after outdoor activity).

Art and Craft, Outdoor Play and Free Play must have adequate time and focus in the day.

b. Illustrative Daily Routine for Ages 3-6

There are multiple ways to organise the daily routine for children of ages 3-6.

Two illustrations given below.

The first illustration is more appropriate in contexts where experiences like Circle Time, Story Time, Concept Time/Pre-numeracy are Teacher-guided and Free Play and Corners Time are independent activities for the children.

From	To	Duration	Activity
Morning Routine/Free Play/Corners Time			
09:30	10:15	45 minutes	Circle time/Conversation
10:15	10:30	15 minutes	Snack Break
10:30	10:45	15 minutes	Rhyme/Song/Music/Movement
11:45	11:45	1 hour	Concept Time/Pre-numeracy
11:45	12:15	30 minutes	Arts/Craft/Free Play
12:15	13:00	45 minutes	Corners Time
13:00	13:45	45 minutes	Lunch Break (ages 3-4 go home)
13:45	14:30	45 minutes	Emergent Literacy/Story Time
14:30	15:00	30 minutes	Outdoor Play and Wind Up

The second illustration is more appropriate in contexts with fewer children and a range of appropriate material available for them to use. Emphasis is on self-learning and children learn to use materials independently and with care.

'Work Time' is allotted for children to independently choose the activity they would like to engage with. Children select activities of their choice and work with materials for those activities independently. Teachers observe children's activities and extend support as and when required. Teachers also decide and present the next activity to an individual child based on the observations during Work Time. Activities and the corresponding materials are arranged ac-cording to the domains of development (e.g., Physical, Cognitive, Language, Arts) and childrenare made familiar with this arrangement.

From	To	Duration	Activity
Morning Routine + Silent Game			
09:30	10:15	45 minutes	Circle Time (Conversation, Songs, Poems)
10:15	10:30	15 minutes	Snack Break
10:30	12:15	1 hour, 45 minutes	Work Time
12:15	13:00	45 minutes	Arts/Craft/Sports/Free Play
13:00	13:45	45 minutes	Lunch Break (ages 3-4 go home)
13:45	15:00	1 hour, 15 minutes	Language and Emergent Literacy (ages 4-6)

Both the illustrations have a five-and-a-half-hour school day with about four-and-a-half hours of active instructional time for children of ages 4-6.

c. Illustrative Daily/Weekly Routine for Ages 6-8

The daily routine for ages 6-8 would be slightly longer and a little more structured.

While for ages 3-6, all languages can be handled together; for this age group, dedicated time for each language is necessary. Specific blocks of time for literacy, numeracy and arts can be incorporated. L1 would need 90 minutes every day and L2 would need 60 minutes. Mathematics and numeracy would require 60 minutes a day. These periods of time can be organizedinto blocks as described in Chapter 4.

From	To	Duration	Activity
09:00	09:30	30 minutes	Circle Time - Song/Movement
09:30	10:00	30 minutes	L1 - Oral Language
10:00	10:30	30 minutes	L1 - Word Recognition
10:20	10:35	15 minutes	Snack Time
10:35	11:35	1 hour	Mathematics
11:35	12:05	30 minutes	Arts and Craft
12:05	12:45	30 minutes	L1 - Reading/Writing
12:45	13:30	45 minutes	Lunch Break

13:30	14:30	1 hour	L2 - Oral Language, Word Recognition
14:30	15:00	30 minutes	Play

A longer day would allow more time for activities like arts, sports and gardening. The illustrative weekly timetable below allows for such possibilities. As mentioned earlier, Mathematicsand L1 would include activities in blocks of time as described in Chapter 4, Section 4.5.

From	To	Mon	Tue	Wed	Thu	Fri
09:00	10:00	Math	Math	**L2**	Math	**L2**
10:00	10:45	**L1**	**L1**	**L1**	**L1**	**L1**
10:45	11:00	Snacks				
11:00	12:00	**L1**	**L1**	**L1**	**L1**	**L1**
12:00	13:00	**L2**	**L2**	Math	**L2**	Art
13:00	13:45	Lunch				
13:45	14:45	Art	Math	Art	Art	Math
14:45	15:30	Library	Gardening	Sports	Gardening	Sports

d. Annual School Calendar

The school calendar is an annual plan of knowing when specific events will occur over the year. This allows Teachers to plan their classroom activities accordingly. It informs children and families of what is coming up as far as the school is concerned so they too can plan for it.This calendar should be accessible to all, including parents and families.

The annual calendar detailing all important school events and timings may be drawn up priorto the commencement of the school academic year. This should be done collaboratively keeping in mind local requirements. Minor changes may be made to accommodate exigencies of a particular school's situation.

The calendar should cover all important events of the school over the year (e.g., duration of the school term, vacations, annual day, sports day, other school celebrations, exhibitions/field trips, parent teacher meetings, teacher professional development programs, school meetings).

Schools may also plan an annual calendar of teaching topics. This helps Teachers to schedule classroom activities and track progress on the curriculum better.

Chapter 8

Additional Critical Areas

The Foundational Stage is critical to learning and development. It is our aim to provide a safe, supportive, and responsive environment that upholds the dignity of every child learning with us.

Section 8.1 speaks of children at risk - it is important for Teachers and educational institutions to identify and address such risks as early as possible so that all children attain their learning goals.

Our children must be safe and secure while they learn. Section 8.2 outlines aspects of safety and security that are the responsibility of the institution that our children are in.

Section 8.1
Addressing Developmental Delay and Disability

Deepti is an active six-year-old who loves to play board-games and read stories. Deepti uses a wheelchair to move around and uses her hands to engage with work at school. Her school replaces the three steps that lead to the classroom with a ramp for her. Her Teacher arranges the classroom in such a way that Deepti can move around easily in her wheelchair. She gives Deepti activities that can be accomplished on a table under which her wheelchair can go. Deepti's friends listen to her patiently, though Deepti's speech is slow. The Teacher is in constant communication with Deepti's parents and doctor to understand her progress, and plans activities at the school accordingly.

Ismail is a cheerful five-year-old who loves to talk and have fun with all his classmates. For more than a week now, he has been very quiet, and has no energy. The Teacher observes him, talks to him gently, meets his family, and realizes that he has continuous stomach pain which leaves him hungry and undernourished. The Teacher ensures that that his family takes him to the health centre, and that he eats his meals well. After a few weeks of medical treatment and regular food, Ismail is back to being his cheerful, happy self.

Selvi is a happy three-year-old who loves to play with water and sand. She doesn't speak much. The Teacher notices that Selvi does not respond if anyone calls her name from behind. She also notices that Selvi takes time to understand a simple story when narrated only with words. She draws her family's attention to this, and Selvi's mother also begins to notice the same things. They quickly decide to meet the local doctor and get advice. Selvi now wears a hearing aid, has started using a few words, and is able to participate better in classroom activities.

Every child is unique. We know that no two children learn in the exact same way. Like Deepti, Ismail and Selvi, many children may have difficulty in participating in school activities for many reasons. Some reasons could be temporary (like Ismail), and some could be long-lasting (like Deepti and Selvi).

Though the development of children follows a consistent trajectory, and every individual passes through each major stage, there are individual differences in development in various domains. All children do not achieve developmental milestones at the exact same time. These individual differences occur due to various factors.

The first eight years of a child's life are the most important years for growth and development. These are vital years which lay down the pathways on which future learning is based. The sooner we recognize and address any challenges to learning and development, the better the chance for redressal and success. Optimal nutrition, and a caring and stimulating environment are crucial to learning and development at this Stage.

We need to support children in such a way that there are bridges, rather than gaps, between early and later school learning.

8.1.1 Recognizing Developmental Delay and Disability

Developmental delay refers to very noticeable lags in achieving developmental milestones. This kind of delay is well beyond the individual difference that we all know exists among children. The delay could be in any development domain - physical, language, socio-emotional, cognitive - or a combination of domains. For example, a child struggling to climb up or down three stairs at four years or a child struggling to understand three-word sentences in a familiar language at five years or a child struggling to sit comfortably at three years.

Developmental disability - e.g., autism spectrum disorder, cerebral palsy, intellectual disability, visual impairment, hearing impairment - usually becomes apparent during infancy or childhood and is marked by delayed development and functional limitations in learning, language, communication, cognition, behaviour, socialization, or mobility.

Sometimes it is hard to know the difference between delay and disability, and these terms are occasionally used interchangeably. Children often catch up or outgrow developmental delays with continuous support and stimulation. Developmental disabilities are long-lasting though children can make a lot of progress in managing them as well with similar support.

Early identification of children who are 'at risk' for developmental delays and disabilities is very crucial for timely intervention. Timely intervention can help address both developmental delays and disabilities.

8.1.2 What Should Foundational Stage Institutions Do?

Educational institutions and Teachers are not authorized to make any diagnosis of developmental delay or disability. That is the job of authorized medical professionals.

But Teachers play a crucial role in identifying children at risk for developmental delay and disability. This is critical for children to receive the right kind of support as early as possible so that future difficulties are mitigated as much as possible.

a. Teachers must start with the assumption that each child learns at their own pace. Differences in levels of learning and development are part of every child's growing years.

b. But if they do see a noticeable concern or persistent issue, the **first step** is to observe the child carefully to understand the child's functioning in all developmental domains.

c. The **second step** would be to keep a record of daily or weekly observations of the child based on some basic questions. The WHO list of Ten Questions below could be used as a guide to identify and observe children at risk.

The World Health Organization's Ten Questions Screening

- *Compared with other children, did the child have any serious delay in sitting, standing, or walking?*
- *Compared with other children does the child have difficulty seeing, either in the daytime or at night?*
- *Does the child appear to have difficulty hearing?*
- *When you tell the child to do something, does she seem to not understand what you are saying?*
- *Does the child have difficulty in walking or moving her arms or does she have weakness and/or stiffness in the arms or legs?*
- *Does the child sometimes have fits, become rigid, or lose consciousness?*
- *Does the child learn to do things like other children her age?*
- *Does the child speak at all (can she make herself understood in words; can she say any recognizable words)?*
- *For 3-to-9-year-olds, ask: Is the child's speech in any way different from normal (not clear enough to be understood by people other than her immediate family)? For 2-year-olds ask: Can she name at least one object (for example, an animal, a toy, a cup, a spoon)?*
- *Compared with other children of her age, does the child appear in any way dull or slow?*

It is important to remember that all children need nurturing and care, whatever their level of functioning or development. The Teacher must keep playing and working with the child just the way they do with other children. Sometimes, children need something small - extra attention or adjustment in the daily schedule or some time alone or a change of diet - for things to settle.

a. If the concern is persistent and does not get corrected by everyday actions, the **third step** would be to share this concern with parents and family. Conversations must be as gentle as possible, with no judgement or final conclusions on the child's situation - it should just be a shared concern.

b. If the family is in agreement, the **fourth step** would be to refer the child to an appropriate medical professional to check whether the concern is valid and whether the child is indeed at risk for delay or disability. A developmental pediatrician would be the best person to consult. The institution should have a list of local institutions/organizations and professionals for such references, so that the Teacher can guide the family accordingly.

c. If the medical professional confirms the risk, the family, the Teacher, and the medical professional should together plan for the next steps. This could include consulting a disability rehabilitation professional (e.g., physiotherapist, speech therapist, special educator), starting medicines, using aids (e.g., hearing aid or crutches), simple speech and language activities or therapy, simple physical activities or therapy, cognitive exercises, and instructions for the classroom, or anything else that is necessary for the child.

d. The **fifth step** would be to begin focussed work with the child in school.
   i. The Teacher should start a documented profile of the child that is regularly updated.
   ii. Regular assessment will have to be done based on an appropriate checklist or tool suggested by the medical or rehabilitation professional.
   iii. The Teacher needs to prepare an Individualized Education Plan in consultation with parents and caregivers. Please see the sample at the end of this Section
   iv. If the child has a severe disability for which the school does not have adequate resources, it would be important to discuss this in detail with the family, relevant education functionaries and the medical/rehabilitation professional to find an alternative solution.

NCERT's PRASHAST is a checklist that enables identification of children at risk. It comprises two parts - for use by regular teachers for first level screening, and for use by special educators and others for second level screening. It is a safeguard against unscientific diagnosis, and needless labelling of children. It is aligned with the Rights of Persons with Disabilities Act (RPWD) Act 2016.

8.1.3 What Can Teachers Do in the Everyday Class?

All children learn by listening, by watching, and by connecting with the Teacher in different ways. Irrespective of whether the child at risk receives support from other professionals, Teachers can help children by using the following simple strategies:

a. Learn as much as possible about the child.
   i. For example, what the child can and cannot do, what the child likes and do not like to do.
   ii. For example, what are the different ways in which the child learns best; what is the child's home environment, family, and the community like.

b. Make for success by setting goals for the child that are realistic and achievable.
    i. For example, 'Amit will start speaking in 3–4-word sentences in a month' is unrealistic when Amit has only 30 words in his vocabulary and struggles to combine two words. A realistic goal would be 'Amit will be able to speak around 50 meaningful words in one month and try to combine two words to form phrases.'
c. Seat the child as close to you as possible.
d. Use simple, familiar language, speak clearly and slowly.
e. Praise and encourage generously.
f. Use a multisensory approach.
    i. For example, use action rhymes, speaking and doing at the same time.
    ii. For example, teach a concept by simultaneously showing pictures, talking about them, and doing a related craft activity.
g. Make information as concrete as possible.
    i. For example, to teach patterns, use available objects like sticks and stones, toys, blocks, and then move on to paper-pencil tasks.
h. Allow for plenty of practice, and plenty of time to complete a task.
i. Give breaks from tasks whenever needed.
j. Show, demonstrate, and model - repeat this cycle as often as possible.
k. Encourage interactions with other children.
l. Sensitize other children to the situation.
    i. Hold a question-and-answer session on the subject, e.g., Do you think Suresh looks different? Do you feel that Ashwini does not understand when you talk to her? Why do you think Ahmed does not talk to you?
    ii. Explain when children get impatient, e.g., Can you wait till Narendra finishes talking? I know that he takes a long time to say some words and he repeats a lot of words; but can you be patient with him?
m. Use stories, role plays that highlight different abilities.
n. Teach and encourage other children to communicate and play with the child.
o. Choose a mentor/buddy for this child from among the rest of the class (make it a great honour to be chosen!).
p. Actively discourage the use of hurtful language or behaviour towards the child.
q. Have a list of clear do's and don'ts to ensure the safety of the child and communicate this to all the other children.
r. Always encourage, support, and honour the child.
    i. Do not use labels/terms that are hurtful and derogatory (e.g., lame boy, blind girl, dumb fellow, stupid girl) or allow others to do so.
    ii. Do not make negative remarks about the child or allow others to do so.

Sample Individualized Education Plan (IEP)		
This is a 3-month individualized education plan (IEP) I put together for a five-and-a-half-year-old child. He can fully understand whatever is being said to him and can speak about twenty words meaningfully. He speaks in one-word utterances. Although he cannot walk independently, with some help, he can stand, and he tries to walk a few steps forward. Hedrools most of the time.		
Goals	**Learning Outcomes**	**Specific Classroom Activities**
Physical Development	Stand without support Walk ten steps forward with support	Draw a line, place a red ball (which he loves) at the end point. Support him to walk up to the ball. Count from 1-10 as he takes 10 steps with support. Continuously encourage him as he does this.
Language Development	Speak 50 words meaningfully Indicate needs using two words Reduce drooling by strengthening mouth muscles	Place different objects, e.g., ball, cup, plate in a colourful box close to him. Help him take them out one object at a time, and prompt him to name them. The same activity can be done using clear pictures of objects or people. Encourage him to make animal sounds and say action words during song-time and rhyme-time. Use play activities such as feeding a doll, giving it a bath, putting it to sleep and ask him to use words to describe the same. Use a mirror to show him how to make each sound, specifying the shape of the mouth and placement of the tongue. Do specific mouth muscle exercises four times a day.
Self-Help	Brush his teeth on his own Eat food on his own Indicate toilet needs using words and gestures	Break down each activity into simple steps and take him through each step. Use a mirror to show him how he is doing it. Use pictures to help him point to what he is doing. Use beginning sounds for each activity, e.g., 'su' for toilet needs, 'eee' for brushing, 'um' for eating.

Cognitive Development	Sort objects based on categories Match objects to pictures Count meaningfully from 1 to 10	Mix different categories of objects together, e.g., animals and fruits. Place two bowls before him and help him sort/separate them into the two bowls. Place pictures that are familiar to him (e.g., ball, cup, doll) on the table. Give him an object corresponding to the picture and help the child match the picture accordingly. Name the object-pictures while doing the activity. Use building blocks or clothes clips and help him fit them correctly. Once done, help him count them meaningfully and say the number that is present. Vary the numbers and help the child count.
Socio-Emotional Development	Sit in a group, acknowledge the presence of peers, greet, and call out for his friends	Ask a group of children to sit with him in a circle to play passing the ball. As he passes the ball, prompt and encourage him to name himself and others. Give him a set of *chikkis* – ask him to call each child in the group by name and give each a *chikki*. Thank you can also be learnt by the others in this process.

Section 8.2
Safety and Security in Schools

All our educational settings are committed to providing an environment that is not only stimulating and joyful but safe and secure as well.

8.2.1 Physical Safety

a. Teachers must ensure that children are physically 'visible' at all times. A responsible adult must supervise children during breaks and playtime.

b. All buildings and equipment must adhere to safety standards, e.g., grills on windows, railings on balconies, safe electrical connections, earthed electrical equipment, open wells which are covered.

c. Safety equipment (e.g., fire extinguishers) must be immediately available and maintained in good working condition.

d. Windows should not open into classrooms as they are often the source of accidents (e.g., children often hit their heads on window shutters as they stand up or move around).

e. All materials that may be potentially hazardous must be stored carefully and not be accessible to children; they must be used under adult supervision (e.g., knives, scissors, blades, cleaning liquids).

f. A first aid kit should be kept in working order in the school, and all Teachers must be trained in the use of basic first aid.

g. Nutritious mid-day meals must be served under safe and hygienic conditions.

h. In case of an accident or a medical emergency, the supervising adult (e.g., Teacher or Head Teacher) must take a decision and inform parents immediately.

i. If a child feels unwell in school but it is not a medical emergency, the Teacher may contact the parents, and ask them to pick the child up or, if possible, some responsible person from school may take the child home after ascertaining that there will be somebody responsible at home. Alternatively, if there is a place to rest, the child may rest in the school, and return home at the normal time.

8.2.2 Emotional Safety

a. No adult in school may use physical violence or corporal punishment with children.

b. Adults must not bully, harass, or intimidate children even by implication or covertly. They may not use abusive or demeaning language or label children.

c. Teachers must provide equal opportunity and ensure equal participation of all children in everyday activities.

d. Teachers must use positive language with the children at all times and provide encouragement that reinforces affirmative behaviour and actions in the classroom, and otherwise.

e. Teachers must intervene if they encounter inappropriate behaviour that hurts others. If a child crosses a significant boundary, the first step would be to try and understand the reasons or underlying causes and address them.

f. Confidentiality of sensitive information (e.g., regarding a child's particular circumstances) must be maintained.

The Ministry of Education's Guidelines on School Safety and Security clearly define the measures that schools, and other relevant stakeholders must take to create a safe and secure environment for all children. They are an excellent resource for all educational institutions and settings.

8.2.3 Child Sexual Abuse

a. In accordance with the Protection of Children from Sexual Offences (POCSO) Act, 2012, there must be zero tolerance of child sexual abuse.

b. Teachers and all other adults must be aware of child sexual abuse, and the POCSO Act, and recognise possible indicators of sexual abuse (e.g., unexplained bruises or injuries on the face, legs, bottom, or torso, becoming withdrawn, aggressive, or self-destructive).

c. Through stories and play (e.g., use of puppets), Teachers could introduce ideas of safe touch and unsafe touch to children.

d. If Teachers notice a significant pattern of change in the child's behaviour, they must report it immediately to the Head Teacher/Principal/Supervisor.

e. All procedures to deal with such incidents must ensure safety of the child. In all cases, the most important consideration to be taken into account is the protection of children.

f. Confidentiality at all times needs to be maintained. Information regarding concerns of possible child abuse should only be shared on a need-to-know basis.

8.2.4 Other Overall Safety Measures

a. Addresses and phone numbers of parents should be regularly updated and kept accessible. Emergency contact numbers must be available for all children/adults.

b. Information about any particular medical condition, and the associated medication or preventive measures should be obtained at the time of admission and be updated regularly and made available to all concerned. This is important for all children and particularly for children at risk.

c. Particularly, everybody in the school should be aware of children having asthma, epilepsy or known allergies. Anti-epileptic or anti-allergic medicines as prescribed by the doctor treating these children should be available in the school. The school must have written consent from parents/care-givers to use these.

d. Information about any emotional upheaval or trauma that the child may be going throughtemporarily must be made available to all concerned Teachers.

e. Telephone numbers of the closest medical centre/hospital/ doctor, ambulance, fire station and police station must be easily accessible or put up in a central place for all to see.

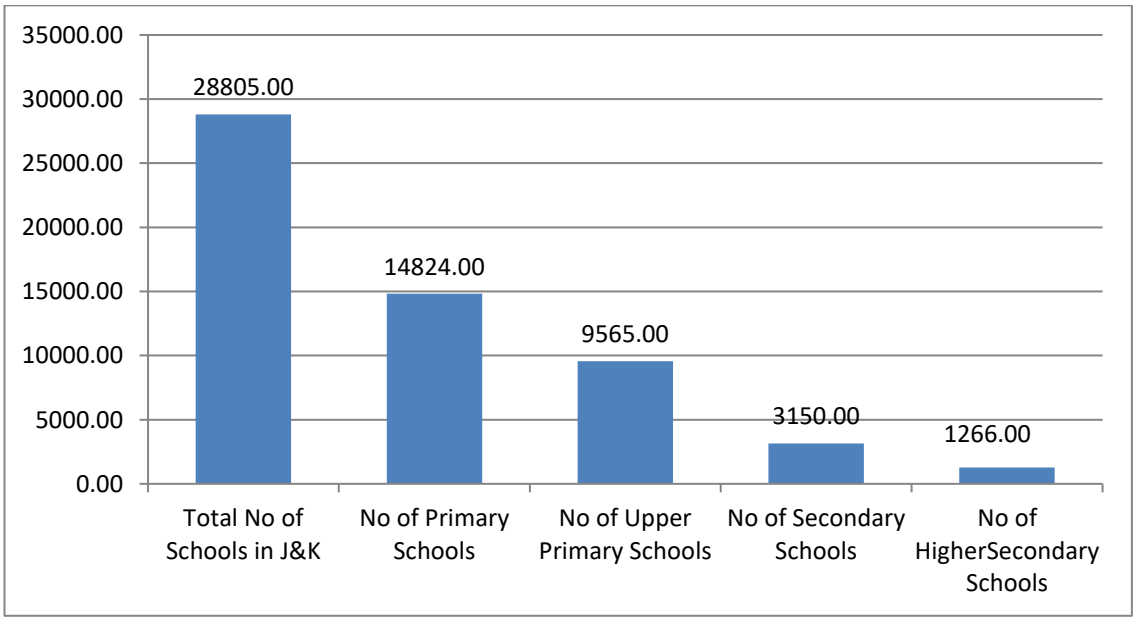
9.1 School Safety and Security Scenario in J&K

In J&K, the topography & geography of the UT demands protection from climatic adversities, natural disasters, pandemics, transportation & other related emergencies. Schools are fundamental for the social progress of any society, therefore the roles of different school authorities, community & administration should be outlined in the light of NEP 2020 & the guidelines of Ministry of Education (2021) focusing on school buildings, playgrounds, physical safety, CWSN friendly infrastructure (in the form of ramps, wide entry & exit gates, lifts, toilets, handrails, etc.) are in consonance with the above to ensure the protection, safety & security of children. In order to strengthen the school safety & security in schools, J&K needs to recognize the challenges for creation of safe school environment.

9.1.1 Brief of Educational Scenario in J&K

The total number of schools in J&K is 28805. 17806 schools have library, book bank, reading corner, 15656 have playground, 23728 have functional girls toilet, 22688 have functional boy's toilet, 21011 have functional electricity, and 2583 have solar panels. 2789 functional computers for pedagogical purposes, 8566 have internet facility, 27453 have functional drinking water facility, and 27730 have hand wash facility. 11406 conduct medical checkup of students in last academic year. 12675 have camps, 9895 have ramps with handrails, and 4149 have CWSN friendly toilets.

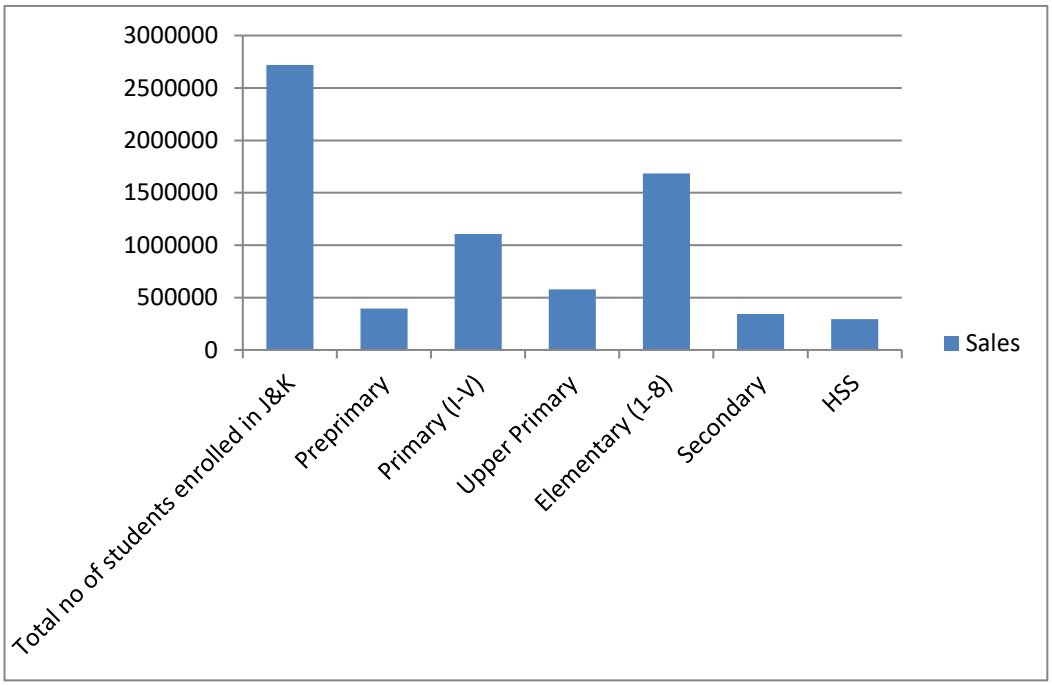
Total no of schools in J&K	**28805**
No of primary schools	**14824**
No of upper primary schools	**9565**
No of Secondary schools	**3150**
No of Higher Secondary Schools	**1266**



- No of schools having AWC (Aganwadi Centres) in the school campus =46
- No of schools having AWC (Aganwadi Centres in the school campus) having preprimary sections = **27665**

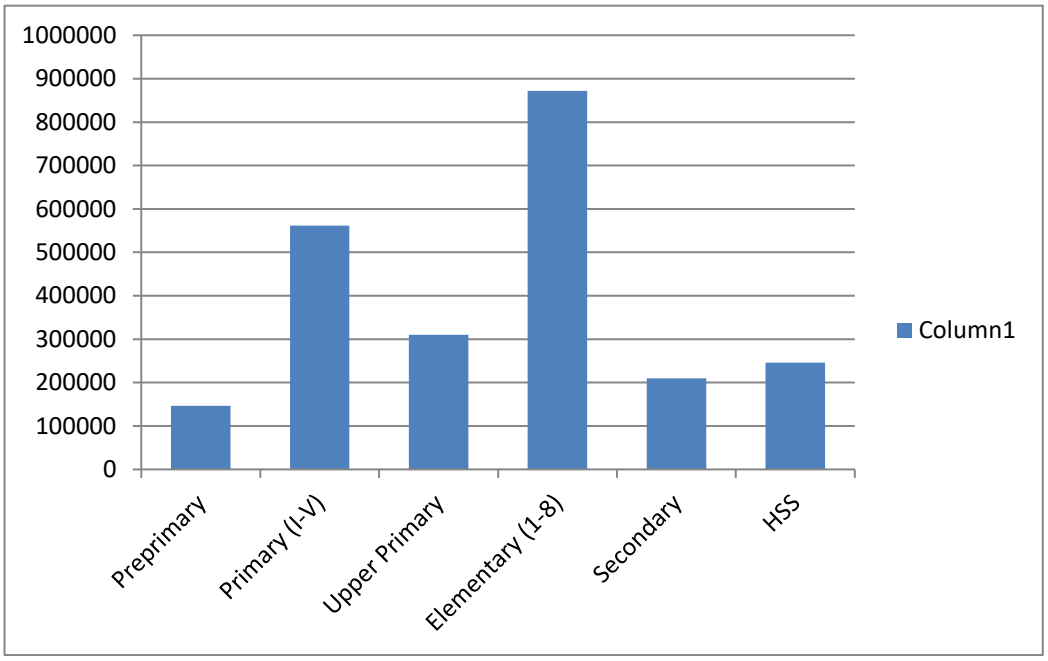
- Having preprimary Sections =20676
- Having AWC in the School Campus or Preprimary Section =20679
- Enrolment of students by school management and level of school education – all types of management =22055

Total no of students enrolled in J&K	**2718644**
Preprimary	**395249**
Primary (I-V)	**1106932**
Upper Primary	**577505**
Elementary (1-8)	**1684437**
Secondary	**344485**
HSS	**294473**



- Enrollment f students in government schools = 1473368

Preprimary	**146162**
Primary (I-V)	**561361**
Upper Primary	**310264**
Elementary (1-8)	**871625**
Secondary	**209539**
HSS	**246042**



9.2 Challenges in Implementing School Safety & Security in J&K

NEP 2020 recognizes and values partnerships and collaboration between different departments to ensure its success at the grassroots. Education is not just the domain of education department but it has to be priority of other departments to make education in India accessible and equitable particularly at the grassroots.

9.2.1 The Disconnect between Institutions

The lack of synergy between different departments such as educational (JKBOSE, SCERT, SED, SAMAGRA, Composite regional Centre-CRC, IMHANS, Department of Disaster management, Department of Health & Social Welfare & Department of Rural & Urban development. The different schemes and services offered by Government of India can only be capitalized if there is a mechanism for synergy and collaboration between them. Also, the collaboration between with other financial & budget holders e.g. the land development within the school campus can be funded through *Mahatma Gandhi National Rural Employment Guarantee Act (*MGNREGA).

9.2.2 Lack of Information about Natural Disasters

J&K is prone to floods, landslides & earthquakes. The lack of understanding of natural hazards, interrelationship between natural hazards & child protection related issues should also be the prime focus of safe & secure environment. Preparedness is pivotal to minimize the impact of natural & climatic hazards. In this context massive training programmes between the Department of Disaster Management & SED should be conducted at the district & zonal levels to sensitize the stakeholders such as teachers, students and parents. The teachers need to be trained in identifying the signs and responses apart from training in providing psychological First Aid (PFA) to the students to overcome distress and trauma caused by disasters and other events. The teachers need to be trained in promoting resilience through listening, protecting and connecting to children so that children are provided with immediate assistance to mitigate the impact of trauma. Every school should come up with the best practices of school safety & security manuals which can be shared with others in the interest of the learners. There should be school security standard authority framework outlining the standard of schools with special reference to safety & security at the foundational, preparatory, secondary & senior secondary level. Further immunization of children & creation of health cards in collaboration with Department of Health will reflect knowledge about body, food & nutrition, personal hygiene & physical fitness which the students can inductively imbibe. There should be monitoring

committee to report and implement hygienic practices while cooking and serving mid-day-meals to children.

9.3 School Safety Manuals

a) The school safety manuals should address the following highlighting the best practices & challenges: -

1. Infrastructures
2. Food & nutrition
3. Health & hygiene
4. Psycho social aspects
5. Gender sensitivity
6. Roles & responsibilities of principals, headmasters, teachers, warden, aayas, peons, parents etc.

b) Monitoring: -School management committee, parent teachers' association, school administration, participation from community at zonal, block & district level.

c) Child safety checklist to be studied & analyzed to understand the best practices, success & challenges.

d) The Ministry of Social Justice & Empowerment has empowered the Social Welfare Departments across India to construct ramps, install lifts in the interest of CWSN so that such children aren't left behind in the inclusive education.

e) The J&K schools need to sensitize the stakeholders particularly teachers & children with reference to the risks posed by natural & climatic disasters, cyber security, psychosocial safety, physical health, etc. to combat the security issues.

f) The professionally trained teachers like the Resource Persons (RPs) and the Special Education Teachers (SETs) are in a meager number and there is a need to appoint more such professionally trained people in order to cater the need of the children with developmental delay and disability.

g) The Resource Centres which are meant for the CWSN and where the individual needs of the children with disabilities are taken care of are only a few in number. There is an immediate need to establish these Resource Rooms at least at the cluster level.

h) The physical and geographical accessibility to the Resource Centres too is not CWSN friendly which too is a serious concern for the care givers of the CWSN, hence needs attention.

i) Many Resource Persons and the Special Education teachers who are appointed for a specific purpose are mostly in the administrative offices should only be given the task to teach CWSN.

j) Grassroots reality has shown that the majority of the teachers in Jammu and Kashmir are less aware about the concept of inclusive and special education. It should be mandatory for each and every department and agency to propagate the concept in the proper way and to have mass awareness about it. In this regard the trainings, Capacity Building Programs and the Orientations of the teachers is the need of hour.

k) The professional courses for the teaching like D. Ed, B. Ed and M.Ed. too needs the re-designing key incorporating relevant content that needs to be added to address the concern of developmental Delay and Disability.

9.3.1 Psycho Social Support and Security

NEP 2020 focuses on psycho social safety of learners with special reference to mental health. The policy highly recommends reduction of content burden & stress among the learners. The J&K teachers need to be sensitized towards mental, emotional, social & spiritual well-being of the learners to uphold the concept of school health & wellness. In this context teachers will have to act as ambassadors of psycho social health. Every teacher can practice, pedagogy to support psycho social health such as singing & dance, arts & crafts, storytelling, sports & games any other fun loving & creative activity which will invoke love for school & learning among the learners. The teacher should have the authority to declare fun day at least twice a month where in children will roll play, ask questions, participate in quiz, talk about their favorites, share stories & do other activities. The SED should compulsorily implement the formation of POSCO (Protection of children from sexual offences Act) cells, inclusive cells & anti bullying committees in the schools. The SED must start auditing the schools to examine the different aspects related to safety & security.

Training of Asha Workers in Social Welfare Department for early identification and referrals to organization such as CRC, IMHANS, etc.

Development of a full-fledged department of Child Psychiatry both at Jammu and Kashmir.

9.4 Developmental Delay And Disability

What Should Foundational Stage Institutions Do?

Teachers play a crucial role in identifying children at risk for developmental delay and disability.

1. This is critical for children to receive the right kind of support as early as possible so that future difficulties are mitigated as much as possible.
2. Teachers must start with the assumption that each child learns at their own pace.
3. But if they do see a noticeable concern or persistent issue, the first step is to observe the child carefully to understand the child's functioning in all developmental domains.
4. The second step would be to keep a record of daily or weekly observations of the child based on some basic questions.

Note: There are different screening tools/ questionaries like World Health Organization's

Screening tool and the NCERT developed tool PRASHAST.
As per the UDISE report, 2021-2022 enrollment of CWSN information

Enrollment of CWSN

S. No	FROM CLASS	BOYS	GIRLS	TOTAL
1.	*Ist To 5th*	5669	3686	9355
2.	6th To 8th	3138	2358	5496
3.	9th To 10th	1245	994	2239
4.	11th To 12th	437	419	856
5.	**Total**	**17946** (14851 from Classes Ist to 8th and 3095 from Classes 9th to 12th)		

The RPWD Act, 2016 recognizes 21 disabilities. J&K in collaboration with the Department of Health, social welfare, and allied educational organisation in J&K need to work on the following:
1. Identification of CWSN in Aganwadi & foundational stage. J&K, SED needs to collaborate with the Department of Health to train teachers at the Aganwadi and foundational level to identify such children for referrals.

1. With reference to developmental delays and disability, a short module or a certificate course of maximum one month be introduced to train the above in identifying the disability in children so that they make referrals to the Department of Health for early interventions to yield better results. Early intervention is an important parameter to mainstream in inclusive setup.

2. Training teachers in development of Health & Education plans (earlier known as IEP). The concept provides space to CWSN to learn at their own pace.

Chapter 9

Linkages to the Preparatory Stage

The 5+3+3+4 design of school stages necessitates both continuity and change when the child moves from the Foundational Stage to the Preparatory Stage.

The most significant change is the shift from a developmental imagination in the Foundational Stage to a focus on development of capacities and skills that are necessary for gaining a systematic understanding of the world around us. These capacities are broadly – literacy, numeracy, and the abilities to hypothesize, make observations, collect data, and analyse data. Along with these scholastic capacities, engagement in arts and sports become an important part of the Preparatory Stage, as also the development of values, beliefs, and social capacities. Children are expected to attain Foundational Literacy and Numeracy by the end of Grade 3, which is part of the Preparatory Stage.

Section 9.1
From Development Domains to Curricular Areas

In the Foundational Stage, the Curricular Goals are organized based on development domains – physical, socio-emotional-ethical, cognitive, language and literacy, aesthetic and cultural, and positive learning habits. In the Preparatory Stage, the Curricular Goals would be organized into Curricular Areas – Languages, Mathematics, World Around Us, Arts, Physical Education, Vocational Education.

a. **Languages** – Both L1 and L2 language and literacy development would continue in the Preparatory Stage. While children would achieve Foundational Literacy in L1 in their first year in the Preparatory Stage, they would be expected to achieve the same in L2 by end of the Preparatory Stage. So, by end of Preparatory Stage, the goal would be to make children independent readers and writers in both L1 and L2.

b. **Mathematics** – In the Foundational Stage, mathematical abilities are seen as part of cognitive development. In the Preparatory Stage, specific focus would be given to mathematics as a curricular area. Foundational Numeracy is expected to be achieved in the end of the first year in the Preparatory Stage.

c. **World Around Us** – This curricular area in Preparatory Stage expands from the cognitive domain of the Foundational Stage. Children would engage both broadly and deeply with the environment around them, both natural and human environments. They would further develop their skills of observation, data collection, and analysis for forming and verifying hypothesis. They would also gain socio-cultural understanding of the human world around them.

d. **Arts** – There is continuity in the Preparatory Stage from the Foundational Stage. While in the Foundational Stage, it is freer and more exploratory in nature, in the Preparatory Stage, children would start gaining specific skills in different forms of arts that would enable them to express themselves in more elaborate ways.

e. **Physical Education** – In the Preparatory Stage, physical development is given specific focus in the form of Physical Education. While in the Foundational Stage, exploratory and free play is the emphasis; in the Preparatory Stage, introduction to sports and more formal engagement in physical activity would be the emphasis.

f. **Vocational Education** – In the Foundational Stage, there one curricular goal for "*seva*". This would further expand significantly so that children engage in productive work in the Preparatory Stage. NEP 2020 sees education holistically, not just understanding of the world but acting upon the understanding meaningfully and productively. From simple activities, like growing vegetables and cooking, to more skilled work, like stitching, children would be encouraged to use their minds and bodies towards productive work.

g. **Socio-Emotional-Ethical Learning and Positive Learning Habits** – In the Foundational Stage, it is appropriate that these two domains are given special emphasis in terms of articulating Curricular Goals, given the developmental needs in early childhood. This emphasis would continue in the Preparatory Stage, with the goals being met through a diverse set of approaches.

Section 9.2
Continuity and Change in Content, Pedagogy and Assessment

The second shift is in the form of content used in the classroom. Children in the Preparatory Stage are ready to deal with more abstract presentation of content, rather than only concrete experiences. Textbooks and workbooks can start to play a bigger role in organizing learning. The content can also expand the context of understanding and need to be fully local to the child's experience. Children's imagination expands both in terms of space and time, and the content used should reflect this expansion. The choice of content can reflect a judicious balance of familiar and unfamiliar, that both comforts and challenges children.

The third shift is in classroom organization and pedagogy. While the pedagogy needs to continue to allow children to learn through their own exploration and inquiry, children would enter a more formal classroom setup, and the learning experiences become more cohort based. Childrenare expected to learn in group environments and become more independent in learning. More self-directed work can be expected of children in the Preparatory Stage. Strengthening and deepening skills would require more repetition and practice. While settings become more formal, it is important to continue the learner-centric approaches of the Foundational Stage into the Preparatory Stage. Some children would continue to need more individual attention, and it is important that in the Preparatory Stage, the pedagogical strategies adopted are chosen so that all children have attained foundational capacities in preparation for more formal engagement withdifferent forms of understanding in the Middle Stage.

Finally, there would be a shift in the ways of assessment. While in the Foundational Stage most of the assessments are based on Teacher 'observations' of student work, in the Preparatory Stage, more explicit assessment tasks can be introduced. Again, the continuity would be in terms of keeping assessments 'low stakes', even though they are explicit. In the Preparatory Stage, it is useful for children to have some aspects of meta-cognitive awareness of their own learning, andthis can be provided by more explicit assessment tasks. Apart from worksheets, children can begiven written assessment tasks that they need to complete within a specific time.

Chapter 10

Creating a Supportive Ecosystem

As is evident from the previouschapters, the curricular implementation of this Curriculum Framework requires several actions around content, pedagogy, and assessment. All of this needs a supportive environment. This Section mentions the role of Teachers, functionaries and parents and community in makingthis happen.

Section 10.1 talks of empowering teachers in different ways in line with the NEP 2020. The infra-structure and learning resources support required to implement this curriculum are mentionedin Section 10.2. Section 10.3 outlines the role of academic and administrative functionaries. Section 10.4 enumerates the importance of parents and community supporting the learning of their children at the Foundational Stage. Technology is an important enabler - Section 10.5 describesways in which technology can be used to support teaching and learning at the Foundational Stage.

Section 10.1
Enabling and Empowering Teachers

Teaching is an intellectually and ethically demanding profession. Teachers of the Foundational Stage are required to have particular qualities that enable them to work with young children with care, energy, rigour, patience, and humour.

10.1.1 Ensuring an Enabling Environment for Teachers

A culture that encourages people to learn and work together, and is characterised by trust and respect for all is critical to a good school - this is possible in an environment that is open and caring, and where dialogue, collaboration, enquiry, and reflection are embedded practices.

Teachers need resource-rich, motivating environments and continuous opportunities for professional learning and interaction. Teachers must feel a sense of pride in belonging to a well-qualified, close-knit, and vibrant professional group.

10.1.2 Conducive Facilities and Work Environment

Adequate and safe physical infrastructure, facilities, and learning resources must be made available with safe drinking water, functioning toilets with running water, and basic hand washing facilities.

The infrastructure and teaching materials necessary to teach students effectively, including functional classroom boards, material for arts/crafts, material to set up learning corners, and a rangeof children's literature must be made available.

10.1.3 Pre-Service Teacher Education

Teacher demand and supply for the Foundational Stage, as envisaged in NCFFS-2022, this must be undertaken on priority as well as building on existing studies related to demand and supply of Teachers for specific Stages.

Recruitment of teachers must be through a rigorous process comprising not only a written test but also an interview and classroom demonstration, as stated in NEP 2020.

10.1.4 In-Service Teacher Education, Mentoring, and Support

Teacher professional development is a journey, and Teachers progress through it at their own individual pace. Teachers will be at different phases of their development journey, and will have different development needs. Each phase requires exposure to different content. Within each phase, the learning experience needs to be holistic and complete to a point that it can help Teachers to bring about sustained change in their practice, and move to the next phase.

Professional development of Teachers must be such that they become competent and reflective individuals with the ability to drive educational improvement. Support structures and enablers must be in place to facilitate their work, and further their learning.

Teachers must engage continuously with their professional development through a variety of means. Content must be comprehensive and complete, relevant, and connected to the classroom, and address challenges teachers face. Platforms for peer learning with mentoring and coaching support must be made available.

Teachers of the Foundational Stage focus on helping young children learn in a safe, stimulating, and engaging environment that emphasizes play and discovery. The NCERT, SCERT, DIETs, BITEs, BRCs, CRCs provide academic mentoring and support to schools and Teachers through the development of support material, capacity building sessions, on-site visits, and quality monitoring and supervision. These academic resource institutions play a key part in ensuring that teacher professional development opportunities are continuously available.

Professional Development for Teachers - Illustrative Components and Modes

Components of Professional Development	
Global Research	Brain development Developmental stages, developmental milestones How children learn, why play is important Understanding families, communities Implications for learning in school
Understanding Content	All domains of development Early language and literacy, Early mathematics
Curricular Goals Competencies Learning Outcomes	Understanding Curricular Goals - rationale and connection to Aims of education, domains of development Understanding Competencies and Learning Outcomes to be attained Implications for the classroom
Pedagogy	Making children feel safe, comfortable, respected, encouraged Using play - toys, story, art, games, music, conversations Reading, writing, mathematics in the classroom
Content and Material	Identifying appropriate content - rationale for choices Selecting appropriate material Creating appropriate material using local resources Using technology
Assessment	Principles of assessment Using appropriate tools and techniques for assessment Using assessment data to improve teaching and learning
Children at Risk	Recognising red flags for developmental delay and disability Appropriate classroom processes Working with professionals
Planning	Creating multi-level teaching plans adapted to student needs across all learning areas
Working with Parents and Community	Building positive relationships Involving parents and community in school

Building a Teacher Learning Community	Forums for teacher engagement Face to face, Using technology
Research and Documentation	Using research literature Writing case studies

Modes of Professional Development

In-School Processes Scaffolding and support in School	Planning, weekly discussions, sharing meetings, peer classroom observation and feedback. Members of the CRC, BRC, DIET and other support organizations could visit schools on a regular basis. During the visit, they can observe Teachers, hold discussions with them, demonstrate pedagogy, work on material development with Teachers, share information about upcoming events, and activities.
Formal Workshops Material Development Workshops	These are face-to-face sessions on all domains of learning and development. They can be of varying durations and formats, ranging from 3-day residential workshops for large groups of Teachers to half-day sessions on specific topics for small groups. Early years learning needs plenty of teaching learning material. If groups of Teachers (e.g., within a large school or at the Cluster or Block) could get together and develop material, it would be an excellent learning opportunity for all of them.
Teacher Forums Social Media Groups	Forums for Teachers of the Foundational Stage (e.g., at the Cluster) could have monthly meetings to discuss work. Teachers could take responsibility for particular topics, and design teaching plans, resources that could be shared with all. This could reduce preparation load, and Teachers could adapt such resources for their own students. Groups on social media platforms that support and moderate sharing of experiences, teaching resources, and discussion amongst like-minded or subject-specific Teachers - these could be administered by Teachers themselves.
Handbooks Using DIKSHA	Handbooks that guide Teachers to plan on achieving Learning Outcomes could be prepared. References of additional material that they can read/access and use may be a good addition to such handbooks. Content on DIKSHA specific to early years learning could be used by individual Teachers and Teacher groups.
Mentor Teachers	Experienced, dedicated teachers could be identified for each Cluster. They can visit other schools, support other Teachers. Teachers wanting support can reach out to these mentor Teachers independently.
Annual Teacher Seminars	Large scale, short duration events focussed on specific topics where Teachers could present their ideas/practices/material, and listen to expert speakers. Teachers can be exposed to new and different ideas relevant to teaching in the early years.

10.1.5 Career Ladder and Professional Development Opportunities

Early stages of school education are critical, and will require Teachers who are highly qualified in the practice of early childhood education.

NEP 2020 speaks of parity in service conditions across all Stages of school education. This means that, as soon as possible and in the long term, pay and service conditions of Teachers have to be commensurate with their social and professional responsibilities, and must be set so as to attract and retain talented Teachers in the profession. All Teachers, from Foundational Stage Teachers to Secondary Stage Teachers, will be recruited with standard service conditions as per their work requirements, and the same salary structure.

All Teachers must have the opportunity to progress in their career (in terms of salary, promotions, etc) while remaining as Teachers in the same stage of education (i.e., Foundational, Preparatory, Middle, or Secondary). The approach will be to ensure that growth in one's career (salary and promotion) is available to Teachers within a single school stage, and that there is no careerprogression-related incentive to move from being Teachers in early stages to later stages (thoughsuch career moves across stages will be allowed, provided the Teacher has the desire and qualifications for such a move).

10.1.6 Teacher Autonomy and Teacher Accountability

Teachers are responsible for student learning and must be held accountable for it. But Teacher empowerment and autonomy are preconditions for accountability. Accountability is critical but so is autonomy - an empowering culture based on autonomy is a necessary condition for accountability.

Competent and capable Teachers are critical to improve the quality of learning. Supportive environments within schools and the eco-system improve teacher effectiveness. Teachers are uniqueindividuals, with their own set of beliefs and personal theories about learners, learning, and education.

To a creative and discerning Teacher, every learning episode presents unanticipated opportunities to spontaneously and naturally stimulate and support learning of what was not planned, andto omit, on that particular occasion, learning of what was originally intended or planned.

Teachers must have the pedagogic autonomy to plan and organize content, decide the sequence, and methods of teaching children as the situation demands, along with ways of assessing their learning. All this must be based on the prescribed Curricular Goals, Competencies, Learning Outcomes, and pedagogical approaches and principles in the Foundational Stage.

Section 10.2
Ensuring an Appropriate Environment for Learning

10.2.1 Design Imagination

The importance of physical spaces to provide safe, joyful, and comfortable environments, which are enablers of learning in the Foundational Stage cannot be overstated. It is such vibrant spaces that must be developed with the significant investment thrust of NEP 2020on ECCE in the Foundational Stage.

Highly creative imagination would be required for the design and implementation of these spaces, so as to fulfill this important role as an enabler of high quality ECCE. And this would have to be done while considering the practical aspects of cost-optimization, operational feasibilities, and implementation capacities.

This creative imagination would have to cover not only all the aspects of buildings that house institutions implementing Foundational Stage education, but also their immediate environment. Both buildings (or rooms) being newly constructed or those that are being remodeled from existing infrastructure, should be informed by this imagination.

One of the more effective approaches, for such imagination to flower and take concrete shape, is to construct cross-disciplinary/cross-field teams, which are chartered to develop these ideas, blueprints, and guidelines. The disciplines/fields could include ECCE, Child Development, Engineering and Architecture, Sociology and Anthropology, and more. Multiple such teams may be required across the country to be adequately responsive to local contexts and requirements. These could be formed by the relevant bodies in the states, such as the DWCD, SCERT, etc.

Actioning this quickly will be critical for investments in ECCE to be channelled appropriately.

10.2.2 Infrastructure and Learning Resources

Appropriate and adequate infrastructure and learning material to learn in an optimal manner must be available for all children. Availability of adequate and appropriate infrastructure facilities, and learning re- sources has significant impact on creating a conducive environment for learning. Quality, completeness, and maintenance of infrastructure is a key differentiator between a good school and a not-so-good one, especially in the eyes of parents and com-munity.

A high-quality programme for children should help satisfy their curios- ity, provide freedom for exploring the environment, opportunities for interaction, and promote optimal holistic development. Children should get opportunities to engage with materials, play outdoors, and interact with each other, and the Teacher every day.

A supportive learning environment would give children a holistic experience for learning and development. Child development does not only depend on Teacher-student interaction but also on sensory experiences children have in the physical environment in and outside the classroom.

Safe, barrier-free, and adequate physical infrastructure must be available as per prescribed norms. Buildings and equipment must meet safety standards as per the law. Adequate budgets and utilization for infrastructure development, infrastructure maintenance, and teaching-learning material must be available.

This includes:

a. Clean, safe, and functioning toilets, and safe drinking water.
b. Safe and nutritious meals (as per committed norms), and health support for all children.
c. Clean, well-ventilated, and well-lit classrooms maximising the use of natural light and ventilation.
d. Learning spaces segregated from other spaces (e.g., cooking) in an optimal way that does not hinder safety or learning.
e. Separate classrooms for Grades 1 and 2.
f. Safe outdoor spaces, and/or small gardens for children to play.

g. Buildings and walls painted in cheerful colours (children could participate in this painting).

h. Appropriate high-quality learning resources/material, and books.

i. Material organized and stored in specific spaces with appropriate safety mechanisms (e.g., cleaning material or knives are stored in locked spaces).

j. Learning corners and appropriate displays at the eye level of children.

k. Cleanliness/hygiene maintained with regular checks of spaces, material.

10.2.3 Pupil Teacher Ratio

It is widely understood and accepted that the right Pupil-Teacher Ratio (PTR) enables individual attention by Teachers, and therefore can increase student engagement and achievement. It is important to look at the PTR as not just a number, but as a measure that would lead to better Learning Outcomes for the child. Many crucial classroom processes can be better implemented if the Teacher could operate in an environment of favourable PTR.

Pedagogy specialists argue that a lower PTR has a larger impact during the early years of schooling. It is found that children who attend schools with lower PTR have a greater likelihood of continuing schooling for a greater number of years.

One important caveat is that reducing PTR does not imply filling schools with underqualified and contractual Teachers. PTR must be improved through the appointment and professional development of qualified Teachers. Along with improved PTR, issues of infrastructure, and the academic and pedagogic capability of Teachers must also be taken care of to take full advantage of lower PTR. There must be a full complement of Teachers for all children at the Foundational Stage.

10.2.4 Age of Admission

Policy documents such as RTE 2009, National ECCE Policy 2013, and NEP 2020 have emphasized that children should participate in a preschool or Anganwadi from age 3 to 6 years, after which point, they should enter Grade 1 of primary schools.

NEP 2020 states that the Foundational Stage begins at Age 3 and ends at Age 8 i.e., five years of schooling from preschool to Grade 2. Children should, therefore, begin Grade 1 at the age of 6 years. However, many State policies do not reflect these age and developmental milestones.

Given the rapid pace of brain growth, and overall development of the child in the early years, a difference of even a few months is significant. The curriculum for Grade 1 is designed with the assumption that children will be over 6 years old.

The trend of officially advancing the entry age for Grade 1 to below 6 years defies this assumption and can pose significant damage to children's cumulative learning.

Section 10.3
Role of Academic and Administrative Functionaries

10.3.1 Head Teacher/Principal

The most important role of the school leader is to create a supportive and empowering culture in the school through processes that provide autonomy and ensure accountability.

Head Teachers/Principals/Supervisors must support Teachers in every way so that they teach well. This can happen through helping them to plan their classes, providing access to appropriate resources, observing classes and providing constructive feedback, and creating an ethos where Teachers think and talk about teaching and learning of children.

It would be very useful if Head Teachers could also teach a class from time to time at the Foundational Stage to stay in touch with children, to build rapport with them, to lead by example, and to stay in touch with the Teacher's perspectives and challenges. This would also demonstrate howimportant this Stage is to the entire school, and give the Teacher further confidence.

The Head Teacher should build rapport with parents, families, and the local community to ensure regular attendance of young children, and ensure parents/families understand the criticality of this Stage of learning and development. This would also help the school respond appropriately to relevant issues and challenges, e.g., sensitively informing parents/families when a childhas a suspected developmental delay or behavioural concern.

10.3.2 Academic Functionaries

School visits and on-site support through classroom observation and constructive feedback to Teachers is the most important role of this group at the Cluster and Block level. Functionaries at Cluster and Block level should also regularly demonstrate the pedagogy that Teachers must use - this helps Teachers understand better, and helps them to stay in touch with teaching and children.

The Cluster level meetings must be used to discuss classroom processes, and one meeting every few months could be held exclusively to discuss classroom experiences at the Foundational Stage. They should also be part of discussions with parents and the community on the importance of the early years for learning development, and ensuring regular attendance and participation in school. Academic initiatives by the school, e.g., setting up learning corners, adding children's literature, must be fully encouraged and supported.

The focus of academic functionaries at the DIETs should be to develop extensive engaging, joyful, and innovative material for children and Teachers in the local language rooted in the local context. This could include a comprehensive Teacher support plan to use this material. Each DIET could also develop a pool of academic resource persons for every Block in the district with expertise in supporting Teachers for the Foundational Stage.

The focus of the academic functionaries at the SCERT should be to develop textbooks and workbooks for Grades 1 and 2, sample additional material which DIETs could further contextualise and build on, and assessment checklists and processes that Teachers could use. The SCERT should take responsibility for sourcing, contextualising, and anchoring translation of materials for use in the Foundational Stage.

10.3.3 Administrative Functionaries

Ensuring availability of teachers, and facilitating timely supply and distribution of teaching-learning resources (e.g., play materials, books, activity books) would be critical for the implementation of the curriculum at the Foundational Stage. Appropriate budgetary allocations may be made for curricular requirements, and teacher professional development needs, with regular monitoring and review of progress.

Carefully planned and thoughtfully collected data would help with ensuring access for Socially and Economically Disadvantaged Groups (SEDGs). Specifically, it is necessary to have an accurate estimate of the population of children aged 3-8 years, so that appropriate planning can be done – this would require both projection and tracking. Technology should be used, where possible, to ensure accurate data is collected with minimal effort but maximal accountability, such that the data is available to decision makers in a matter of days, and not weeks and months.

An indicator of the quality of education in the Foundational Stage will be the attainment of out-comes, particularly those related to FLN in Grade 3. The NAS makes this tracking possible. In addition to NAS, States may plan State Learning Achievement Surveys (SLAS) with this focus.

Large-scale advocacy through public service messages and media campaigns, direct communication with parents, and wide-scale dissemination of simple methods and materials needed to en-able parents to actively support their children's early learning needs could also be designed.

Section 10.4
Role of Parents and Community

10.4.1 Parents and Family

Parents and family are co-partners with the school in the child's learning and development. In the early years, it is even more important for parents to understand and support what happens in school as well as for Teachers to understand the child's situation at homeso that they can take cognizance of it in their interactions with the child.

Relationships with parents and families may be built and sustained with focus. Communication with parents needs to be frequent and ongoing, with parents being treated as equal partners in the process, not as people who are talked down to or only reported to. Parents need to be kept abreast of the child's progress. This could be done by inviting parents to school regularly for discussions about their child's learning, and by the Teacher conducting home visits. The meetings also provide space to elicit their views about the school's functioning. Parents may solicit meetings with Teachers as and when required.

A shared understanding would be useful, especially of the importance of child development in the early years, different domains of development and learning, the need for stimulation and engagement in a conducive and safe home environment, the importance of basic health and nutrition, the effects of deprivation and child abuse, and the importance of the family and Teachersin the child's development.

Parents and family can individually contribute to the school in several ways. Illustratively: participate in special celebrations, important days of the school, and school events; help with organising and supervising small local field trips; share their knowledge and experience when particular topics are being studied (e.g., growing plants and controlling for pests, how to perform first aid for basic injuries, cooking a simple healthy meal, demonstrating basic woodwork, talking about animals or vehicles); help the Teacher to align aspects of school practices to the local context (e.g., local festivals, local food, local art forms); and be part of the classroom on designated days as an observer or co-teacher.

Parents can also be part of the School Management Committee, and become the bridge between the parents, the community and Teachers. They can take responsibility for ensuring clear, transparent communications about all matters between other parents and the school, they could help to collect additional resources or learning material, and be part of parent groups to plan, coordinate and manage events like Teachers Day or Sports Day.

10.4.2 Community

The local community is defined as parents, family, residents of the neighbourhood, youth groups, community leaders, and local governance institutions. The community could be involved in and support the school in several ways. Illustratively: ensure enrolment and regular attendance of all local young children, share observations with Teachers, provide support with additional infrastructure, learning materials, better nutritional sources for children's meals or other services (e.g., the Gram Panchayat could use funds from other schemes for providing a water connection), motivate all parents and community members to become active partners with the school, and help make the school an integral part of the community.

Teacher's Voice

Bal Mela

I have always believed that it is important to get parents and the larger community engaged in children's learning. Bal Melas are very effective for this. In a Bal Mela, my children enjoy displaying and demonstrating their learning to their parents and the local community. Such an event helps create a better connect between the school and the community. It helps create awareness among parents and community on the importance of learning at the Foundational stage.

All Teachers in our village, and other functionaries work together for this. While we keep changing the details each time, a typical Bal Mela goes something like this.

- We Teachers decorate the venue and display the following:
  - Children's artwork with the name of the child, age, and date of creation
  - Teaching-learning materials prepared by us
  - Children's portfolios with all their work

    - Charts, posters on the importance of early years, brain development, how children learn, how a friendly learning environment should be - we use pictorial representation so that everyone can understand easily
- Children enjoy drawing and painting till other participants reach the venue.
- Once the participants arrive, we (along with some of the older children) explain the purpose, event schedule, and expectations of lots of encouragement from them.
- Activities begin – some with children, some with children and parents, and others could even be exclusively with parents.
- At the end of each activity, the Teacher concerned and some of the older children explain the purpose of that activity, how the activity enhances or supports the development of children, and how these activities can be conducted at home with available resources.

- We try to specially ensure active participation of fathers, and encourage them to share their thoughts on their child's development
- After the activities, we discuss important elements like brain development, the importance of early years, the role of parents in child development, etc using charts and posters.
- Parents share their experiences in sending their children regularly to class.

In the end, we, the Teachers, share our expectations from parents and the community, especially in terms of enrolment and attendance of the children, and thank them for their participation. Bal Melas are truly a celebration where the entire village comes out to participate in their children's learning!

Section 10.5
Leveraging Technology

In addition to using technology as a source of content for teaching, it can significantly contribute to building a supportive ecosystem for the Foundational Stage.

Leveraging existing technology, and building upon digital infrastructure and frameworks can help in accelerating capacity building, enable participation and engagement, and synergies. An example is the National Digital Education Architecture (NDEAR), which was launched on the first anniversary for NEP 2020 as a key enabler for NEP implementation, with a vision 'to create a unifying national digital infrastructure and act as a super connector to cross leverage ecosystem capabilities.'

One cannot imagine all possible scenarios for the future, and certainly not solutions that will be relevant going ahead. It would be prudent to leverage technology frameworks, such as NDEAR, that will enabledevelopment of diverse and modular solutions as needed from time to time.

10.5.1 Technology for Capacity Building

Digital courses to enhance understanding of children in the early years, bit-sized 'how to' guides on a range of topics related to supporting and enriching young children, demonstration of innovative practices, planning for teaching are available to teachers and parents across Indian languages. These need to be further enhanced.

Some ways of doing this could include informative and educative content (e.g., value of conversations, information on developmental milestones), good practices (e.g., using locally available material for young children), transforming static lesson plans into interactive, personalized plans that give Teachers flexibility and choice.

Technology also significantly enables peer learning, sharing of content and practices, asking for help and feeling a sense of community with others who may be navigating similar contexts. This works best when material is available in local languages, which technology can enable.

NISHTHA is a National Mission which aims to improve the Learning Outcomes of students through a digitally enabled teacher training programme offered through an online mode. It should be leveraged and continually improved.

Teachers can upload self-made content on platforms like DIKSHA and can also leverage NDEAR compliant open-source content authoring tools for creating a variety of content.

10.5.2 Leveraging Digital Infrastructure, Platforms, Tools

The vibrant ecosystem of content creators may be encouraged to contribute content for children, teachers, parents, and the community by using NDEAR (ndear.gov.in), and Vidya Daan (vdn.diksha.gov.in) capabilities.

'Energizing' material for teachers and children using QR codes for ease of access to contextual curriculum-linked content works very well. Leveraging QR code also ensures that content linked

to it can be updated/modified at any point of time.

Tools to note and identify developmental challenges, and early screening tools will help Teachers to

recommend necessary support for the child e.g., PRASHAST, a disability screening checklist.

Practical and efficient technology-enabled tools to ease the administrative tasks of teachers save time, and enable efficiencies. Enabling tools could be used by teachers and administrators to help plan and execute ideas and programs for micro-improvements in their learning spaces. Technology could also enable building cohesive parent-teacher communities. Tools to discover specialist and expert resources, especially where support is needed for children with special needs or developmental delays, can also be addressed. In multilingual situations, technological tools assist teachers, so that they are able to take care of each child's needs.

Artificial Intelligence (AI) and Machine Learning (ML) can be used to solve some of the challenges such as translation (e.g., Bhashini https://bhashini.gov.in/en/ and ULCA https://bhashini.gov.in/ulca), and content discovery solutions to enable discovery of relevant materials by and for teachers when they need them (e.g., Chatbots). AI and ML must be strictly avoided for any solu tions that are child facing or child related.

10.5.3 Technology for Parents and Community

Responsive parenting may be encouraged by using broadcast media Radio, TV, OTT platforms as well as messaging through IVR and other means. Several innovative programs currently being implemented in States in partnership with civil society organizations could be expanded.

Ideas for parental engagement with children through enabling access to 'a story a day,' activities of play and learning, reading or listening together, and even practice through worksheets are currently made available using community radio stations. Many parents now use messaging services to connect with people and consume content. These could be leveraged as well.

Annexure 1:

Illustrative Learning Outcomes

The Illustrative Learning Outcomes for each competency are articulated here. These are learning trajectories over the five years in the Foundational Stage that lead to the achievement of the related competency.

- As the Curricular Goals are developmental, so are the Competencies and the Learning Outcomes.
- All the Learning Outcomes have a developmental trajectory across every age group through the Stage. They must be seen as a continuum and a trajectory, rather than exact age-specific goals.
- As learning between ages 3 and Age 8 is developmental, it happens at a varied pace for different children. All children will not achieve the same age-wise Learning Outcomes at the same time.
- The age-wise categorisation below is indicative and will help the Teacher to organise learning experiences for each child in the classroom.
- Each Learning Outcome is observable. The Teacher will be able to observe the child's progress on Competencies using these Learning Outcomes.
- The Learning Outcomes need to be read as cumulative. The child's learning of previous age groups continues to be observed in later stages. For example, if the Learning Outcome for ages 4-5 is 'eats without spilling' this is assumed to continue for age 5-6 onwards.

In the section below, **Curricular Goals** are numbered as CG-1, CG-2, CG-3… and **Competencies** are numbered as C-1.1, C-2.1, C-3.1… **Learning Outcomes** are mapped to Competencies.

As mentioned above, the Learning Outcomes must be seen as a continuum. In the tables below they are placed in reading grids – with 1,2,3…in the vertical axes and A, B, C…in the horizontal axes – only for easy referencing. For example, readers can refer to Learning Outcome D.1 against Competency C-2.1 to point to a specific Learning Outcome within this illustrative list.

1.1.1 Physical Development

A healthy body houses a healthy mind. Also, in this Stage, children learn most when they use alltheir senses and whole body to engage in playful activities. Hence, the focus here is on developing healthy eating and hygiene habits, becoming aware of safety, sharpening sensorial attention,and exercising and coordinating their different muscle groups.

CG-1: Children develop habits that keep them healthy and safe

Children develop both habits of healthy eating and understanding of nutrition. Early exposure to a range of food groups is essential for developing a taste for a variety in food.

Lack of hygiene often causes ill-health and children lose the gains made through nutritious food. This makes it important to develop good hygiene practices in early school years. While early childhood is a crucial time when the immunity of the child is also developing, since children come to school in concentrations, some basic hygiene practices become necessary for a school context.

Since schools are public places, school readiness necessarily involves special attention to safety and security. By acquiring specific practices of safety and security, children are better prepared to engage with learning in schools, which may be distant from home, both geographically and culturally.

Competencies are attained over a period of time. Therefore, interim markers of learning achievements are needed. These interim markers are Learning Outcomes. The table below illustrates the detailing of Learning Outcomes for a Competency. Each column in the table (A-E) are milestones, andthese milestones in a sequence indicate a Learning Trajectory for attainment of a Competency.

C-1.1: Learning Outcomes

Table 1

C-1.1: Shows a liking for and understanding of nutritious food and does not waste food

Age 3 - 8

	A	B	C	D	E
1	• Identifies things that can be eaten and cannot be eaten • Begins to eat and name a variety of foods with adult prodding	• Eats a variety of food from different food groups – grains, vegetables, fruits, and proteins (e.g., dal, beans, nuts, dairy) with adult support	• Eats from a variety of food groups independently	• Enjoys the variety in food from different food groups	• Seeks for a variety to fulfill nutritional requirements
2	• Names a few healthy food items and a few unhealthy food items	• Identifies healthy and unhealthy food items in a shop • Gives reasons for why some food is healthy	• Recognises foods from different food groups and explains the benefits/ill-effects of different food groups • Names some qualities of good nutritious food (e.g., eggs and dal build strength, palak 'cleans the blood', milk gives strong teeth)	• Identifies major ingredients in familiar food with help (e.g., dal in sambar, peanut in chutney) • Names the connection between ingredients and nutrition (e.g., gur and peanut in chikki is good for health)	• Guesses ingredients of cooked food and says whether they are good or bad for health • Recognises ingredients in packaged food (e.g., biscuits, noodles) and says whether they are good or bad for health
3		• Follows picture recipes to prepare simple snack	• Participates in preparing nutritious snacks (e.g., mixing boiled chana, sprouted salads, bhelpuri) with adult support	• Prepares nutritious snacks based on recipes, independently	
4		• Eats without spilling	• Eats without wasting food when served appropriate portions	• Asks for appropriate portions of food	• Serves appropriate portions of food on their own without spilling

C-1.2: Learning Outcomes

Table 2

	A	B	C	D	E
	C-1.2: Practices basic self-care and hygiene				
	Ages 3 - 8				
1	• Gets help to wash and dry hands before and after using the toilet or eating	• Begins to wash and dry hands before and after using the toilet or eating	• Always washes and dries hands before and after using the toilet or eating	• Demonstrates appropriate use the of toilet	• Becomes independent in basic self-care and hygiene
2	• Can wear clothes (without buttoning them) and put on their footwear with the help of adults	• Can wear clothes and footwear independently	• Begins using needle and thread to do small mends under supervision	• Fixes buttons and mends small tears with needle-thread with help	• Fixes buttons and mends small tears with needle-thread independently
3		• Begins to use personal care objects (combs, toothbrush) on their own		• Use personal care objects appropriately	

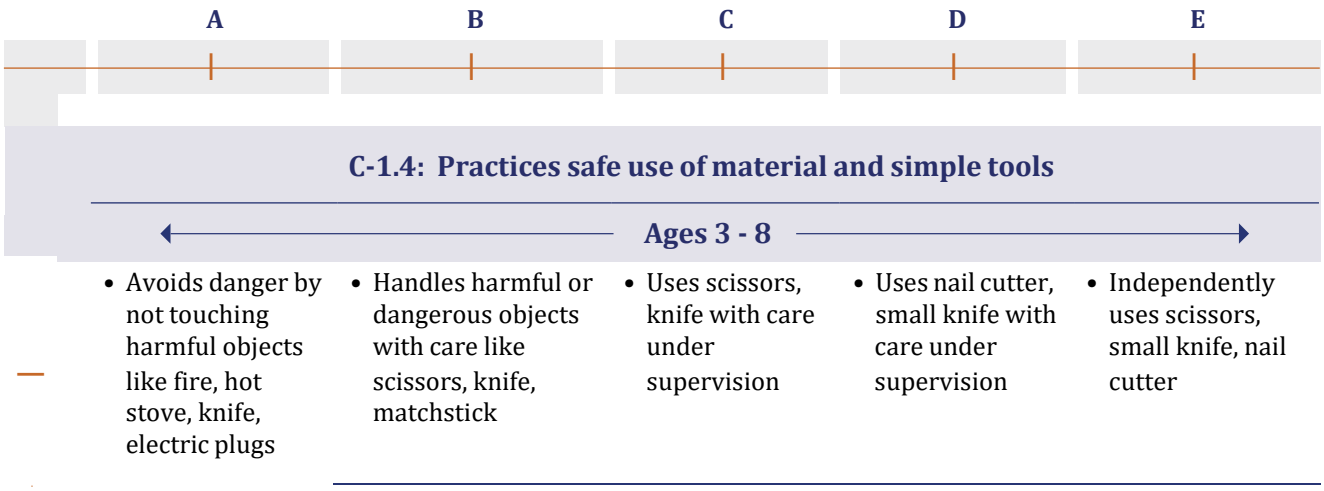
C-1.3: Learning Outcomes

Table 3

	A	B	C	D	E
	C-1.3: Keeps school/classroom hygienic and organised				
	Ages 3 - 8				
1	• Aware of their belongings such as bags, bottles, shoes, handkerchiefs, etc.	• Keeps and retrieves their personal belongings from the correct place	• Maintains their personal belongings in good shape	• Handles study material with care	• Takes care of school property, books, materials, and furniture
2	• Places soiled plates and utensils in the designated space with the help of adults	• Identifies and uses clean glasses and plates, and places soiled plates and utensils in the designated space independently	• Washes their plates and utensils	• Begins to maintain cleanliness in classrooms, playgrounds, etc	• Participates in the cleaning of classrooms and playgrounds
3	• Uses dustbin with assistance	• Begins to use a dustbin to dispose of waste	• Always uses a dustbin to dispose of waste	• Begins to segregate waste (wet waste and dry waste)	• Segregates garbage appropriately

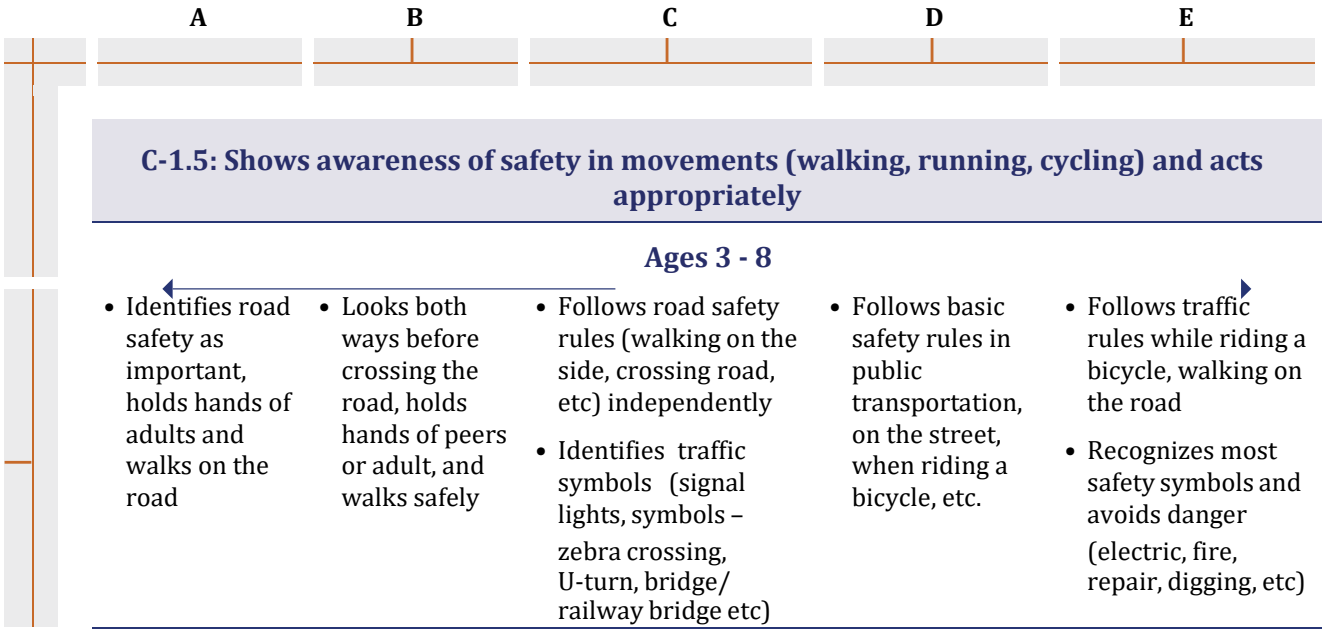
C-1.4: Learning Outcomes

Table 4



C-1.5: Learning Outcomes

Table 5



C-1.6: Learning Outcomes

Table 6

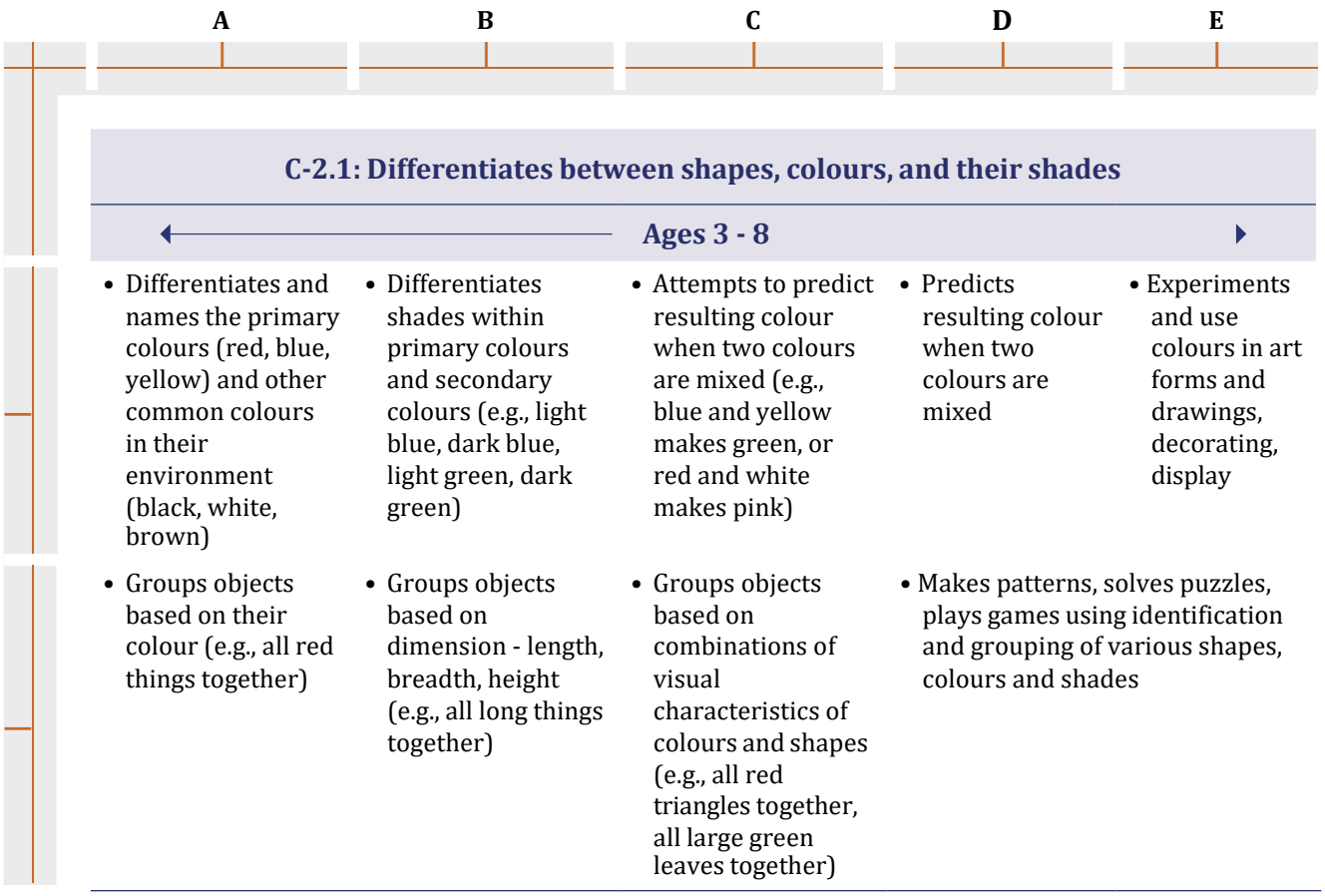
	A	B	C	D	E
	C-1.6: Understands unsafe situations and asks for help				
	Ages 3 - 8				
1	• Differentiates between familiar and strange adults	• Communicates discomfort with trusted adults when asked • Does not accept toys, chocolates, money, or other things from strangers	• Understands the difference between safe and unsafe touch • Maintains distance from strangers • Communicates discomfort with trusted adults on their own	• Uses some language to seek adult and peer help	• Reports any bad touch/behaviour noticed, maintains appropriate distance
2			• Seeks help from adults when there is an injury (e.g., scraped knee, burns, electrical shock) • Identifies people in the community who would be of help in an emergency – doctor, fire-fighter, etc	• Understands and uses basic safety protocols (e.g., washing with cold water after a burn)	

CG-2: Children develop sharpness in sensorial perceptions

Sensory development is fundamental to all learning. The deep neural connections between our sensorial receptors, our developing perceptions, our thoughts and even our consciousness is slowly getting unearthed. Adequate experiences for sensorial development should not just be seen as a precursor to cognitive development but as an independent capacity for holistic development of the child. Paying attention to sensorial development also gives opportunities for early detection in difficulties that might affect learning.

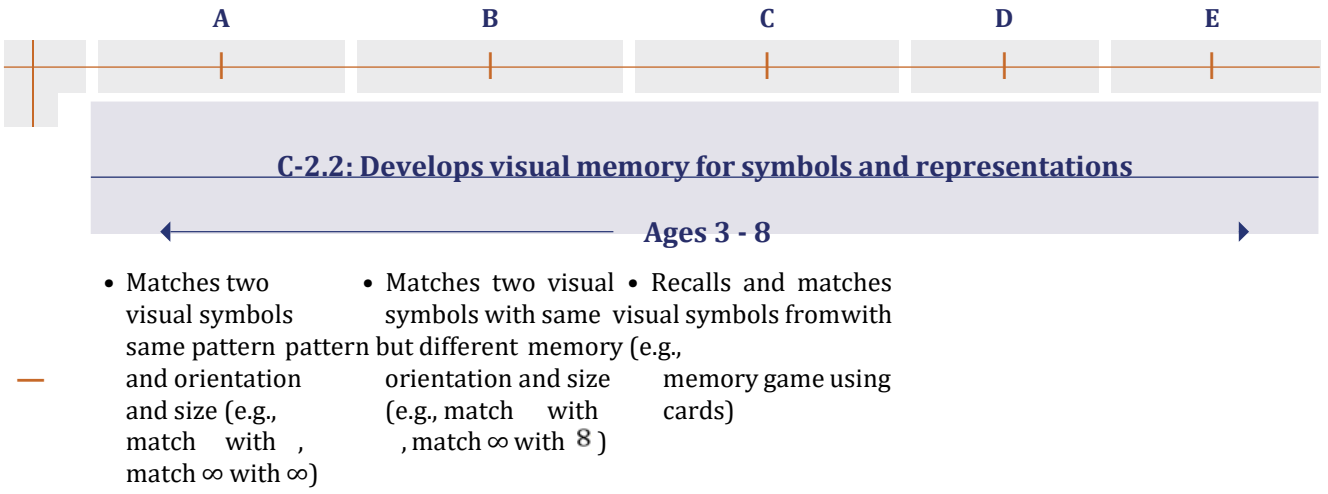
C-2.1: Learning Outcomes

Table 7



C-2.2: Learning Outcomes

Table 8



C-2.3: Learning Outcomes

Table 9

C-2.3: Differentiates sounds by their pitch, volume and sound patterns by their pitch, volume, and tempo

Ages 3 - 8

	A	B	C	D	E
1	• Differentiates sounds in the environment as the sound of humans, animals, vehicles, sound of clap, tap, sound of material etc	• Distinguishes between high (*uncha swar*) and low pitches (*neecha swar*) in the sounds of birds and animals, musical instruments and the human voice	• Able to recognise the mid-range in pitch (*madhyam swar*)	• Discerns if any two sounds/ notes (*sur*) match in terms of pitch and volume	• Distinguishes between a linear and non-linear progression of musical notes in a given scale
2	• Differentiates loud and soft sounds	• Distinguishes between slow and fast tempo (*dheemi, teevra gati*) in rhythmic beats (*taal*)	• Recognises the mid-range in volume and tempo	• Identifies a change in tempo in any given musical piece	

C-2.4: Learning Outcomes

Table 10

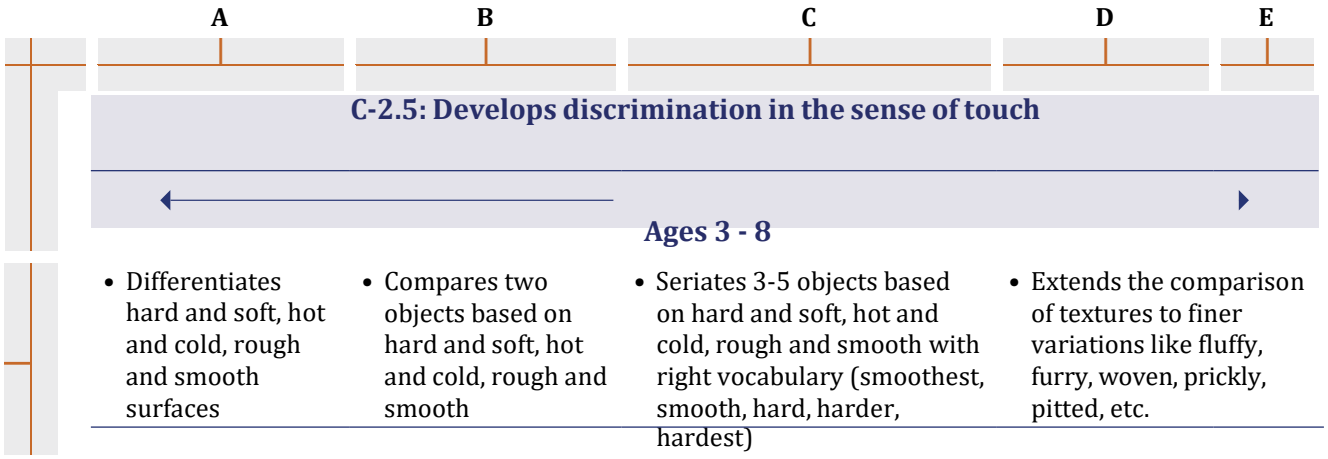
C-2.4: Differentiates multiple smells and tastes

Ages 3 - 8

	A	B	C	D	E
1	• Identifies good and bad smell (perfume, flowers, garbage etc)	• Differentiates fragrance of flowers, perfumes, food items etc	• Recognizes smells that indicate danger (e.g., smoke, rotten eggs)		
2	• Identifies sweet, salty, bitter, sour, and hot (spicy) taste	• Explores different tastes and textures from different kinds of food			

C-2.5: Learning Outcomes

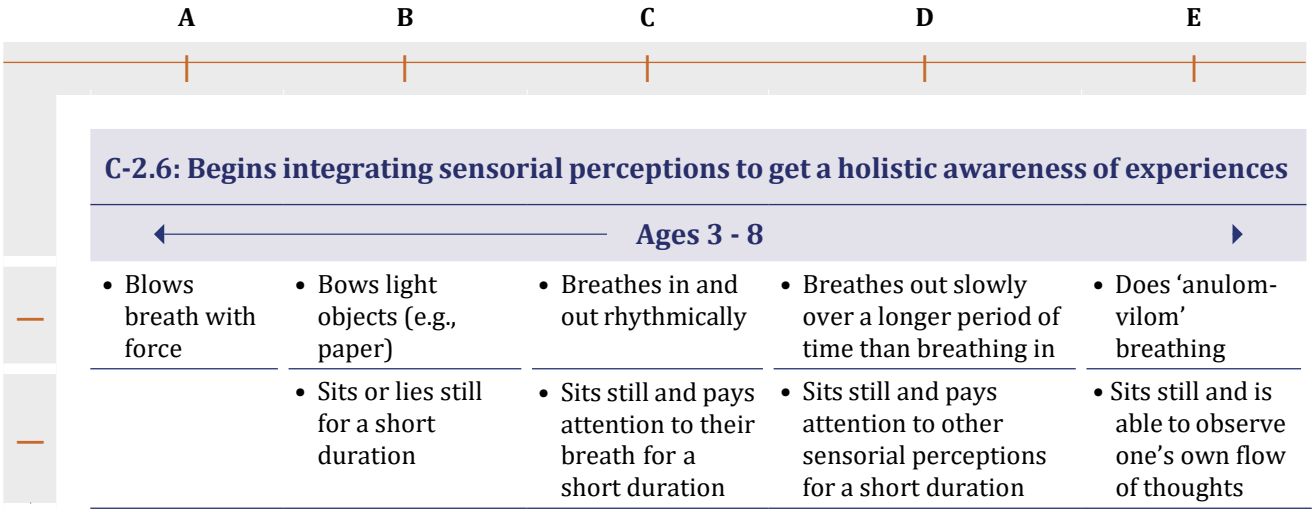
Table 11



	A	B	C	D	E
1	• Differentiates hard and soft, hot and cold, rough and smooth surfaces	• Compares two objects based on hard and soft, hot and cold, rough and smooth	• Seriates 3-5 objects based on hard and soft, hot and cold, rough and smooth with right vocabulary (smoothest, smooth, hard, harder, hardest)	• Extends the comparison of textures to finer variations like fluffy, furry, woven, prickly, pitted, etc.	

C-2.6: Learning Outcomes

Table 12



	A	B	C	D	E
1	• Blows breath with force	• Bows light objects (e.g., paper)	• Breathes in and out rhythmically	• Breathes out slowly over a longer period of time than breathing in	• Does 'anulom-vilom' breathing
2		• Sits or lies still for a short duration	• Sits still and pays attention to their breath for a short duration	• Sits still and pays attention to other sensorial perceptions for a short duration	• Sits still and is able to observe one's own flow of thoughts

CG-3: Children develop a fit and flexible body

Opportunities for exercising different muscle groups and coordinating them for achieving specific goals is an important developmental need for children of this age group. Gross motor development involves coordination of the large muscles that affective movement that balance. Fine motor development involves smaller muscles related to the eyes and hands. Coordination across muscle groups is also important.

C-3.1: Learning Outcomes

Table 13

C-3.1: Shows coordination between sensorial perceptions and body movements invarious activities

Ages 3 - 8

	A	B	C	D	E
1	• Begins to catch, throw and kick balls with very basic control	• Catches a large ball, throws and kicks balls forward with good force • Shows some accuracy in aiming throws within short distances	• Improves catching, throwing, and kicking using different sized balls	• Catches, throws, and kicks balls in play/game situations	

C-3.2: Learning Outcomes

Table 14

C-3.2: Shows balance, coordination and flexibility in various physical activities

Ages 3 - 8

	A	B	C	D	E
1	• Stands on one with support/aid	• Stands on one foot for longer periods without support • Hops 4-5 steps	• Hops 10-15 steps	• Hops and plays a full game	• Skips and hops foot with rope with comfort
2	• Balances on one leg for a short time	• Balances on variety of surfaces (e.g., bricks, ladders)	• Balances things on head/hand (e.g., walks with a book on their head) • Shows good body balance (e.g., rides bicycle without support)	• Carries heavy objects chairs/ tables/ bag with good balance and technique • Shows good body balance with speed (e.g., rides bicycle with speed)	• Shows agility and balance (e.g., climbing on trees, jungle gym) • Can stand on one leg with the other leg folded for a minute (e.g., *dhruvasana*)

C-3.3: Learning Outcomes

Table 15

	A	B	C	D	E
	C-3.3: Shows precision and control in working with their hands and fingers				
	Ages 3 - 8				
1	• Exhibits fine motor skills, eye-hand coordination and muscle strength in simple activities (e.g., scribbling, tearing paper, pasting, free hand colouring, clay work)	• Exhibits motor control for tasks that require fine-motor, eye-hand coordination with moderate precision (e.g., cutting big shapes, threading big beads, buttoning, screwing/ unscrewing bottlecaps, drawing with crayons)	• Uses coordinated movements of fine motor muscles for working on activities that require more precision with some assistance (e.g., pencil drawing, cutting on straight or curved line, threading small beads, legible writing of letters, stringing flowers, colouring within closed figure)	• Creates craft and artwork that requires precision in coordinated eye-hand movements of smaller muscles without assistance (e.g., tracing, clear writing, and drawing, catching a small ball, copying geometric shapes, creating patterns)	• Works with precision and detail for activities that require fine motor control for longer duration (e.g., threading needles, needle work, painting, sketching)

More Examples

Age 3-4	Age 4-6	Age 6-8
• Holds glass with one hand • Holds crayon with thumb and fingers • Involves in spontaneous drawing: Scribbles, Paints with some wrist actions • Rolls clay into balls or squiggly worms • Holds spoon with less spilling of liquids • Makes simple one level fold of paper • Uses coordinated movements to string beads, fit small objects into holes, fasten large buttons, cut paper with blunt scissor, paste small pieces of paper on a large paper, etc. • Builds simple structure with small blocks	• Serves food to self without assistance. • Uses spoon properly while eating. • Uses various drawing and art materials (crayons, brushes, finger paint, etc) • Copies shapes shown in the book of blocks • Cuts in a straight line or curve line • Uses coordinated movements to complete complex tasks like cutting along a line, pouring, buttoning, using large zippers etc • Builds tower of small blocks (8-10 blocks) • Strings the Stringing board, Strings whole flowers (may not follow a pattern) • Independently uses both hands for building things • Writes some letters or numbers that can be recognized • Uses one hand consistently for drawing and writing	• Catches a ball that jumps from the floor • Strings flowers, beads with desired pattern • Grips pencil correctly, uses smooth, controlled finger and hand movements while cutting, holding, threading, buttoning, etc • Uses coordinated movements while using writing/colouring tools • Demonstrates control and appropriate pressure when using writing and drawing tools • Traces outlines of blocks (2"x 2" blocks) • Copies simple geometric shapes and designs

C-3.4: Learning Outcomes

Table 16

C-3.4: Shows strength and endurance in carrying, walking, and running

Ages 3 - 8

	A	B	C	D	E
1	• Walks in straight line • Able to walk backwards • Walks on tiptoe (6+ steps) • Walks, and runs easily changing direction and speed comfortably	• Walks on straight and curved line/ zigzag with ease • Walks on 6-inch-wide beam with balance • Walks up and down stairs, on alternating feet with ease • Crawls inside tunnels, etc.	• Walks and runs easily, coordinating body movements harmoniously • Walks on toes with hands held above the head (e.g., tadaasana) for 10 metres	• Walks for a km or more on different terrains with ease • Stands stably with hands held above the head (e.g., tadaasana) for one minute	• Shows strength and endurance in walking long distance (2-3 kms) on different terrains
2	• Jumps in place, jumps across one short hurdle • Jumps landing on feet (height 2½-3 feet)	• Jumps on both feet and over short objects without/ with little support	• Jumps from a reasonable height with ease (e.g., 2 or 3 steps, bench of height 3 feet)	• Climbs and jumps with ease (e.g., small trees)	• Runs around and jumps over objects with ease
3	• Carries simple weights and moves with them (e.g., carries a small mug of sand from one place to another)	• Shows willingness to exert their strength for tasks that require use of the large muscle groups (e.g., helps to move small furniture in classroom)	• Shows comfort in executing tasks that require strength in play situations (e.g., play tug of war)	• Shows strength and endurance in work and play situations (e.g., lifts small pots in the garden, carries bucket of water, runs for 15 minutes)	

1.1.2 Socio-Emotional and Ethical Development

Along with physical and cognitive development, it is important to pay attention to the emotional development of the child. It is now well established that emotional intelligence, the ability to understand and manage our emotions, is equally if not more important than cognitive intelligence. Understanding and managing our own emotions along with understanding others emotional states helps us build empathy and compassion. A strong foundation for emotional and social intelligence is articulated through Learning Outcomes in this stage.

CG-4: Children develop emotional intelligence

This includes:

- Positive 'Self-Concept': The ability to recognize and become aware of the change and continuity in the idea of a 'self' needs directed attention.
- Emotional Awareness and Regulation: Becoming aware of one's emotions and developing abilities to regulate them appropriately is critical and it is better developed earlier than later. It is important to understand that such regulation is a skill developed through voluntary practice and not as a fearful response to a threat. Emotional development can truly occur only in a compassionate environment
- Social Development: The foundation for the development of ethical, humanistic, and constitutional values is social intelligence. The development of such intelligence starts early with the interaction of others and, through these interactions, recognising the needs and emotional states of others. This "other regarding", along with recognition of diversity of background and needs of others, develops valuable capacities in young children.

C-4.1: Learning Outcomes

Table 17

	A	B	C	D	E
	C-4.1: Starts recognising 'self' as an individual belonging to a family and community				
	Ages 3 - 8				
1	• Demonstrates awareness of self as a unique individual (e.g., refers to favourite shirt or bag or thing)	• Identifies self as a member of a family, neighbourhood, school, city, with different people doing different roles		• Begins to express their capabilities and interest with a view to contribute to society – when I grow up, I want to be a farmer, a doctor, pilot, be a soldier, etc	
2	• Says own first and family (last) name	• Shares other identifying information (e.g., parent's name)	• Shares personal identifying information such as home address, details of family members, school, etc	• Shares personal details about family members occupation, their place of work, details about • Values the work of adult members of the family (e.g., my mother is a farmer, and her work helps all of us to eat well)	

C-4.2: Learning Outcomes

Table 18

	A	B	C	D	E
	C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately				
	Ages 3 - 8				
1	• Identifies their wants and feelings (e.g., I don't want to colour today, I want to go out) • Recognizes simple emotions (fear, joy, sadness)	• Associates emotions with words and facial expressions • Expresses emotions through verbal and non-verbal modes (e.g., gestures, drawings)	• Describes their feelings and their causes (e.g., I am angry because he broke my block tower) • Shares with others (peer and familiar adults) their feelings/ emotions	• Describes their emotions in socially approved ways (e.g., stops crying and explains why they were crying)	
2			• Agrees to change of activity when upset/ angry to help themselves calm down	• Responds with appropriate emotions (e.g., laughs at jokes in circle time, sits quietly when upset) • Consciously uses strategies to calm themselves down (e.g., breathing, changing activity)	

C-4.3: Learning Outcomes

Table 19

	A	B	C	D	E
	C-4.3: Interacts comfortably with other children and adults				
	Ages 3 - 8				
1	• Identifies/names close family members/ particular adults • Interacts comfortably with familiar adults		• Begins to interact comfortably with less familiar adults	• Interacts with familiar and less familiar adults with respect (e.g., namaste, please, thank you, sorry)	
2	• Demonstrates comfort in staying in the classroom without parents or familiar adults	• Demonstrates spontaneity and preference to play with familiar children, joins a group of children playing, with adult's help if necessary	• Demonstrates strategies to play and work with other children (e.g., invites them to join a game, accommodates mutual rules, negotiations, roles for play)	• Plays in a coordinated manner with other children, recognises mutual interests with friends	• Understands and responds to specific (procedural) rules in play with other children
3			• Separates willingly from adults to play most of the time	• Enjoys being in the company of peers	• Spends long hours with peers and can manage with adult support in a strange environment (long field trips)
4			• Makes and maintains a close friendship with at least one child • Asks for help from familiar adults		• Has a circle of friends at school • Asks for help from less familiar adults when in need • Helps adults or other children when in need

C-4.4: Learning Outcome

Table 20

	A	B	C	D	E
	C-4.4: Shows cooperative behaviour with other children				
	Ages 3 - 8				
1	• Begins to play with other children	• Enjoys playing with other children	• Initiates playing with other children and makes plans (e.g., what, how, when to play)	• Demonstrates willingness to include other's ideas during play • Follows rules while playing with others	• Frames rules for play with others and follows those rules

C-4.5: Learning Outcomes

Table 21

	A	B	C	D	E
	C-4.5: Understands and responds positively to social norms in the classroom and school				
	Ages 3 - 8				
1	• Participates in everyday activities	• Enjoys everyday activities with other children	• Demonstrates independence in daily activities, • Takes responsibility for completing own work • Shares discomfort and seeks help when in need	• Takes initiative to conduct an activity • Displays skills to work with different children for different tasks, negotiating responsibility and tasks with other children	• Expresses their point of view while playing or working together • Takes on a task and completes it
2	• Follows simple instructions with teacher's support	• Waits for their turn • Follows short simple instructions	• Follows simple rules in school without adult reminders	• Follows instructions/rules • Understands consequences of violating rules	

C-4.6: Learning Outcomes

Table 22

	A	B	C	D	E
	C-4.6: Shows kindness and helpfulness to others (including animals, plants) when they are in need				
	Ages 3 - 8				
1		• Shows affection towards other children and adults	• Shows care in handling materials	• Shows care and tenderness in dealing with other living things	• Works in common tasks with kindness and affection to others in the group

C-4.7: Learning Outcomes

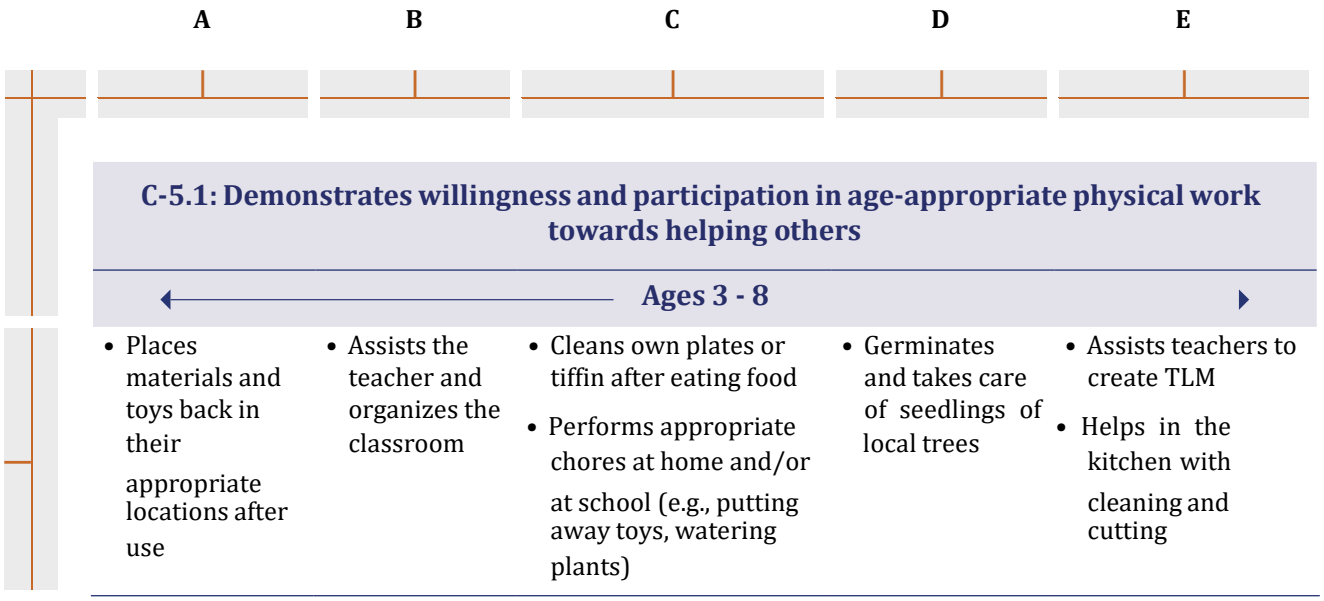
Table 23

	A	B	C	D	E
	C-4.7: Understands and responds positively to different thoughts, preferences, and emotional needs of other children				
	Ages 3 - 8				
1		• Plays and interacts with all children irrespective of background or ability	• Begins to notice similarities and differences among children (e.g., height, gender, skin colour, way of speaking, eating preferences)	• Works well in mixed groups for classroom activities • Does not bully/ label other children because of their differences	• Shows curiosity and interest in "people not like me" • Articulates questions on similarities and differences among people • Engages comfortably with a diverse group of peers despite knowing similarities and differences

CG-5: Children develop a positive attitude towards productive work and service or 'Seva'

C-5.1: Learning Outcomes

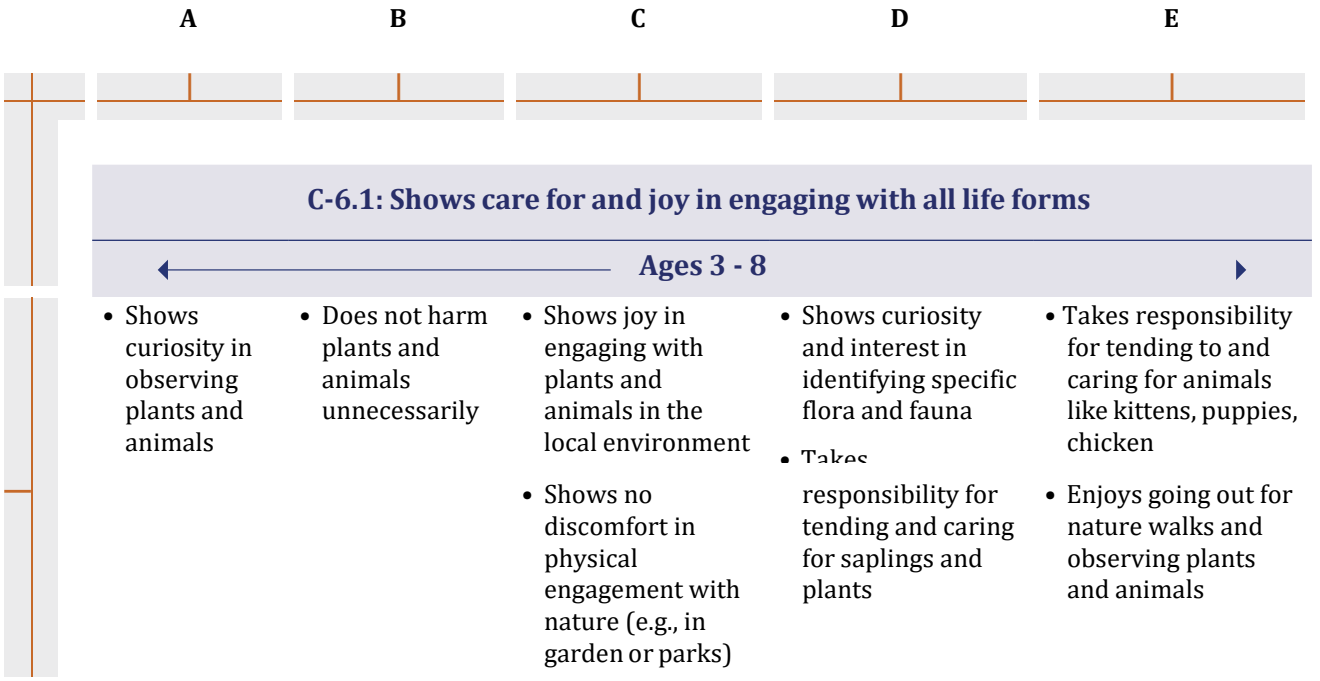
Table 24



CG-6: Children develop a positive regard for the natural environment around them

C-6.1: Learning Outcomes

Table 25



1.1.3 Cognitive Development

Children in this age group are rapidly developing concepts about the world around them based on their experiences. For learning with understanding, concept development in formal education shouldgive priority to experience and development of understanding. Mere recollection of facts should not be the intention. Here, cognitive development is seen through development of object knowledge, development of general abilities in logical thinking and problem solving, development of mathemati-cal abilities and thinking, and concepts related to the natural and social environment around the child.

CG-7: Children make sense of world around through observation and logical thinking

Children come with strong, perhaps innate, abilities to recognize the world around them through objects and the interactions between them. Adequate attention and opportunities would further strengthen theseabilities. Focusing on the logical thinking and problem-solving abilities of young children also allows them to continue to be curious and lifelong learners.

C-7.1: Learning Outcomes

Table 26

C-7.1: Observes and understands different categories of objects and relationships between them

Ages 3 - 8

	A	B	C	D	E
1	• Identifies and names common objects, people, pictures, animals, birds, events etc. with assistance	• Identifies and describes common objects, people, pictures, animals, birds, events etc. on their own	• Notices and describes general details of common objects, people, pictures, animals, birds in the immediate environment and in pictures/models (e.g., the big door in the house)	• Identifies and describes finer details of the objects, signs, places, common activities in the in the immediate environment and in the picture/models (e.g., the big brown door in the small green house)	
2	• Identifies the missing part of a familiar picture of familiar object	• Identifies 3-5 missing parts of a picture of familiar object	• Identifies 4-6 missing parts of a picture of familiar object	• Compares given objects/pictures and identifies similarities and differences	
3	• Recognizes hierarchical relationships within categories (e.g., animals and their younger ones) • Makes comparisons within and between categories • Plays using object substitution (e.g., uses banana as telephone) • Makes connections between objects and their uses (e.g., spoon is for eating, bucket is for bath, mechanic is to a garage as a doctor is to hospital)				

C-7.2: Learning Outcomes

Table 27

	A	B	C	D	E
	C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis				
	Ages 3 - 8				
1			• Recognizes the effect of one object on an another (e.g., if I put salt in water it will dissolve, if I put ice in the sun it will melt) • Explains effects of simple actions on objects (e.g., the harder I kick the ball the further it goes) • Makes causal connections (e.g., Abdul did not come to school because he was sick, the plant died because it has not rained) • Makes predictions based on causal relationships (e.g., if there are white clouds in the sky it will not rain)		
2	• Uses ideas based on observations (e.g., imitates adults blowing on hot food before eating)	• Applies known information in a new context (e.g., builds a castle out of blocks as seen in a story book)	• Observes and forms generalizations (e.g., notice things that roll – tires, bangles, have "round" shape)	• Forms and tests simple hypothesis (e.g., plates float and pins sink, drop a piece of paper and a stone together and see which will reach the ground first) • Applies their understanding to solve simple problems (e.g., while making a sand house, use a stick to support the structure, or add water to set it)	
3	• Differentiates between day and night	• Identifies summer and winter • Names objects in the sky (sun, moon, stars, clouds)	• Explains clothing and food for summer and winter • Connects sunrise and sunset today and night	• Differentiates among summer, winter, and monsoon seasons • Indicates where sun and moon rise and set	• Names the directions (north, south, east, west)
4	• Makes choices and expresses preferences	• Expresses own preferences, interests and makes choices	• Takes responsibility and makes choices based on own preferences and interests	• Plays/participates in activities, makes friends according to their own choice, preference and interest	• Selects games/ play equipment according to their own choice, preference and interest

5		• Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peers	• Collaborates with peers to come up with answers to questions related to natural phenomenon that can be investigated (e.g., what floats and sinks, which objects do magnets attract)	• Develops a list of questions to break up a larger question related to natural phenomenon • Asks questions about patterns in the natural environment (e.g., different kinds of leaves and flowers, sunrise, and sunset)	• Asks 'why' and open-ended questions related to natural phenomenon and seeks answers through dialogue and/or exploration (e.g., why it does rain, what if we did not have sunlight)
6	• Explains the impact of one's actions/ behaviour on others (e.g., hitting a dog with a stone hurts a helpless creature, not turning off a tap wastes water)	• Expresses views on needs of plants, birds and animals	• Explains the concept of shared natural resources (e.g., water is used by us, birds, plants)	• Describes the interdependence between natural environment and humans (e.g., water in homes comes from water bodies)	• Describes how a balance must be maintained between the needs of human society and the natural environment (e.g., being kind to animals enables them to work with us, correct garbage disposal is necessary to avoid diseases)

C-7.3: Learning Outcomes

Table 28

	A	B	C	D	E
	C-7.3: Uses appropriate tools and technology in daily life situations and for learning				
	Ages 3 - 8				
1	• Shows dexterity in using simple tools for drawing/ colouring	• Shows inclination to use simple tools while playing • Shows attention and regulation when interacting with digital audio-visual material	• Chooses appropriate tools for appropriate work when doing land work or in arts/crafts • Engages with digital technology like smartphones/ tablets with the assistance of the teacher	• Uses tools and implements effectively in work situations • Shows simple usage of digital technology in learning situations (e.g., starting/pausing audio-visual material)	• Builds simple tools and implements for using in day-to-day activities • Shows fluency and comfort in using digital audio-visual material in learning situations

CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures

It is very important to engage first with pre-mathematical concepts like counting, seriation, sorting, and engaging with patterns before numbers in their symbolic forms and number operations are introduced. This strongly aids in developing conceptual understanding of numeracy along with procedural fluency.

C-8.1: Learning Outcomes

Table 29

	A	B	C	D	E
	C-8.1: Sorts objects into groups and sub-groups based on more than one property				
	Ages 3 - 8				
1	• Sorts objects into 2 groups based on size, length, height, and weight (big- small, Long - Short)	• Sorts objects into 3 groups based on size, length, height, and weight (smaller sized – big sized – bigger sized)	• Sorts objects into groups based on attributes that they recognize	• Sorts objects into groups based on attributes they recognize and describes the rule of sorting. (e.g., sort animals that live in the same surrounding - dogs, cats, rats, snakes. Within this are able classify grass-eating and meat-eating animals.)	• Sorts objects into groups and sub-groups (e.g., in a group of blocks, first sorts based on colour, then within the colour, sorts based on shape, then sorts based on size. Sorts between trees and creepers, within that sort fruit bearing and non-fruit bearing, within that edible or non-edible)

C-8.2: Learning Outcomes

Table 30

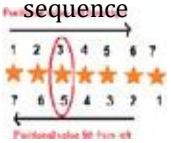
C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers

Ages 3 - 8

	A	B	C	D	E
1	• Recognizes & repeats the patterns in pairs – Objects, pictures, shapes (leaf, flower, leaf, flower, in A B A A B A B A B A B A pattern) • Recognizes and repeats the patterns of sounds (da-ma-ga, da-ma-ga, etc.) • Recognizes and repeats the patterns of the movements (hop-stand, hop-stand)	• Recognizes the unit of a repeating pattern, and extends the patterns of 3 to 4 objects/ pictures/ shapes repetitions ABC (pen-book -pencil; pen-book-pencil in ABC| ABC| ABC| pattern • Recognizes, repeats and extends the pattern of action/ sounds • Recognizes and repeats patterns of 3 different bodily movements clearly	• Creates new pattern based different features – colour, shape, size • Describes the rule of pattern and creates new pattern in different objects (creating mandalas with twigs, flowers)	• Fills in missing elements of simple, repeating patterns in different aspects (e.g., red - blue, red, blue, red, ___;) with adult help	• Describes the rule of patterns and applies this on abstract patterns such as number, symbol, and analogic thinking patterns. (e.g., using colours in pattern while drawing and painting. Using symbols orB dots of same quantity into different patterns –  Analogical 

C-8.3: Learning Outcomes

Table 31

	A	B	C	D	E
	C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s				
	Ages 3 - 8				
1	• Says/sings number names verbally till 5 in correct sequence/order with context • Imitates adults while counting using one to one correspondence between number names and objects till 3 • Counts objects up to 3 and develop understanding of cardinality till 3 (e.g., counts 3 things in a set and says those are 3) • Counts given manipulatives or objects and can pick and give up to 5 things • Compares quantities between two sets and can distinguish if they are the same or more up to 3 objects	• Says/sings number names in correct sequence up to 10. And keeps one to one correspondence with number words and objects till 5 • Counts objects with understanding of cardinality (recognizing the quantity of set) up to 5 • Demonstrates the understanding of number sense (e.g., 5 could be 5 different objects - 5 people, 5 books, 5 pencils) • Demonstrates fluency of counting concrete, discrete objects, and abstract things up to 5 (e.g., 5 steps, 5 claps) • Counts forward up to 10 from memory in correct sequence • Begins to count up to 20	• Says/sings number names in correct sequence up to 20 and keeps one to one correspondence with counting words and counting objects till 10 • Counts objects with understanding of cardinality till 10 accurately • Counts objects in any order accurately in a given set and understands that the quantity remains same irrespective of the order in which the objects are being counted, (e.g., given a handful of beads, children can count in any order and be able to tell the quantity accurately) • Understands the concept of 0 as a number by reducing (backward counting) objects in a set (e.g., backward counting of 3 beads, after 1 what is left?) • Demonstrates the understanding of the numeral as face value and positioning value (ordinality). And ordinal position of an object from left to right vice versa • Example: In the following sequence 	• Counts objects greater than 20 using number names till 99 and observe the pattern as groups of 10, up to 99 • Counts forward and backward from a specific number (between 0 and 99)	• Demonstrates skip counting in 2s or 3s on a number line (graduated) or blocks / pictures • Reads and writes Indian numerals for numbers up to ninety-nine using place value in groups of tens and ones. • Counts in groups of 10s,20s,30s, up to 99

	• Recognizes instantly the count of a collection of 2 or 3 objects	• Recognizes instantly the count of a collection of 4 objects (e.g., recognize 4 biscuits, chocolates, or blocks without counting)	• Recognizes instantly the count of a collection of 6 objects (e.g., recognize 6 biscuits, chocolates, or blocks without counting) 	• Recognizes quantities in groups of 2 (e.g., two groups of ten makes 20)

C-8.4: Learning Outcomes

Table 32

	A	B	C	D	E
	C-8.4: Arranges numbers up to 99 in ascending and descending order				
	Ages 3 - 8				
1	• Arranges familiar incidents/ events/ objects in an order (e.g., daily routine, story, shapes, size - 2 to 3)	• Arranges objects in order based on size up to 3 levels and verbalizes their levels (Big – Small – Smaller; Long – Short – Shorter; Tall – Short – Shorter)	• Arranges up to 5 objects based on size/length/ weight in increasing or decreasing order	• Arranges the same set of objects in different sequences based on different properties of objects (e.g., by size/length/ weight/colour)	• Arranges numbers from a given set of numbers in ascending and descending order

C-8.5: Learning Outcomes

Table 33

	A	B	C	D	E
	C-8.5: Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system				
	Ages 3 - 8				
1	• Compares two numbers (orally) up to 3 and uses vocabulary like more and less	• Recognizes numerals up to 5 • Compares two numbers up to 5 and uses vocabulary like more than, less than	• Recognizes Indian numerals up to 9 • Writes comfortably numerals up to 9 • Compares two numbers up to 9 and uses vocabulary like more than, less than	• Recognizes the symbol zero to represent absence of object/thing • Recognizes and writes numerals up to 20 and in words up to 10 • Compares two numbers up to 20 and uses vocabulary like bigger than or smaller than	• Recognises, reads, writes number names and numerals up to 99 using place value concept • Compares and forms the greatest and smallest two-digit numbers (with and without repetition of given digits)

C-8.6: Learning Outcomes

Table 34

C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition

Ages 3 - 8

	A	B	C	D	E
1	• Takes/puts away very small collections (totalling up to 3) by grouping and ungrouping rather than answering verbally	• Combines two groups up to 5 objects and recounts. (e.g., there are 2 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all) • Takes out up to 5 objects from a collection and recounts	• Combines two groups up to 9 objects and recounts. (e.g., there are 5 chocolates with me and 3 with my sister, put them together and count and tell me how many I have in all) • Takes out up to 9 objects from a collection and recounts	• Uses real-world situations and concrete objects to model and solve addition sums up to 18 using addition facts • Uses real-world situations and concrete objects to model and solve subtraction (e.g., taking away of chocolates in given set) problems up through 9 using subtraction facts • Develops relationship between addition and subtraction of numbers • Recognizes the +/- symbols for addition/ subtraction operations	• Uses flexible strategies and derives combinations of composing (add together) and decomposing numbers (take away for the set) (for e.g., for 57 + 33, the child can take 3 out of the 33 and add it to 57 to make it 60 and then add 30 to it to come to 90) • Adds two numbers using place value concept (sum not exceeding 99) and applies them to solve simple daily life problems/ situations • Subtracts two numbers up to 99 using place value and applies them to solve simple daily life problems/ situations • Appreciates and applies relationship between addition and subtraction of numbers • Identifies appropriate operation (addition or subtraction) to solve problems in a familiar situation/context • Comprehends and solves simple word problems

C-8.7: Learning Outcomes

Table 35

	A	B	C	D	E
	C-8.7: Recognises multiplication as repeated addition and division as equal sharing				
	Ages 3 - 8				
1			• Makes small groups of objects and counts the total number of objects and groups	• Solves small-number multiplication problems by grouping • Recognizes the symbol for multiplication operation	• Uses repeated adding to solve simple multiplication problems up to 99
2	• Distributes a given set of objects to multiple recipients	• Shares objects (up to 6) equally to 2 recipients	• Shares objects (up to 20) equally to 4-5 recipients	• Uses trial and error and sharing into groups for solving division problems • Recognizes the symbol for division operation	• Uses repeated subtraction to find out how many groups for solving division problems

C-8.8: Learning Outcomes

Table 36

	A	B	C	D	E
C-8.8: Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space					
Ages 3 - 8					
1	• Matches by shape, size or colour by one attribute • Compares and classifies objects by one factor like shape, colour and size • Follows simple instructions and places objects based on shape, colour, and position – e.g., bring red balloon here, keep round ball on the table	• Matches shapes of with different size and colours • Compares and classifies objects by two factors (e.g., shape & colour, colour and size) • Describes the physical features of various solids/ shapes in their own language. (e.g., a ball rolls and has no corners, a box slides and has corners) • Follows instructions with multiple steps with understanding positional words different shapes, colours, and positions to form a pattern (e.g., arranges different things into formation of mandala; making a collage/ by understanding positional words – in between, above, below)	• Matches shapes of different size and orientation (e.g., matches differently oriented triangles and sizes?) • Compares and classifies objects by three factors (e.g., shape, colour, size) • Uses positional words (e.g., besides, inside, under) to describe objects • Describes the physical features of various solids/ shapes in her own language (e.g., a ball rolls and has no corners, a box slides and has corners) • Identifies the 2D shapes by tracing the faces of 3D shapes on a plane surface • Draw 2D shapes free hand with some accuracy and control	• Develops and uses vocabulary of spatial relationship (e.g., top, bottom, on, under, inside, outside, above, below, near, far, before, after) • Collects objects from the surroundings having different sizes and shapes (e.g., pebbles, boxes, balls, cones, pipes) • Sorts, classifies and describes the objects on the basis of shapes, and other observable properties • Observes and describes the physical features of various solids/ shapes in her own language (e.g., a ball rolls, a box slides) • Compares shapes based on specific attributes (e.g., length, area, volume)	• Identifies 3D shapes by their names (e.g., cuboid, cylinder, cone and sphere) and describes their observable characteristics (e.g., a cube has six faces) • Identifies 2D shapes by their names (e.g., square, rectangle, triangle and circle) and describes their observable characteristics (e.g., the pages of a book are rectangular and have 4 sides, 4 corners) • Distinguishes between straight and curved lines and draws/ represents straight lines in various orientations (e.g., vertical, horizontal, slant) • Traces 2D outlines of 3D objects • Identifies objects by observing their shadows

C-8.9: Learning Outcomes

Table 37

C-8.9: Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment

Ages 3 - 8

	A	B	C	D	E
1	**Length** • Uses vocabulary (length, width, height, distance) to express length through poems and stories	**Length** • Compares two objects in terms of their lengths as longer than/ shorter than, taller than/ shorter than	**Length** • Compares three objects in terms of their lengths as longest/ shortest tallest/ shortest	**Length** • Distinguishes between near, far, thin, thick, longer/ taller, shorter, high, low. • Measures short lengths in terms of non-uniform units (in the context of games e.g., 'Gilli Danda' and 'marble games'). • Estimates short distance and length, and verifies using non-uniform & non-standards units (e.g., hand span, forearm, footsteps, finger)	**Length** • Measures lengths & distances along short & long paths using uniform (non-standard) units, extends to longer lengths. • Estimates and measures length/ distances and capacities of containers using uniform non-standard units like a rod/pencil, cup/ spoon/ bucket
2	**Weight** • Uses vocabulary to express weight through poems, and stories	**Weight** • Compares two objects in terms of their weight as heavier than/ lighter than	**Weight** • Compares three objects in terms of their weight as heaviest/ lightest	**Weight** • Compares and place in order from light to heavy objects or vice-versa.	**Weight** • Appreciates the need for a simple balance. • Compares weights of given objects using simple balance.
3		**Volume** • Uses vocabulary to express volume through poems and stories	**Volume** • Compares volumes of two vessels like bottles, glasses, bucket etc.	**Volume** • Estimates and measures volumes of containers using uniform non-standard units like a cup/spoon/ mug	**Volume** • Arranges in order containers as per their volumes based on perception & verifies by pouring out

C-8.10: Learning Outcomes

Table 38

	A	B	C	D	E
	C-8.10: Performs simple measurements of time in minutes, hours, day, weeks, and months				
	Ages 3 - 8				
1	• Uses vocabulary in daily life like today, tomorrow, and yesterday	• Identifies special days like Saturday, Sunday, holiday (e.g., Sunday is a holiday)	• Knows the names of the days of the week and months of the year	• Distinguishes between events occurring in time using terms like earlier and later. • Gets the qualitative feel of long & short duration, of school days v/s holidays. • Narrates the sequence of events in a day.	• Gets a feel for sequence of seasons (varying locally). • Measures duration of time using standard units -days, hours (e.g., 7 days a week and 24 hours in a day)

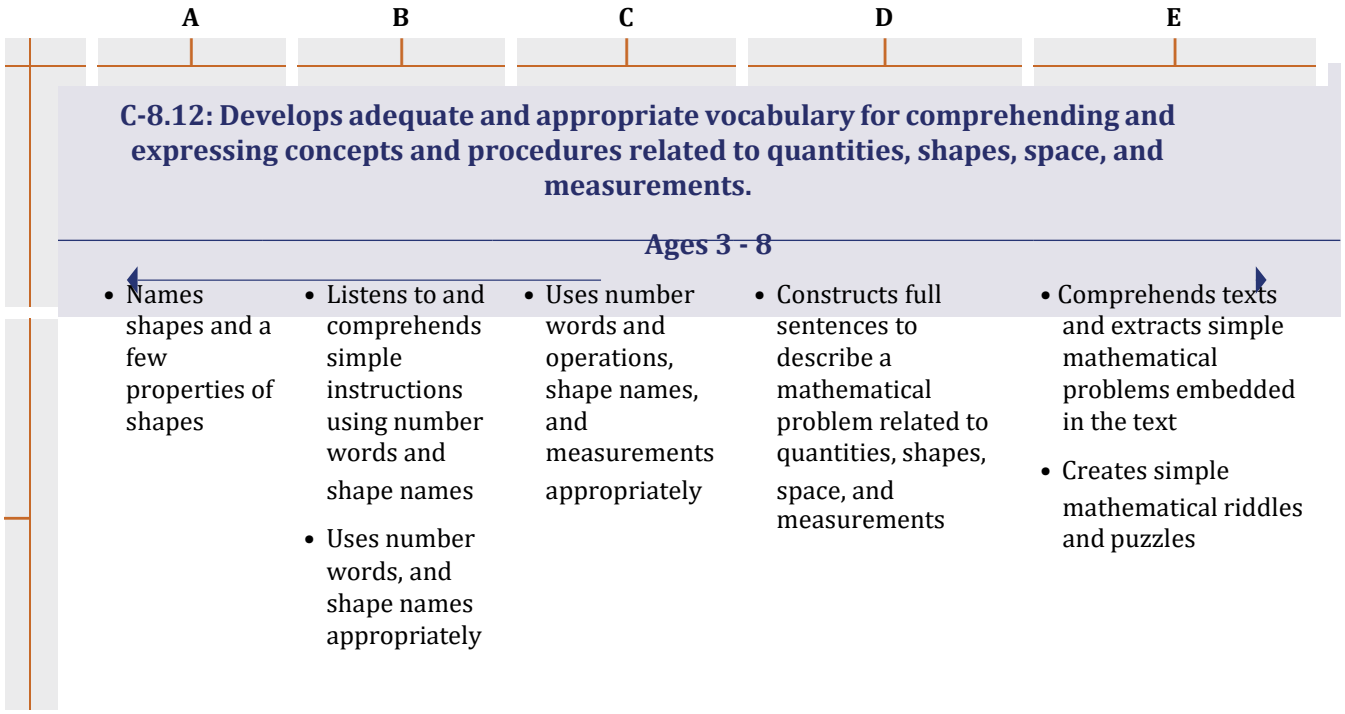
C-8.11: Learning Outcomes

Table 39

	A	B	C	D	E
	C-8.11: Performs simple transactions using money up to INR 100				
	Ages 3 - 8				
1	• Uses vocabulary related to money using poems and stories	• Identifies Indian currency coins	• Identifies Indian currency notes	• Adds up notes and coins to form amounts up to Rs. 20	• Adds up notes and coins to form amounts up to Rs. 100

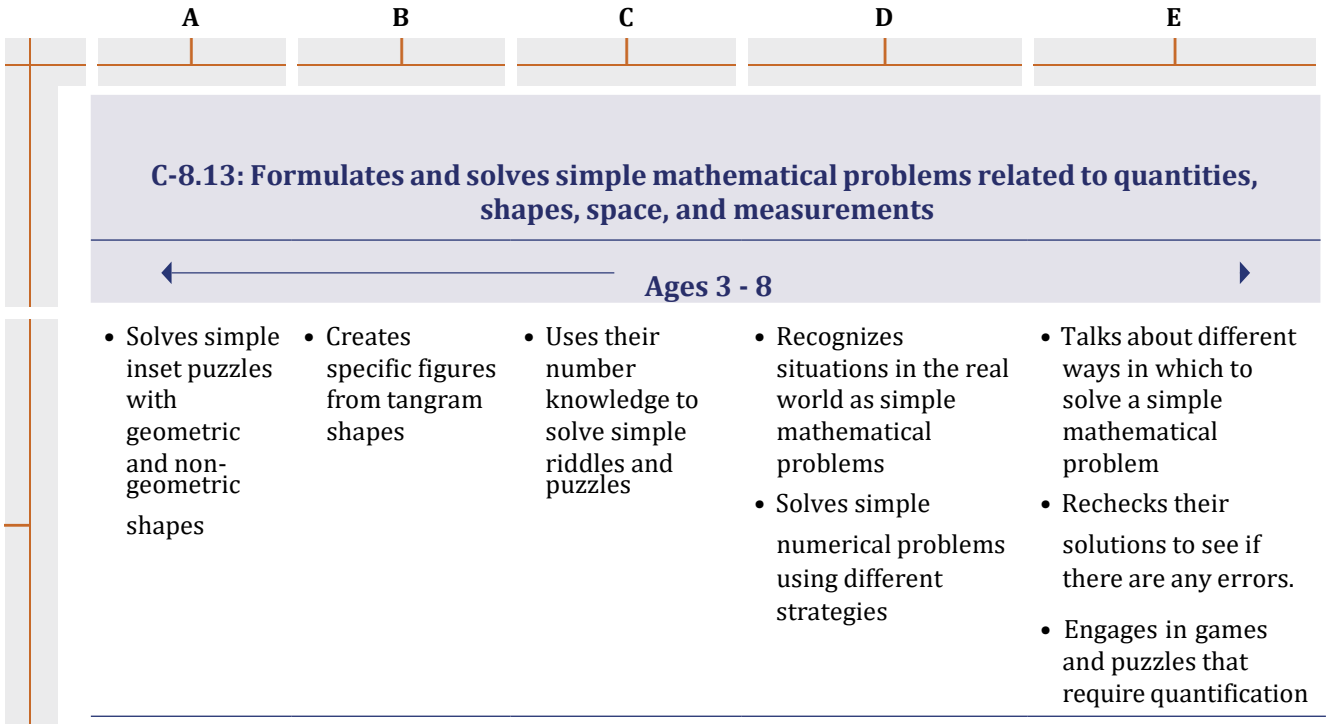
C-8.12: Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements*

Table 40



C-8.13: Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements

Table 41



1.1.4 Language and Literacy Development

Language and literacy development are among the fundamental aims of education. All forms of understanding are mediated through our linguistic capacities. There is a very strong connection between our linguistic capacities and cognition. Whether as a form of communication, or as a medium of understanding, or as an aesthetic experience language is central to human experience. While language is innate to our human biology, literacy is a cultural achievement and hence needs more directed attention. Literacy is not a mere decoding of text but making meaning out of the text and the world that it represents.

CG-9: Children develop effective communication skills for day-to-day interactions in two languages

A significant proportion of time and effort in the Foundational Stage needs to be allocated for oral language development of the child. Foundational literacy is built on a strong foundation of oral language competencies. Premature introduction of the script to very young children who are in their early stages of oral language acquisition would be counterproductive for literacy development.

C-9.1: Learning Outcomes

Table 42

	A	B	C	D	E
	C-9.1: Listens to and appreciates simple songs, rhymes, and poems				
	Ages 3 - 8				
1	• Listens to a wide variety of songs and poems	• Listens and enjoys humming a variety of songs in different languages regularly heard in the home and neighbourhood	• Listens to longer (4-8 sentences) songs/poems (familiar) with attention and have conversations about them	• Listens to longer (4-8 sentences) songs/poems (unfamiliar) with attention and have conversations about them and ask questions	• Shows interest in listening to certain kinds of songs and poems and explains the reason for their preference
2	• Repeats a simple song or a rhyme	• Sings along to songs and rhymes with intonation and gestures	• Sings/recites short (4-5 sentences) songs/poems	• Sings/recites longer (10 sentences) songs/ poems	• Sings/recites songs/poems with two to three stanzas

C-9.2: Learning Outcomes

Table 43

	A	B	C	D	E
	C-9.2: Creates simple songs and poems on their own				
	Ages 3 - 8				
1	• Enjoys familiar songs and poems	• Enjoys rhyming words in songs and poems	• Identifies rhyming words from familiar poems and creates new rhyming words	• Extends/Creates short poems/ rhymes with the help of the teacher	• Creates short poems/rhymes independently in their own words

C-9.3: Learning Outcomes

Table 44

	A	B	C	D	E
	C-9.3: Converses fluently and can hold a meaningful conversation				
	Ages 3 - 8				
1	• Listens attentively and speaks in short conversations with familiar people around	• Initiates conversations in daily life with peers and teachers in a variety of school settings	• Engages in conversations based on events, stories, or their needs and asks questions	• Engages in conversations, waits for their turn to speak, and allows others to speak	• Maintains the thread of the conversation across multiple exchanges
2	• Expresses their needs and feelings through short meaningful sentences	• Narrates daily experiences in simple sentences and ask simple questions, using what/when/ how/whom, etc	• Narrates daily experiences in elaborate descriptions and asks why questions too	• Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it	• Engages in discussion about a topic and raise and respond to questions

C-9.4: Learning Outcomes

Table 45

	A	B	C	D	E
	C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others				
	Ages 3 - 8				
1	• Listens and follows short instructions (e.g., bring the blocks here, wash hands properly, etc.)	• Follows some simple instructions comprising of several steps (2 to 3 instructions at a time).	• Follows instructions comprising of several steps - 4 to 5 instructions at a time	• Follows instructions comprising of several steps (8 to 9 instructions at a time)	• Follows instructions that have conditional branching (for e.g., if it is raining, do not water the plans, do weeding instead, otherwise water the plants)
2			• Gives clear instructions to accomplish short tasks to other children or adults	• Gives clear instructions comprising of several steps (8 to 9 instructions at a time)	• Gives clear instruction that includes mathematical (e.g., precise directions, spatial and temporal dimensions)

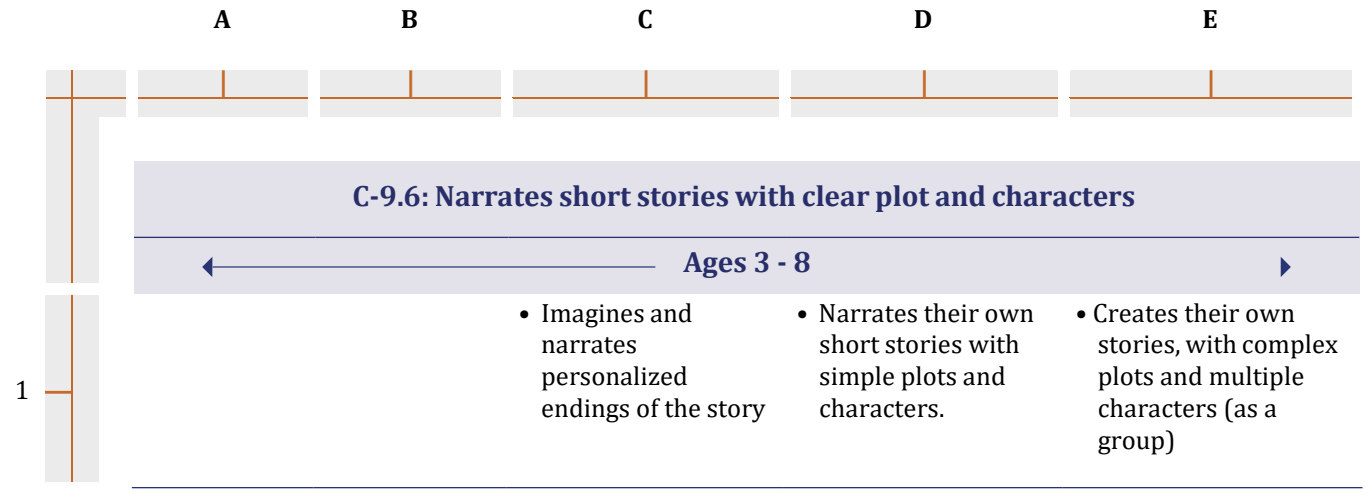
C-9.5: Learning Outcomes

Table 46

	A	B	C	D	E
	C-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say				
	Ages 3 - 8				
1	• Listens attentively to stories for a short period of time (5-7 minutes)	• Recalls the characters and a few events in the story that is narrated and is able to retell in their own words.	• Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story	• Interprets the intent of the plot and characters in a story and retells the story in a different form	• Interprets the motivations of the author to write the story and retell the story as if they were the author

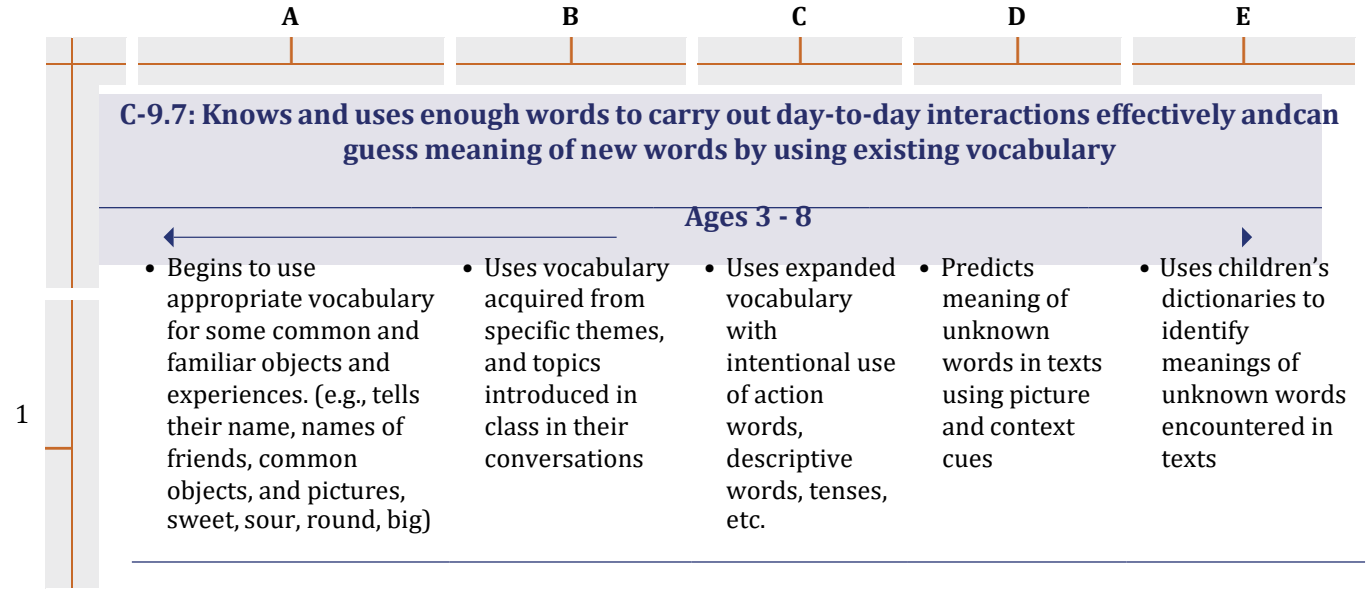
C-9.6: Learning Outcomes

Table 47



C-9.7: Learning Outcomes

Table 48



CG-10: Children develop fluency in reading and writing in Language 1

While oral language development happens naturally through a process of socialisation and immersion in a language environment, written language is a cultural artefact and there is not natural about it. Children need explicit instruction in making connection between the oral language they have ac- quired with the writing system (the script) for that language. This begins with recognizing that we use words that contain meaning and these words are further split into sounds that are represented assymbols in the script. While the script reading and writing requires explicit instruction, meaning-making should not be postponed till end of learning all aksharas (letters) of the script.

C-10.1: Learning Outcomes

Table 49

	A	B	C	D	E
	C-10.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables in L1				
	Ages 3 - 8				
1	• Sings rhymes	• Identifies rhyming words and alliterations	• Produces rhyming words and alliterations		
2	• Mimics and reproduces syllabic sounds	• Identifies the beginning and end syllables in words	• Breaks down syllables into their consonant and vowel sounds		
3		• Combines 2-3 syllables to form simple words	• Combines sounds (vowel and consonant) to form the most familiar words		

C-10.2: Learning Outcomes

Table 50

	A	B	C	D	E
	C-10.2: Understands basic structure/format of a book, idea of words in print anddirection in which they are printed, and recognises basic punctuation marks				
	Ages 3 - 8				
1	• Recognizes/ identifies common signs, logos, and labels (e.g., brand of biscuit based on wrapper colour, soap cover)	• Holds the book, opens it and flips the pages to explore	• Describes that printed material provides information (book, newspaper, pamphlet)		
2	• Distinguishes between printed text and pictures	• Follows words from left to right and from top to bottom on a printed page		• Recognizes simple punctuation marks (full stop, question mark)	• Uses simple punctuation marks (full stop, question mark) appropriately
3	• Pretends to read familiar books based on pictures in the story	• Pretends to read while making appropriate word-like sounds while following a text	• Speaks about the book by looking at the cover page (prediction using the cues on the cover)		

C-10.3: Learning Outcomes

Table 51

	A	B	C	D	E
	C-10.3: Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words				
	Ages 3 - 8				
1	• Knows that words are made of letters	• Begins to visually recognize and connects letters (*Moolaksharas/ Bharakadi/ Kaguniita*) to corresponding sounds	• Recognizes most frequently used *aksharas* (including *samyuktaksharas*) and connects to corresponding sounds	• Recognizes all *aksharas* (including *samyuktaksharas*) and connects to corresponding sounds	
2		• Reads simple two-syllable words that are familiar and with known *aksharas*	• Reads simple three to four-syllable words (including a few commonly occurring double-consonants) that are familiar and with known *aksharas*	• Reads multi-syllable words (including consonant clusters)	• Reads multi-syllable words (including consonant clusters) and non-words with accuracy
3		• Recognizes as sight words their names and labels of objects in their environment	• Recognizes as sight words commonly used articles, pronouns, and connecting words		

C-10.4: Learning Outcomes

Table 52

	A	B	C	D	E
	C-10.4: Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation				
	Age 3 - 8				
1	• Reads short sentences of known words by recognizing individual letter sounds and sight words	• Reads a few sentences of familiar words with accuracy	• Reads short passages accurately with appropriate intonation and pauses	• Reads short passages accurately and fluently with appropriate intonation, pauses, and voice modulation	

C-10.5: Learning Outcomes

Table 53

C-10.5: Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1)

Ages 3 - 8

	A	B	C	D	E
1	• Listens to "Read Alouds" and responds to questions posed by the Teacher	• Participates in "Shared Reading" along with the Teacher and in discussions about the reading	• Participates in "Guided Reading" along with the Teacher and in discussions about the reading	• Begins "Independent Reading" of books of equal textual and visual content	• Begins "Independent Reading" of books of more textual content than visual content
2	• Reads picture books and identifies objects and actions	• Reads picture books and identifies characters and plots and narrates the story in short sequence	• Reads books aloud with short simple texts and uses both visual cues and text to infer and retell the story with accurate sequence and elaboration	• Begins to read unfamiliar story books and comprehend with guidance from the Teacher • Identifies plots, and characters	• Reads and identifies characters, plots, sequences, and point of view of the author

C-10.6: Learning Outcomes

Table 54

C-10.6: Reads short poems and begins to appreciate the poem for its choice of words and imagination (L1)

Age 3 - 8

	A	B	C	D	E
1				• Reads short poems and narrates the literal meaning of the poem	• Reads short poems and infers the imagination of the poet

C-10.7: Learning Outcomes

Table 55

	A	B	C	D	E
	C-10.7: Reads and comprehends meaning of short news items, instructions and recipes, and publicity material (L1)				
	Ages 3 - 8				
1			• Reads a short set of simple written instructions and follows them	• Reads simple instructions to play a game and plays it with a group	• Reads short news items, and publicity pamphlets, and explains the content

C-10.8: Learning Outcomes

Table 56

	A	B	C	D	E
	C-10.8: Writes a paragraph to express their understanding and experiences (L1)				
	Ages 3 - 8				
1	• Uses various writing instruments like; chalk piece, pencils, coloured pencils, painting brushes, crayons in	• Uses writing/ drawing instruments with ease and fluency			
2		• Begins to write the *aksharas* they recognize and uses them to form simple words	• Writes *aksharas* with accuracy and forms simple words and sentences	• Writes down with accuracy 3 or 4 syllable words when dictated	• Writes down short sentences when dictated
3	• Draws and colours, and orally expresses the intent of the drawing	• Draws and paints with more accuracy with visible forms and objects, and orally describes the drawing/painting	• Draws/paints and adds simple words/sentences to the drawing/ painting (including invented spellings)	• Creates a sequence of pictures and writes short sentences along with them	• Creates a sequence of pictures and writes short sentences along with them with accuracy
4				• Describes a picture card by writing words and short sentences	• Writes the story inferred from a picture book

5				• Writes short instructions for classmates to execute simple procedures	• Writes short journals and descriptions of events and experiences

C-10.9: Learning Outcomes

Table 57

	A	B	C	D	E
	C-10.9: Shows interest in picking up and reading a variety of children's books (L1)				
	Ages 3 - 8				
1	• Shows interest in stories and poems being read out	• Picks one out of several books offered by the teacher and explains why they have chosen the book	• Picks and reads short picture books on their own, and talks about the book to other children	• Explains preferences in book choices, and reads short books on a regular frequency	• Displays interest and reads a variety of book both fiction and non-fiction
2	• Handles books with care	• Puts books back in their appropriate place in the classroom			• Repairs and fixes books in the school library

CG-11: Children begin to read and write in Language 2

C-11.1: Learning Outcomes

Table 58

	A	B	C	D	E
	C-11.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables				
	Ages 3 - 8				
1			• Sings rhymes	• Identifies rhyming words and alliterations	• Produces rhyming words and alliterations
2			• Mimics and reproduces syllabic sounds	• Identifies the beginning and end syllables in words	• Breaks down syllables into their consonant and vowel sounds
3				• Combines 2-3 syllables to form simple words	• Combines sounds (vowel and consonant) to form the most familiar words

C-11.2: Learning Outcomes

Table 59

	A	B	C	D	E
	C-11.2: Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences				
	Ages 3 - 8				
1				• Begins to visually recognize and connect letters to corresponding sounds	• Recognizes all the letters in the alphabet
2				• Reads simple two-syllable words that are familiar and with known *letters*	• Reads simple three to four-syllable words that are familiar • Recognizes as sight words commonly used articles, pronouns, and connecting words
3				• Recognizes as sight words their names and labels of objects in their environment	
4				• Writes down short words on dictation	

1.1.5 Aesthetic and Cultural Development

Children of this age group are not only enjoying expression of art and beauty they also develop their sensorial and fine motor abilities through engagement with arts. Artistic expression is also a medium of emotional expression and regulation. Talk and oral articulation of the work in art should be encouraged. Observing, reproducing, and extending patterns is a core ability in all forms of art. Thus, engagement with arts, through visual arts, music, movement, and drama is a holistic engagement of all aspects of development in the Foundational Stage. It has to be remembered that in this stage of development, more emphasis should be given to free and creative ex-pressions of the child rather than building skills.

CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways

C-12.1: Learning Outcomes

Table 60

C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes

Ages 3 - 8

	A	B	C	D	E
1	• Grasps relevant art materials, tools, and instruments	• Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)		• Able to vary pressure while using tools to create dark and light impressions/ marks/ lines	
2	• Explores large and small sizes while creating marks, lines, scribbles, and other 2D and 3D imagery in visual artworks		• Creates large scale work (e.g., floor rangolis, wall murals, sculptural forms) in collaboration with peers, facilitators, and local community	• Able to scale own work in large and small sizes, based on available space or materials (e.g., creating a small clay doll, or a big paper doll)	
3	• Creates forms and imprints by mixing materials (e.g., mud and water, sand and water, flour and water, paint and water)	• Creates three-dimensional forms by rolling and patting materials like clay or dough	• Creates collages by combining materials of varying consistencies, colours, and textures in one's own arrangement • Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects		
4	• Creates imprints using blocks, stencils, found objects and natural materials		• Creates simple patterns using blocks, stencils, found objects and natural materials	• Creates patterns by combining and arranging materials in a variety of shapes, forms, textures, and colours	• Creates a variety of textures with one material through its manipulation (e.g., clay, cloth, paper, rubber, wood)

C-12.2: Learning Outcomes

Table 61

	A	B	C	D	E
	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement				
	Ages 3 - 8				
1	• Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm)	• Distinguishes fast and slow tempo while exploring rhythm with voice, body or other instruments	• Distinguishes fast, medium, and slow tempo while playing with voice, body or other instruments	• Plays with simple rhythmic patterns in slow and medium tempo	• Follows the beat in songs and movement, and explores own variations based on familiar rhythm patterns
2	• Produces a variety of sounds by playing with voice, body, objects and instruments	• Produces a variety of sounds according to context/ situation using voice, body, or instruments (in role-play, solo or group musical arrangements, mimicry, etc.)	• Explores the difference between their singing voice and speaking voice and uses both playfully • Differentiates between instrumental and vocal music and explores both	• Creates simple sound improvisations in familiar songs, or situations by using voice, body, instruments, and objects (e.g., playing the beats using different body parts/ instruments for a song, creating the ambience of a dramatic scene through sounds)	
3	• Explores volume (loud and soft), and pitch (high and low) while using voice, or body, or playing with instruments and objects		• Uses volume and pitch to convey ideas and emotions, create music, develop characters and create situations	• Moderates volume and pitch based on musical composition, space, context and situation	• Attempts to match pitch using voice or instrument
4	• Explore silence and stillness in everyday situations	• Play with moments of silence and stillness through music, drama and movement practices		• Explore varying durations of silence and stillness based on space, context, and situation	

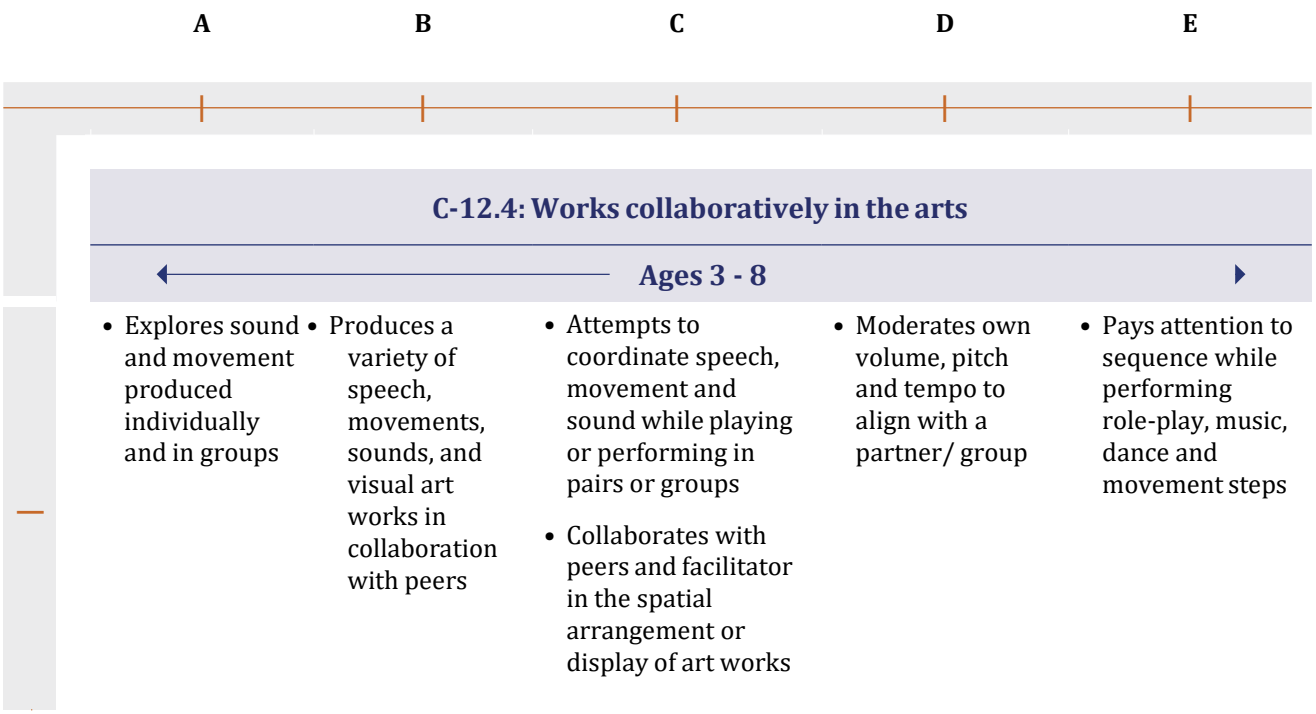
C-12.3: Learning Outcomes

Table 62

	A	B	C	D	E
	C-12.3: Innovates and works imaginatively to express ideas and emotions through the arts				
	Ages 3 - 8				
1	• Observes their surroundings, local culture and examples of art to make connections with their own explorations	• Shares their own ideas, tools, and methods of working in the arts and improvises based on familiar examples	• Identifies and interprets a variety of expressions, ideas and emotions through the arts and applies it in their own artistic explorations	• Explores multiple approaches, or variations while expressing particular ideas and emotions • (e.g., thinking of multiple ways to role-play a cat using body, voice, mask, puppets, or movement combinations) • Persists with challenges by exploring multiple solutions and finding own resources	
2	• Creates a variety of visual imagery, body movements, and sound explorations to symbolise objects, people and emotional experiences	• Mimics a few recognisable physical and behavioural characteristics of people, animals, plants, objects, etc. through visual and performative modes	• Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas and experiences	• Pays attention to thematic details, material properties (texture, colour, size, form), space, and situation while creating and viewing works of art	

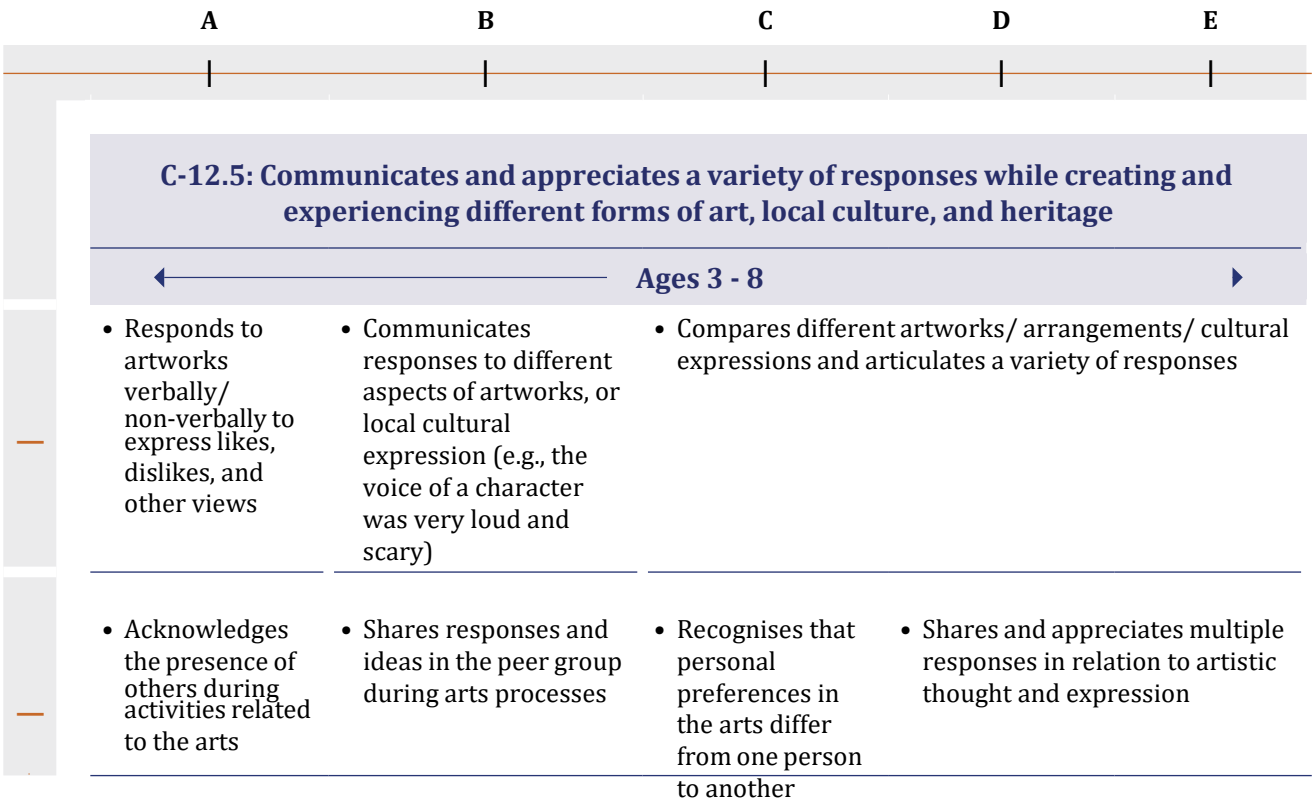
C-12.4: Learning Outcomes

Table 63



C-12.5: Learning Outcomes

Table 64



1.1.6 Positive Learning Habits

Current research is indicating that along with the usual domains of development, attention to executive functions and self-regulation in early childhood education has high impact on school readiness.

CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom

C-13.1: Learning Outcomes

Table 65

	A	B	C	D	E
	C-13.1: Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals				
	Ages 3 - 8				
1	• Focuses on self-initiated activities for a short amount of time (e.g., works on a puzzle) • Sustains interest with one or two tasks that engage them (e.g., plays at the sensory table for 5-10 minutes)	• Focuses attention on activities with adult prompts and support, like listening to stories read to a group for short periods of time in spite of interruptions or distraction • Stays with a variety of tasks that interest them (e.g., plays in the dramatic play and block areas for 10 minutes)	• Focuses attention on tasks and activities like painting or block building for longer periods of time with increasing independence • Sustains engagement with a task that interests them for long periods of time (e.g., painting for 20 minutes) • Begins to attend to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small group)	• Attends to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small group) • Sustains engagement with a task for long periods of time (20 minutes)	• Attends to adult-initiated tasks that are not based on their interests (e.g., participates in a teacher-led small group) • Sustains engagement with a task for long periods of time (30 minutes)

C-13.2: Learning Outcomes

Table 66

	A	B	C	D	E
	C-13.2: Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments				
	Ages 3 - 8				
1	• Practices remembering by recalling a story or verbally describing a picture no longer in view • Remembers where materials are kept in familiar environments (e.g., can retrieve spare clothes from shelf)	• Repeats a list of items needed for self-care or play • Plays simple memory and matching games • Remembers and follows 2-step directions to complete simple tasks (e.g., "wash your hands then help prepare or eat a snack") • Remembers actions that go with stories or songs	• Remembers several steps in sequence to complete multi-step directions (e.g., complete a puzzle, return it to the shelf, and join the group back) • Teaches another child the steps taken for a given action (e.g., shows a peer how to use soap to wash hands before snack) • Remembers and recalls short stories and songs of up to 5 sentences.	• Remembers and immediately recalls • (e.g., given 4 digits repeats in the same sequence)	• Remembers and recalls, identifies missing things (e.g., two identical scenes with one or two significant difference, studies both pictures and points out the difference)
2	• Adjusts to changes in routines • Identifies signals for changes between activities • Makes transitions that are part of a daily schedule	• Demonstrates "cognitive flexibility" by trying another approach, with adult support, when something does not work the first time (e.g., tries a different way to climb a structure when the first effort does not work or uses a tool or another person to get an item out of reach) • Shows ability to shift attention from one task or activity to another when necessary	• Adapts to new rules in game or activity (e.g., sorting cards by colour and then by shape) • Considers ideas from adults and other children in finding a solution or strategy • Demonstrates flexibility and adaptability with less adult prompting (e.g., sharing toys or trying out new materials) • Responds consistently to adult suggestions to try out different activities	• Adopts and adapts to the classroom situations • Participates in the schedule actively and takes suggestions for improvement	• Adopts, adapts and creates classroom situations congenial for learning • Participates actively in all activities, welcomes suggestions and feedback

3	• Begins to take turns and waits in line for short periods of time with adult support	• Seeks adult help when distressed with behaviour of or interaction with a peer • Begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) with adult support • Begins to inhibit impulsive behaviours with adult support (e.g., inhibits initial response to call out an answer to a question during story time with educator's reminder)	• Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out) • Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity	• Manages emotions, waits for their turn, follows rules, frames rules, demonstrates leadership qualities and suggests ideas for change in activities

C-13.3: Learning Outcomes

Table 67

	A	B	C	D	E
	C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions				
	Ages 3 - 8				
1	• Enjoys spending time in the garden/ outdoors	• Shows curiosity and wonder in the natural environment	• Draws, paints, sings, dances to express their joy and wonder	• Likes to share their joy with other children through play, music and dance	• Uses language to articulate and express their joy
2	• Shows curiosity in exploring immediate surroundings (in outdoor contexts)-with adult support	• Shows curiosity in exploring immediate surroundings (in outdoor contexts)-with or without adult support	• Shows curiosity and wonder in exploring collections from the nature/ immediate surroundings	• Shows eagerness and takes initiative in exploring the immediate surroundings and use resources from nature (under adult guidance)	• Engages with others fearlessly but respectfully • Shows eagerness and takes initiative in exploring the immediate surroundings and uses resources from nature responsibly

C-13.4: Learning Outcomes

Table 68

C-13.4: Classroom norms: Adopts and follows norms with agency and understanding

Ages 3 - 8

	A	B	C	D	E
1	• Observes and imitates adult behaviour for classroom norms	• Follows classroom norms with Teacher's cues	• Follows and assists others in following classroom norms • Creates do-it-yourself (DIY) classroom job charts/posters with the support of Teachers and follows it	• Participates in discussing classroom norms and behaves according to norms • Creates DIY classroom job charts/posters and follows it	• Participates in establishing classroom norms and behaves according • Creates DIY classroom job charts/posters and illustrates them as well; follows it responsibly

Annexure 2:
Mapping competencies of NIPUN Bharat and NCF for the Foundational Stage

NIPUN Bharat has taken significant strides and efforts in implementing the FLN aspects of NEP 2020. To enable the Mission, three Developmental Goals have been articulated, along with their associated Competenciesand Learning Outcomes.

Curricula will be developed across the country on the basis of this NCF, which has stated the Curricular Goals, from which Competencies have been derived, and from which (illustrative) Learning Outcomes have been derived. These curricula will then be the bases for educational practice across the country.

Each curriculum thus developed will have its own set of Competencies and Learning Outcomes. It is importantthat the significant efforts of NIPUN Bharat, which includes teaching-learning-materials and training are aligned to these Learning Outcomes and Competencies, so that there is full alignment of the educational effortsand practice toward the Curricular Goals.

The method to ensure this is to first map the Development Goals of NIPUN Bharat to the Curricular Goals of this NCF. The most important step operationally would be to then map the Competencies from NIPUN Bharatto those of the NCF.

This Annexure has the mapping of Development Goals of NIPUN Bharat to the Curricular Goals of this NCF, andthe Competencies from NIPUN Bharat to the Competencies of NCF. Similar mapping of the Learning Outcomescan also be done.

These two levels of mapping will enable the use of the methods and artefacts (TLM, training material etc.) created within NIPUN Bharat to be appropriately deployed towards the Learning Outcomes and Competenciesof the Curriculum. This exercise needs to be conducted carefully for deep alignment to happen so that all ef- forts are synergized towards the realization of this NCF, and thus the overall aims of NEP 2020.

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

1.1 Mapping to NCF Curricular Goals

The following are the Curricular Goals that map to this Developmental Goal 1:

CG-1 Children develop habits that keep them healthy and safe

CG-3 Children develop a fit and flexible body

CG-4 Children develop emotional intelligence, i.e., ability to understand and manage their own emotions, and responds positively to social norms.

1.2 Mapping to NCF Competencies

The Competencies from NIPUN Bharat under Development Goal 1 is mapped to Competencies of NCF in the table below.

Table 1

NIPUN Bharat Competency	NCF Competency
Awareness of self	C-4.1 Starts recognising 'self' as an individual belonging to afamily and community
Development of positive self-concept	C-4.1 Starts recognising 'self' as an individual belonging to afamily and community
Self-regulation	C-4.2 Recognises different emotions and makes deliberate effortto regulate them appropriately
Decision-making and problem solving	C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements
Development of pro-social behaviour	C-4.3 Interacts comfortably with other children and adultsC-4.4 Shows cooperative behaviour with other children C-4.5 Understands and responds positively to social norms in theclassroom and school C-4.6 Shows kindness and helpfulness to others (includinganimals, plants) when they are in need C-4.7 Understands and responds positively to different thoughts,preferences, and emotional needs of other children
Development of healthy habits, hygiene, sanitation, and aware-ness for self-protection	C-1.1 Shows a liking for and understanding of nutritious food anddoes not waste food C-1.2 Practices basic self-care and hygiene C-1.3 Keeps school/classroom hygienic and organizedC-1.4 Practices safe use of material and simple tools C-1.5 Shows awareness of safety in movements (walking, running,cycling) and acts appropriately C-1.6 Understands unsafe situations and asks for help
Development of gross motorskills	C-3.1 Shows coordination between sensorial perceptions andbody movements in various activities C-3.2 Shows balance, coordination, and flexibility in various physical activities

Development of fine motor skillsand eye-hand coordination	C-3.3 Shows precision and control in working with their handsand fingers
Participation in individual andteam games and sports	C-3.4 Shows strength and endurance in carrying, walking, andrunning

2. NIPUN Bharat Developmental Goal 2: Children become effective communicators

2.1 NCF Curricular Goals

The following are the Curricular Goals that map to this Developmental Goal 2

CG-9 Children develop effective communication skills for day-to-day interactions in two languages

CG-10 Children develop fluency in reading and writing in Language 1

CG-11 Children begin to read and write in Language 2

CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways

2.2 Mapping to NCF Competencies

NIPUN Bharat categorises the Competencies under Development Goal 2 into three. These are mapped to Competencies of NCF in the tables below.

2.2.1 Talking and Listening

Table 1

NIPUN Bharat Competency	NCF Competency
Listening with comprehension	C-9.1 Listens to and appreciates simple songs, rhymes, and poems C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say
Creative Self Expression and Conversation	C-9.2 Creates simple songs and poems on their own C-9.3 Converses fluently and can hold a meaningful conversation
Language and Creative thinking	C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say C-9.6 Narrates short stories with clear plot and characters
Vocabulary Development	C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary
Conversation and talking skills	C-9.3 Converses fluently and can hold a meaningful conversation C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others

Meaningful uses of language	C-9.3 Converses fluently and can hold a meaningful conversation C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material

2.2.2 Reading with comprehension

Table 2

NIPUN Bharat Competency	NCF Competency
Bonding with Books	C-10.9 Shows interest in picking up and reading a variety of children's books
Print Awareness and Meaning Making	C-10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material
Pretend Reading	*Aspects of this competency are addressed in the Learning Outcomes of C-10.2 (Concepts of print) and C-10.5 and C-10.6 (reading stories and poems)*
Phonological Awareness	C-10.1 Develops phonological awareness, and blends phonemes/ syllables into words and segment words into phonemes/ syllables
Sound Symbol Association	C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write words
Prediction and use of previous experiences with knowledge.	C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline, and what the author wanted to say – on their own C-10.6 Reads short poems, and begins to appreciate the poem for its choice of words and imagination
Independent reading for pleasure and various purposes.	C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline, and what the author wanted to say – on their own C-10.9 Shows interest in picking up and reading a variety of children's books

2.2.3 Writing with purpose

Table 3

NIPUN Bharat Competency	NCF Competency
Early literacy skills	*Aspects of this Competency are addressed in Learning Outcomes of many Competencies of Language and Literacy as well as Aestheticsand Culture Curricular Goals.*
Writing for self-expression	C-10.8 Writes a paragraph to express their understanding and experiences
Make use of her/his knowledge of letter and sounds, invents spellings to write	C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write words
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 list, writing greeting to grandparents, messages/ invitation to friends, etc.	C-10.8 Writes a paragraph to express their understanding and experiences (*this Competency has 15 Learning Outcomesembedded which covers various competencies outlined byNIPUN Bharat*)

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

3.1 NCF Curricular Goals

The following are the Curricular Goals that map to this Developmental Goal 3

CG-2 Children develop sharpness in sensorial perceptions

CG-6 Children develop a positive regard for the natural environment around them

CG-7 Children make sense of world around through observation and logical thinking

CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures

CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom

3.2 Mapping to NCF Competencies

NIPUN Bharat categorises the Competencies under Development Goal 3 into seven. These are mapped to Competencies of NCF in the tables below.

3.2.1 Sensory Development

Table 1

NIPUN Bharat Competency	NCF Competency
Sight, Sound, Touch, Smell, Taste	C-2.1 Differentiates between shapes, colours, and their shades C-2.2 Develops visual memory for symbols and representations C-2.3 Differentiates sounds and sound patterns by their pitch, volume, and tempo C-2.4 Differentiates multiple smells and tastes C-2.5 Develops discrimination in the sense of touch

3.2.2 Cognitive Skills

Table 2

NIPUN Bharat Competency	NCF Competency
Observation, Identification, Memory, Matching, Classification, Sequential Thinking, Creative Thinking, Critical Thinking, Reasoning, Curiosity, Experimentation	C-7.1 Observes and understands different categories of objects, andrelationships between them C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis, and uses observations toexplain their hypothesis C-13.1 Attention and intentional action: Acquires skills to plan, focusattention, and direct activities to achieve specific goals C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using varioussenses, tinkers with objects, asks questions

3.2.3 Concepts related to environment

Table 3

NIPUN Bharat Competency	NCF Competency
Natural-animals, fruits, vegetables, food	C-6.1 Shows care for and joy in engaging with all life forms C-7.1 Observes and understands different categories of objects, and relationships between them
Physical - water, air, season, sun, moon, day and night	C-7.1 Observes and understands different categories of objects, and relationships between them
Social - myself, family, trans-port, festival, community helpers, etc.	C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need C-5.1 Demonstrates willingness and participation in age-appropriate physical work towards helping others

3.2.4 Concept formation

Table 4

NIPUN Bharat Competency	NCF Competency
Colours, shapes, distance, measurement, size, length, weight, height, time	C-2.1 Differentiates between shapes, colours, and their shades C-8.9 Selects appropriate tools and units to performs simple measurements of length, weight and volume of objects in their immediate environment C-8.10 Performs simple measurements of time in minutes, hours, day, weeks, and months C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements
Spatial sense	C-8.8 Recognises, makes and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space
One-to-one correspondence	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 5s,10s and 20s^

^One-to-one-correspondence is a learning outcome within this competency of counting

3.2.5 Number Sense

Table 5

NIPUN Bharat Competency	NCF Competency
Count and tell how many	C-8.3 Counts up to 99 both forwards and backwards, and in groups of 10s and 20s
Numeral recognition	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system
Sense of order (can count ahead of a number up to 10)	C-8.1 Sorts objects into groups and sub-groups based on more than one property C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers C-8.4 Arranges numbers up to 99 in ascending and descending order

3.2.6 Number Operations

Table 6

NIPUN Bharat Competency	NCF Competency
Addition, Subtraction	C-8.6 Performs addition and subtraction of 2-digit numbers fluently, using flexible strategies of composition and decomposition of both numerical and word problems
Multiplication, Division	C-8.7 Recognises multiplication as repeated addition and division as equal sharing

3.2.7 Measurement, Shapes, and Other Competencies

Table 7

NIPUN Bharat Competency	NCF Competency
Length, Mass, Volume, Temperature	C-8.9 Selects appropriate tools and units to perform simple measurements of length, weight and volume of objects in their immediate environment
Shapes (2D Shapes, 3D shapes, StraightLine, Curved Line, Plain and Curved Surfaces)	C-8.8 Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains therelative relation of objects in space
Data Handling	*For the Foundational Stage, data handling will involve sorting, classify-ing, sorting, grouping, and counting objects in groups – C-29, C-31*
Pattern	C-8.2 Identifies and extends simple patterns in their surroundings,shapes, and numbers
Calendar Activity	C-8.10 Performs simple measurements of time in minutes, hours, day,weeks, and months
Use of Technology	C-7.3 Uses appropriate tools and technology in daily life situationsand for learning

3.2.8 Additional Competencies in NCF

The following are additional competencies in the NCF, in the domains of aesthetic development and in cognitive development.

Table 8

NIPUN Bharat Competency	NCF Competency
	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes C-12.2 Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the arts C-12.4 Works collaboratively in the arts C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage
	C-5.1 Demonstrates willingness and participation in age-appropriate physical work towards helping others
	C-13.4 Classroom norms: Adopts and follows norms with agency and understanding
	C-8.10 Performs simple transactions using money up to INR 100

Annexure 3: TLM & Activities List for the Foundational Stage to be Carried out in UT of J&K.

SEGMENTS /ACTIVITIES	3-6 YEARS	6-8 YEARS
OUTDOOR FREE PLAY		
Outdoor play equipment	Swings, (An old tyre and rope can be tied to a tree to substitute a swing)/ slides, see-saw, jungle gym/tricycles	Swings, (An old tyre and rope can be tied to a tree to substitute a swing) slides, see-saw, jungle gym, basketball hoop cycles with stoppers, scooters,
Sand play	Sand play- sand box or sand, Plastic tools like shovels, spades, cups, spoons, small buckets, sieves	Games to be played in a sand pit Long jump or high jump in the sand pit
Water play	Basins with water, Mugs, cups and glasses for filling and pouring, paper boats, sinkers and floaters	
Rope games	Go /crawl under the rope, Jump over the rope, Walk on the rope/ walk alongside the rope	Skipping over rope, crawling under rope, Individual skipping and group skipping[1], Skipping race
Ball games	Big and small balls in cloth and rubber to play Throw and catch/ bounce the ball/ kick the ball to the largest distance, / kick the ball into a goal/ kick and stop	Rubber balls -big and small to play Throw and catch/ bounce/ kick the ball to the longest distance/ kick the ball intoa goal/ kick and stop/ dodge the ball/throw into basket. Basketball and cricket
Racing	Running race, jumping race frog race, race with cup of water, land &water, avoid the bear, racing cars	Running race/ jumping race/ hopping race/ frog race/ race with cup of water/ lemon and spoon race/ 3 legged race/ sack race/ tyre and stick race/ land &water or avoid the bear[2]
Balancing games	Walk on straight line, hop between lines,	Walk on straight line, hop between lines, walk with a book on head hop scotch, seven tiles (Santolia)
Catching games	Run and catch, tag games[3], Gate game[4],	Run and catch, hop and catch (langdi taang) tag games, gate game, Musical chairs, l

[1] Two children take the rope at either end and swing it allowing for groups of children to skip together.
[2] A designated area is marked as water/ bear land with a guard. Children race across the area avoiding the guard who tries to catch them.
[3] One child begins the game as a catcher. The first child caught joins hands and the pair chase others. As eachchild is caught become part of the catcher team and they join hands to form a chain and till all the players are caught.
[4] 2 children join hands and raise it to form a gate. The rest of the children pass through the "gate" singing a rhyme. When the rhyme finishes the gate comes down and encloses the player passing through it.

Other [5] traditional games		Spinning a Top with a rope, flying kites, playing with marbles / seven stones (gitte)/ Posham Pa / Kho -Kho /
SEGMENTS /ACTIVITIES	**3-6 YEARS**	**6-8 YEARS**
INDOOR FREE PLAY IN PLAY CORNERS		
Construction corner	Lego blocks/ Wooden blocks, Stacking tower with rings, 3–6-piece Jigsaw Puzzles, Large and small beads with strings, Plastic pipe pieces to string Colour tiles in assorted shapes to joinand form pictures or designs, play Dough or clay with rolling pin to mould or roll out.	Lego blocks/ Wooden blocks, Mechanic set 6 sided block puzzles / 30-100 piece Jigsaw Puzzles, Tangrams Jodo beads
Finger motor activities	Lacing board/ buttoning board (big and small buttons)/ tich button strips/ hooks and eyes strips/ buckling strips/ tooth paste caps to screw/ wooden nuts and bolts/ clothes pins / large blunt safety pins / paper punch socks /socks with toes/ mittens and gloves Wipe-clean pattern strips for tracing, joining dots	
Art Corner	<u>Material for drawing and colouring</u>: Drawing paper/ pencils/ crayons and colour pencils/ felt pens/ large paint brushes/ printing blocks/ ink pad / Stamping with cut vegetables like bhindi or potatoes <u>Material for collage and other work</u> Newspaper and scissors and glue for tearing, cutting and pasting glaze paper/ sand paper/ felt paper pebbles/beads/ bindis of different sizes/	<u>Material for drawing and colouring</u>: Drawing paper/ A4 sheets / pencils/ crayons and colour pencils/ felt pens/ large paint brushes/ printing blocks/ ink pad / Stamping with cut vegetables like bhindi or potatoes / stencils <u>Material for collage and other work</u> Newspaper & chart paper, scissors and glue for tearing, cutting and pasting/paper mache work/ glaze paper/ sand paper/ felt paper/ pebbles/ beads/ bindis of different sizes/ paper punches
Reading Corner	Picture books with short stories - for child to listen, recall and recount CLR booklets - small stories with rhyme and repetition Books with life cycle of frog, butterfly Books on day-night, rhythm of the day, seasons	Picture story books without print 50 popular titles from Pratham or NBT etc (to be chosen)/ Jharna: a set of 100 story cards/ Amar Chitra Katha comics/ Katha.
Toy /Dolls corner	Cars and other vehicles Dolls/ kitchen set/ doctors set/	Carrom, Board games: Ludo/ snakes and Ladders / dice/ trade (monopoly)

[5] Seven stones game requires good eye hand coordination and involves throwing scooping of 7 stones / pebbles etc. "Posham Pa" is the Indian variation of "I sent a letter to my father"

/Tinkering corner	Fruit and vegetable models/paper money Masks/puppets and screens	Letter scabble/ maths scrabble/ papermoney

SEGMENTS /ACTIVITIES	3-6 YEARS	6-8 YEARS
SENSORY AND EMERGENT NUMERACY MATERIAL FOR 3-6 -YEAR -OLDS		
Visual discrimination	Classification and labelling and seriation based on shapes, sizes and colours: Beads, blocks, buttons, tiles in 3 different sizes, four different colours (red, blue, yellow green) and 4 shapes (circle, triangle, square, rectangle) / straws/ leaves/ /pebbles/ spoons etc Children to label, sort, match and place in order based on properties Cue cards with patterns (ABC/ AB, AB/ AAA, BBB/ etc) for children to copy and extend/ Kaleidoscope for fun experiences Association cards – what is wrong / odd man out / facial expressions/	
Sound discrimination	Labelling, Classification, & seriation based on volume, frequency and source Sound boxes/ whistles / drums and sticks/ use of mobiles (volume and ring tones / Different children's voices / Whispering to shouting / recorded animal sounds / Children recognize and label/ or place in order, or reproduce sounds based on volume or reproduce patterns based on volume or frequency [how far/near did the sound come from, determine the direction, gauge the importance of sound] Association cards: what is wrong with this picture?	
Texture	Texture cards: velvet, felt, ordinary and sand paper Texture bottles: Water, sugar syrup, honey and glue, Temperature bottles – hot water, warm water, cold water and ice water Children label and place in order	
Weight	Weight boxes/bags, floaters and sinkers, water basin, weighing balance, tamarind seeds / cotton balls/ teacher collected items For children to estimate, compare, sort and match as well as weigh and experiment with sinkers and floaters	
Quantity	Small bottles, plastic see through cups, measuring spoons, coloured water sand etc. Students compare, place in order, equalize and measure and use math words like more-less, half-full, whole-part, empty-full	
Time	Posters, Time keeping instruments: Hour glass, clock, calendar, weather charts/ time tables : To be used to explain concepts of day and night, morning afternoon evening night/ hours and minutes/ weeks and months/ seasons and weather Association cards – time of day and activities Sequencing cards for placing in sequence, reversing sequence etc	
Number	Stones, tamarind seeds, beads, buttons, sticks for counting Abacus: (Set of Abacus Stand-1, with beads) Number and numeral matching tiles Rubber /wooden /plastic numbers from 1-10 Simple games on cloth with Dice to aid one to one correspondence	
Thinking Skills	**Observation:** what is different/ what is missing cards / **Memory**: end of day conversation -what did we do today? **Analytical thinking**: what is wrong with this picture? Which 2 things go together cards (bat-ball/cup saucer)? Divide into groups (why have you divided like this? **Problem solving**: riddles / application questions	

SEGMENTS /ACTIVITIES	3-6 YEARS	6-8 YEARS
EARLY NUMERACY MATERIAL FOR 6-8 -YEAR -OLDS		
Counting	Stones, tamarind seeds, beads, buttons, bundles of 10, abacus, numeral cards, for counting **Abacus** (Board, Rings & Rods) consisting of Abacus Stand-1, Yellow spirals -20, Blue spirals -20 Green spirals-20, Red spirals-20, White spirals -10, Additional Rods-2 **Base Ten Blocks** consisting of yellow cubes-100, Blue rods -20, Green Plates-20, and Red square cube-1 **Cloth pin**: 12 Clips of different colours **Dice:** Yellow-2, Blue-2, Green-2, Red-2, White-2 **Number beads**-1 set of 50 white beads and 50 numbered red beads on a string **Place Value Mat with Place Value Strips**: 1 set consists of Yellow - 10 pcs. (0 to 9), Blue - 10 pcs. (00 to 90), Green - 10 pcs. (000 to 900) and Red - 10 pcs. (0000 to 9000) **Play Money and Coins:** 1 set consists of -Rupees 10,20,100,1000 – 150 Nos. in each denomination and -Rupees/coins- 2, 5, 50, 500, 2000 – 50 Nos. in each denomination. **Square Counters**: 1 set consists of 50 Nos (10 Nos. each in Red, Green, Blue, Yellow, Orange) **Math concept cards** -10 1 No Weighing Balance with Volume Measure	
Maths operations	Addition and subtraction: everyday objects / beads /buttons etc, Board games to support counting with one- to- one correspondence, addition and subtraction and buying and selling.	
Activities to support Thinking skills	**Observation**: draw what you see/ describe what you see/ what looks more? **Memory**: describe this day last week/ narrate story in 5 sentences/ quizzing games on general knowledge **Analytical thinking: 10** questions games -what am I? Where is it hidden? 10 things wrong in this picture/ cross word puzzles / story questions that require inferring. **Creative Thinking**: draw many objects (with 2 circles/2 squares). Play shop - I have Rs 5- what can I buy from this shop? Complete the sentence/ complete the story / games like I went to the market and bought some— (children cannot repeat an item) [6]**Problem solving :** project- based learning exercises	

[6] Project-based learning (PBL) or project-based instruction is an instructional approach designed to give studentsthe opportunity to develop knowledge and skills through engaging projects set around challenges and problems they may face in the real world.

SEGMENTS /ACTIVITIES	3-6 YEARS	6-8 YEARS
EMERGENT & EARLY LITERACY MATERIAL FOR 3-8 -YEAR -OLDS		
Listening activities	• Model rich talking using nouns, verbs, adjectives. • Go for a listening walk	Model rich talking using nouns, verbs, adjectives.
Following instructions	• Give the child 2-step instructions to execute • Give children tasks to follow – e.g., put away things in centre	• Give 3-4 step instructions in L1 • Give 1-2 step instructions in L2
Use of circle time	• At circle time, ask child to narrate an event that happened to them or story • Use Conversation charts where children name, describe, reason, predict based on the scene • Use conversation charts to ask "what, who, where, why, when, how" Qs of graded difficulty • Make time for show-and-tell about any object. • Look at pictures/ books with different facial emotions. Name feelings, talk about them/ Non-verbal communication: child makes different expressions - sad happy, surprised, angry etc. • Children's experiences are recorded as stories for others to listen to	• Use circle time for open conversation on children's experiences conversation with children around topics /themes with "who what how when" questions. • Encourage conversations requiring use of "because /but/ so / " • Show and tell activities with posters / objects • Acting out stories, sequences based on known story /
Rhymes	• Sing action and rhyming songs • Sing folk and grandma's songs and rhymes	• Sing Rhymes and songs
Stories	• Storytelling followed by children narrating in their own words • Story narration of unknown story based on Story-sequence cards	• Story narration of known story • Story narration of unknown story based on Story-sequence cards
Language games	• **Pretend play** - verbal and non-verbal, ideas - doctor, teacher, shopkeeper, police, chef etc / being an animal, playing dress up, cooking • **Phonemic awareness games** first and last sound - big /small, /silly sentences • **Play games** like "Ready, Steady, Go" where child knocks down blocks at 'Go' / like "Simon Says" where child has to listen to and follow an instruction/ child	• Passing the parcel: games for vocabulary building / reading / following instructions • Simon says or variation do what I say - not what I do where child has to listen to and follow an instruction that Simon or teacher says • I spy and dog and the bone: for vocabulary, letters, sounds (teacher calls out word/sound and children race to find it) • Dumb Charades

	hides something and has to provide verbal cues to others.	• Memory trays (20 items /word cards placed and shown for 20 seconds after which with children list items they remember) • "Guess what I see" games (children play in pairs where one describes picture - the other one draws) • Traditional games like "Name play animal thing"/ antakshri / Spell fast:
Language and Reading	• Letter-sound, Sound-word, sound-picture flash cards • Sight words in centre with children's names, objects and meaningful words • Verb cards • Alphabet stencils or tiles • Attendance tree • Picture reading cards • Alphabet / akshara cards	• Bilingual posters on themes • Bilingual picture cards for themes /topics • Vocabulary expansion cards - synonyms and antonyms, singular and plural • Picture dictionary and word dictionary
Writing readiness and writing	• Scribbling and drawing • Drawing and labelling with invented spelling • Tracing sandpaper letters • Shape Stencils and pattern stencils- for guided movement with pencil • Join the dot and wipe-clean pattern cards • Slate and chalk	• Scribbling • Writing with invented spelling • Tracing sandpaper/ rubber letters • Making lists (shopping, recipes) • Lined notebooks

SEGMENTS /ACTIVITIES	**3-6 YEARS**	**6-8 YEARS**
EVS MATERIAL FOR 3-8-YEAR -OLDS		
Environment and science	• Bring seasonal fruit and vegetables to center and talk about them. • Flash Cards: self, family, friends, neighborhood, occupations, animals, fruits and vegetables, flowers transport, festivals etc • Field visits • Visitors	• Magnifying lens, magnet, mirror • Tools - mortar and pestle, hammer, spanner, punch, stapler • Flash Cards: self, family, friends, birds, animals, fruits and vegetables, flowers, land, water, air, transport, festivals, occupations • Weather charts • Field visits / science fairs • Visitors and Interactions with community helpers and parents with skills
Fixtures	• Running black board • Children's portfolios • Timetables	• Running blackboard • Space for time-table / children attendance trays / portfolios

ANNEXURE- 4

Sub: - Suggestions/ Recommendations for implementation of State Curriculum Framework in UT of J&K in light of NEP 2020 in respect of Foundational Stage.

Key Domains of School Education mentioned in the NEP 2020	Suggestions/Recommendations
I-Early Childhood Care and Education: The Foundation of Learning	1. Integrated curriculum and pedagogy from pre-primary (Foundational Stage) stage to primary stage (Preparatory Stage). 2. Significant expansion and strengthening and expanding Anganwadis, co-locating Anganwadis with primary schools. 3. Establishing convergences and coordination among departments like ICDS, health and family welfare, women and child development and department of education. 4. Documentation of good practices and innovations in the field. 5. Creating specialized cadre of ECCE specialized teachers. 6. Sensitization of parents/ guardians. 7. Refer to curriculum developed by JKBOSE, NCERT and ICDS. 8. Organizing assessment-based training programmes for the existing Aganwadi workers/ certificated courses in distance mode with appropriate time for contact classes under overall supervision of Education Department.
II-Foundation Literacy and Numeracy: An Urgent and Necessary Prerequisite to Learning	1. Making profession development courses available on radio and TV channels 2. Community involvement for enhancing learning. 3. Inviting support of active and healthy senior citizens. 4. Filing up teacher vacancies at the earliest in a time bound manner specially in disadvantaged areas of Jammu and Kashmir and also in areas with large PTR. 5. Re-Designing teacher education and early grade curriculum with emphasis on foundational literacy and numeracy. 6. Making more and more regional specific quality resources available on DIKSHA portal. 7. Making enjoyable and inspirational books for students in all local and regional languages of Jammu & Kashmir available in both school and local public libraries. 8. Establishment of separate Directorate for the elementary Schools. 9. Building of sufficient and attractive infrastructure at all places. 10. Teachers within District may be rationalized providing one teacher for one class and vacancy created thereof may be filled by appointing fresh teachers having requisite professional qualification to be decided by the Government. 11. Professionally trained ICDS workers should be appointed.
III-Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels	1. A robust tracking mechanism needs to be devised to track the records of dropout children in Jammu and Kashmir. 2. Providing monetary incentives to the parents for sending their children to the school. 3. Engagement of filed functionaries and local community to motivate and encourage parents to send their wards to school. 4. Special incentives for teachers to work in geographically challenged areas/hard areas.

IV-Teachers: The Torchbearers of Change in Education System	1. Periodic performance appraisals and professional progression are required to be given as priority. 2. Opening up more opportunities for continuous professional development on DIKSHA, NCERT. 3. Equipping school infrastructure with ICT facilities and internet services so that teachers can get exposed to new pedagogical approaches to apply in their classroom teaching. 4. The teachers working in far-flung/rural areas may be given special incentives and awards on achieving desired goals in teaching learning of students in such areas. 5. Transparent transfer Policy / technologically driven process should be put in place. 6. Incentives should be provided for the teachers to take up teaching jobs in the rural areas, especially in the rural areas facing shortage of quality teachers. 7. In order to select and appoint best incumbents in the teaching profession, teachers' eligibility test (TET) needs to strengthened and implemented in the UT of J&K. 8. Decent and pleasant service conditions should be ensured for the teachers in all the schools. 9. Teachers should not be involved in any kind of non- teaching activity.
V-Equitable and Inclusive Education: Learning for All	1. There is a need to rope in all the stakeholders including parents, NGOs, different departments and students. 2. Teacher training programmes and school curriculum should include a focus on eradicating discriminatory caste consciousness and hierarchical caste identities. 3. Making the establishment of special educational zones (SEZ) in regions with specific population belonging to Socio Economically Disadvantaged Groups (SEDGs) by giving the top priority. 4. Recruiting and engaging more special educators and well-trained staff to attend CWSN. 5. Engaging well trained Special Educators particularly female staff. 6. Ensuring safety at School. 7. Engagement of helpers. 8. Special schools for severely challenged students. 9. Inclusive infrastructure with ramps and all other allied facilities need to ensure in all the schools of J&K. 10. there should be well designed reach out programmes for CWSNs.
VI- Efficient Resourcing and Effective Governance through School Complexes/ Clusters	1. Special training and capacity building of teachers to meet the huge demand of Skilled counselors and special teachers for various fields and vocational courses. 2. Suitable guidelines for grouping schools into complex/cluster taking into consideration topography of J&K connectivity/accessibility etc. 3. Convergence of different departments. 4. School Complexes/clusters should be strengthened to improve the governance of the schools and making them efficient in functioning. 5. Pairing of one public school with one private school needs to be adapted so that the paired schools may interact with each other, learn from each other and also share resources. 6. Documentation and sharing of best practices of the private schools should be ensured.

	7. Unutilized capacity of School infrastructure could be used to promote social, intellectual and volunteer activities for community and to promote social cohesion during non-teaching/ school hours and may be used as “Samajik Chetna Kendra”. 8. Bal Bhavans should be established in the J&K UT. 9. The School Complex/Cluster Development Plans (SCDPs) should be based on School development Plans (SDPs) which are prepared with the active involvement of SMCs.

Glossary of Terms

1. Anganwadi –A childcare centre that provides health, education, and nutrition services to children less than six years, mothers, and adolescents throughout the country; set up under the Integrated Child Development Services (ICDS) scheme.
2. Balanced approach – An approach to literacy pedagogy, that balances explicit instruction for decoding (see below) and learning the script through meaning-making (see below) of the text encountered.
3. Balvatika –A one-year preparatory class before Grade 1 for children aged 5 - 6 years; it can be in an Anganwadi, a pre-school, primary school, or any other configuration.
4. Balwadi –A pre-school set up under a scheme of the Central Social Welfare Board to provide integrated education, health, and care for families and communities in remote areas throughout the country; could be set up by non-governmental bodies.
5. Basic education – This refers to the Gandhian proposal of a school curriculum centred around productive work under conditions approximating real-life situations, leading to holistic development, and learning; also known as Nai Talim.
6. Care – A behaviour expressing interest or concern towards something or someone; any activity that attempts to establish, maintain, and improve good relationships between people.
7. Cognitive – Any mental activity relating to or involving the processes of thinking and reasoning.
8. Competencies – These are learning achievement that are observable and can be assessed systematically.
9. Concepts of print (or Print awareness) – This is an awareness of how printed texts work. This includes, among many things, the knowledge of what books are for, and an awareness of what direction the text is read in the printed form, and a knowledge of other mechanics of writing such as space between words and punctuation marks.
10. Creche – A place where young children are cared for during the day while their parents do something else, especially work.
11. Curricular goals – These are statements that give directions to curriculum development and implementation.
12. Decoding – This is a key skill for learning to read. It is the ability to make the appropriate connection between the letters in the script and the sounds in the language. This ability is necessary to sound out full words that are presented in a written form.
13. Developmental delay – This refers to a delay in the growth of a child according to the norms for children of that age group. Delays can be in motor function, language and speech, cognitive skills, social functions, and so on.
14. Developmental outcomes – Behaviours that are results of the process of growth and maturation.
15. Domains of development – The areas of growth and progress, namely, physical, emotional, social, cognitive, and language acquisition.
16. Early Childhood Care and Education – The care and education of children from birth to eight years.

17. Early Language – Language learning in the first few years of a child's life where there is interest and emphasis in acquiring oral skills, practicing pronunciation, intonation, and the joy of learning new sounds, words, and language rules.
18. Emergent Literacy – The early stage of learning where children engage with reading and writing before these skills are introduced to them formally in a school.
19. Emergent Numeracy - The early stage of learning where children engage with basic number concepts and computation skills before these are introduced to them formally in a school.
20. Emotional intelligence – The ability to understand and manage one's own and others' emotions and respond positively to social norms.
21. Encoding – The skill or ability to use the understanding of the relationship between sounds and symbols in a script, to write letters, words, and sentences from thought or language heard.
22. Experiential learning – The process of teaching and learning through doing activities, through experiences approximating real-life situations.
23. Fine Motor skills – The ability to use the smaller muscles of the hands and wrists to make precise movements.
24. Foundational literacy and numeracy – (FLN) – It is a child's ability to read basic written or textual material and solve basic maths problems such as addition and subtraction.
25. Foundational stage – The stage of schooling for children aged 3 - 8 years.
26. Free play – Child-led, child-directed play in a stimulating environment developed by the teacher.
27. Free writing – A form of writing activity where an author writes spontaneously and continuously without worrying about form, grammar, and style.
28. Guided play – Child-led, teacher-supported play, with guidance from the teacher.
29. Holistic development – The development of intellectual, social, physical, ethical, and emotional capacities in an individual.
30. Holistic Progress Card – The record of a child's learning and progress in all domains of learning achievement and development.
31. Home language – The language(s) spoken amongst members in the home of the child.
32. Hypothesis – An idea that is suggested as the possible explanation for something but has not yet been found to be true or correct.
33. Inclusion – The act of including; ensuring that each child has an equitable opportunity to participate in all school and classroom processes regardless of their individual learning differences.
34. Integral education – A system of education intended to guide children in finding themselves and achieving their true potential through use of the mother tongue and connecting any new knowledge to the context that child is already a part of.
35. Integrated learning – A holistic approach to learning, focusing on the inter-relatedness of all curricular areas.
36. Learning achievements – This is the extent of progress towards attainment of learning outcomes and associated competencies in any domain.

37. Learning outcomes – These are statements summarising the knowledge, skills, attitudes, and values that all children must possess and demonstrate upon the completion of a learning experience or sequence of learning experiences.
38. Learning trajectories – This is the developmental path to attain competencies.
39. Mathematical understanding – This understanding entails knowing and making sense of the meaning and connotation of mathematical knowledge.
40. Meaning making – In the context of language and literacy development, it is an active engagement of the listener/reader to comprehend the meaning of what is being heard or what is being read.
41. Multilingualism – It is the knowledge and active use of many languages other than the home language for communication in teaching and learning contexts.
42. One-to-one correspondence – A skill in younger children involving the counting of each object in a set, wherein the counting is done only once with one count per object.
43. Phonics – A method of teaching decoding letters with matching sounds.
44. Phonological awareness – The ability to identify and distinguish sounds in a spoken word.
45. Positive learning habits – These are habits of learning that enable children to engage actively in formal learning environments like a school classroom.
46. Pre-literacy – These are early reading-readiness behaviours and skills that enable a child to develop successful reading abilities later.
47. Pre-numeracy – These are early number-readiness behaviours and skills of counting, identifying numbers, comparing quantities that enable a child to develop successful computation abilities later.
48. Preparatory stage – The stage for children aged 8-11 years; for Grades 3-5
49. Pre-school – A school providing education for children aged 6 years and under
50. Safety – It is the assessment of risk, and active protection of individuals from harm, danger, or injury.
51. Scaffolding – This is a specific and structured form of support provided to help children learn a particular concept.
52. School language – The language spoken in school amongst its members.
53. School preparedness – The readiness of children entering school with a willingness/ openness to engage in and benefit from early learning experiences; also known as school readiness.
54. Self-care – Behaviours enacted in interest or concern towards one's own health, wellbeing, and growth.
55. Separation anxiety – Intense or prolonged fear that something bad will happen during separation from parents or any other attached person.
56. Spatial skills – The mental ability to visualise and manipulate objects, shapes, and locations.
57. Stimulation – This refers to simple activities such as playing, reading, and singing with children that improve young children's ability to think, communicate, and connect with others.

58. Structured play – Teacher-led play in which children participate actively.
59. Subitizing – The ability to perceive accurately the number of things in a set without counting. This is typically for small number of items.
60. Synaptic connections – These are spatial links between neurons (nerve cells that transmit nerve impulses) to enable learning and memory.
61. Total Physical Response – (TPR) - A method of teaching language or vocabulary by using physical movement to go along with or react to verbal input.
62. Vocabulary – It is knowing a body of words and the meaning of those words. In the context of language and literacy development, vocabulary also indicates the set of words that the child understands.
63. Whole language approach – A philosophy and method of teaching languages where a particular language is taught more wholly in experiential and social ways, and not taught in parts (phonological structures, grammar, and vocabulary) to be put together after.

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