

# Government of Meghalaya

Directorate of Educational Research & Training



## MEGHALAYA SYLLABUS PRE-SCHOOL I-III

2025

# **Meghalaya Syllabus Pre-School I-III**

**DEPT**  
Government of Meghalaya

**Directorate of Educational Research & Training  
Meghalaya**

**2025**

DERFT

## **National Education Policy, 2020 towards a Significant Paradigm Shift in Holistic and Inclusive Approach in Foundational Learning**

The National Education Policy, 2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower.

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

The NCF-FS, 2022 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 the immediately higher level. This is a process of 'breaking down and converting' relatively abstract and consolidated notions to more concrete components, in order to make them useable in the practice of education.

From 3–8 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 for longer periods of time in order to work on and complete a task, ethical development, and forming all-round good habits.

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 emphasised in NEP 2020.

The Learning outcomes guide teachers in planning lessons and choosing appropriate activities. It will ensure consistency in what children are expected to learn at each stage in general and the Foundational Stage in particular. Moreover, it helps to assess progress teachers can observe if the intended outcomes are achieved. It informs parents about what their children are learning and how they are growing and support holistic development - cognitive, emotional, social, and physical growth.

The focus on the assessment part is a transforming one thereby, by shifting from summative to a more continuous formative assessment approach that emphasizes on foundational skill, nurturing the child's curiosity and in promoting critical thinking, enhancing creativity and cultivating social and emotional wellbeing which is progressive in nature.

The Pre- School Syllabus is not just a guide—it's a bridge between curriculum design and classroom practice. It empowers teachers to deliver holistic, joyful, and developmentally appropriate education, laying a strong foundation for lifelong learning.

This paradigm shift in the Foundational Stage refers to a major change in the philosophy, goals, and methods of early childhood education - moving away from traditional, teacher-led and rote-based learning toward child-centred, play-based, and holistic education.

# Foreword

The vision and goals of the Foundational Stage learning in Meghalaya aims to ensure inclusive, equitable, and quality education for all children, emphasizing the importance of fostering a supportive and nurturing environment that enables each child to reach their full potential. Ultimately, the Meghalaya Foundational Stage Curriculum seeks to provide children with a strong foundation for lifelong learning and success.

The **Meghalaya Pre-School Syllabus** emphasizes the significance of early childhood education in laying the foundation for a child's holistic development. The Syllabus is designed to help children develop in the different domains more holistically. The Syllabus also discusses Foundational Literacy and Numeracy (FLN). The Learning Outcomes focus on fostering a love for learning, developing essential skills, and building a strong foundation for future academic success. Assessment is child-centric and focuses on observing and documenting children's progress and achievements in a non-intrusive manner. The themes are carefully selected to cater to the interests and curiosity of young learners, providing a stimulating and enriching learning environment.

A pre-requisite of the successful implementation of the Syllabus is to create a learning environment where children get the opportunity to explore, inquire, and develop their potential to the fullest. This learning environment is a blend of meaningful interactions and structured and free play activities that foster growth and development. Further, it advocates for child-centred, inquiry-based approaches through active engagement, critical thinking, and problem-solving skills. This very pedagogical approach will nurture a joy of learning and encourage children to become curious, creative, and confident individuals.

I acknowledge and appreciate the collaborative effort of the Foundational Stage Team of DERT and DIETs, Azim Premji University for their technical support, and to all stakeholders who have been involved in the development of the comprehensive Syllabus as content writers. Through their commitment and involvement, we can create a nurturing and enriching educational experience for every child.

I extend my gratitude to all, and I believe that the Meghalaya Pre-School Syllabus will guide and inspire educators in providing quality education and fostering the holistic development of young learners.

19<sup>th</sup> December, 2025  
Place: Meghalaya, Shillong



Shri. Vijay Kumar Mantri, IAS  
Commissioner and Secretary to the Government of Meghalaya  
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# Acronyms

<b>Sl. No.</b>	<b>Acronyms</b>	<b>Full form</b>
1	C	Competency
2	CG	Curricular Goal
3	ELPS	Experience Spoken Language Picture Written Symbol
4	GRR	Gradual Release of Responsibility
5	LO	Learning Outcome
6	NCF-FS	National Curriculum Framework for Foundational Stage
7	NEP	National Education Policy
8	SCF-FS	State Curriculum Framework for Foundational Stage

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**Part A**  
Introduction

## I. About the Pre-School Syllabus

The **Meghalaya Pre-School Syllabus** is the first such detailed document in the state for teachers and curriculum developers engaged with children in the age group of 3-6 years or in Pre-School I-III. It is aligned to the State Curriculum Framework for Foundational Stage (SCF-FS) 2023, which is aligned to the National Curriculum Framework for Foundational Stage (NCF-FS) 2022. It is hoped that this Syllabus will guide the development of any curricular material in Meghalaya for Pre-School I-III – be they activity books, workbooks and worksheets, resource books, etc. It is expected that this Syllabus makes the best effort in making our children 21st-century learners.

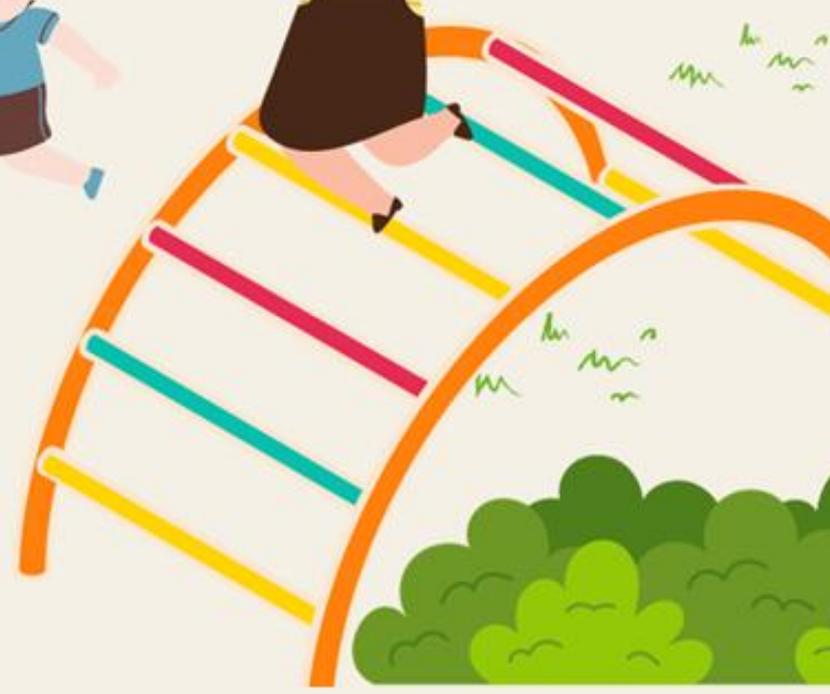
The Pre-School Syllabus is divided into two sections:

**Part A:** This section provides background information and broad theoretical underpinnings about early childhood education such as the significance of early childhood education, the vision and goals of the Foundational Stage, guiding principles for the Foundational Stage, domains of development, definitions of each level of the learning standards (Aims of Education – Curricular Goals – Competencies – Learning Outcomes), guiding principles for Syllabus development, suggested themes and sub-themes (aligned to the contexts of learners), assessment, and suggested timetables for Pre-School I-III.

**Part B:** This section firstly contains domain-wise chapters on language and literacy, numeracy, aesthetic and cultural development, physical development, cognitive development, and socio-emotional and ethical learning. Each domain-wise chapter outlines the Curricular Goals and Competencies for the domain, followed by the approach (including suggested strategies and techniques), learning teaching material, and assessment (for observation, analysis of children's work, self assessment, and peer assessment). After the domain-wise chapters, we have illustrative Learning Outcomes for each domain (given term-wise), and an overview of knowledge, capacities, values, and dispositions with examples.

# Significance of early childhood education

**Brain development**  
**Social justice and equality**  
**Improved learning outcomes**  
**School preparedness**  
**Employability**  
**Prosperity of the country**



# Vision and goals of Foundational Stage

- Achieving universal provisioning of quality early childhood development, care, and education as soon as possible.
- Attainment, by all children of optimal outcomes in the domain of:
  - Physical and motor development
  - Cognitive development
  - Socio-emotional-ethical development
  - Cultural/artistic development
  - Development of communication and early language, literacy, and numeracy
- Institutionalization of flexible, multi-faceted, multi-level, play-based, activity-based, and inquiry-based learning comprising of languages, numbers, counting, colours, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual 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.



## 4. Guiding principles for the Foundational Stage

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



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



**3** Children are natural researchers with great observational skills. They are constructors of their known learning experiences and express feelings and ideas through different representations.



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



**5** 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.



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



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



**8** Content should be drawn from the experiences of children. The novelty of the content or its challenges should be based on the familiar experiences of children.



**9** Content should be suited to the developmental needs of children and should provide several opportunities for fantasy, storytelling, art, music, and play.



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



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



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



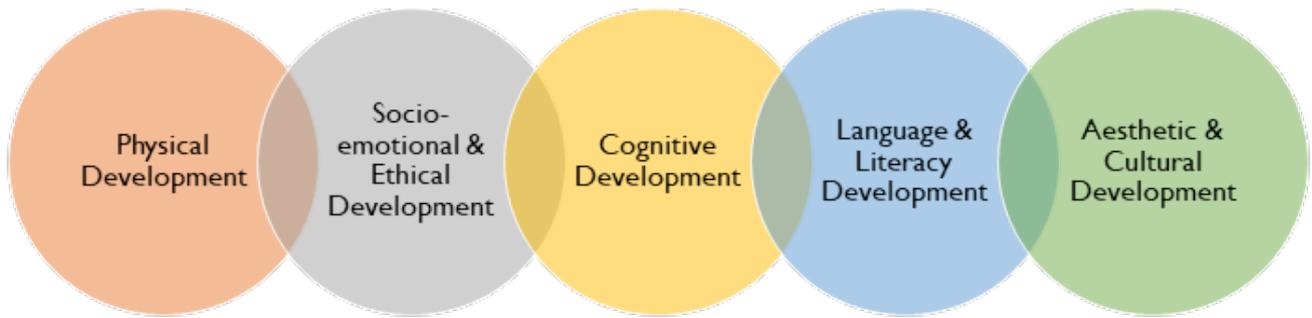
**13** Care is central to learning. Children at this age naturally perceive familiar adults as caregivers first. Classroom activities must emphasize the emotional aspect of learning (e.g., through storytelling or art).



**Source:** Meghalaya Foundational Stage Curriculum

**Adapted from** National Curriculum Framework for Foundational Stage (pp. 35-36)

## 5. Domains of development



### Domain: Physical development

A healthy body houses a healthy mind. Also, in this Stage, children learn most when they use all their 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.



### Domain: Socio-emotional & 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.



### Domain: Cognitive development

Children in this age group are rapidly developing concepts by exploring the world around them. For learning with understanding, concept development in formal education should give 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 mathematical abilities and thinking, and concepts related to the natural and social environment around the child.



### **Domain: Language & 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.

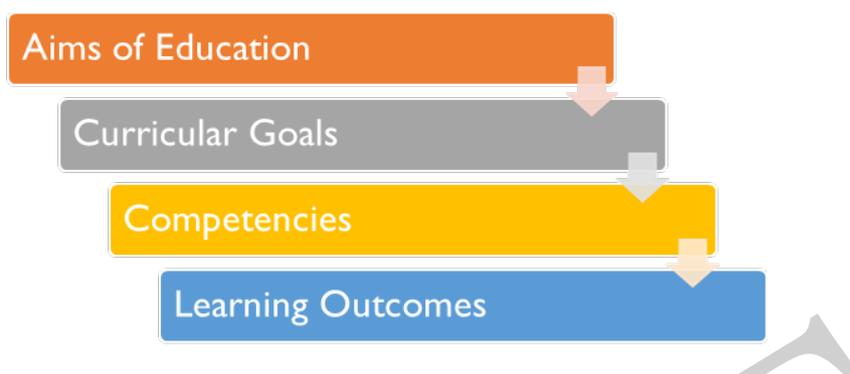


### **Domain: Aesthetic and cultural development**

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 expressions of the child rather than building skills.

**Source:** National Curriculum Framework for Foundational Stage (pp. 225-266)

## 6. Curricular framework: From Aims to Learning Outcomes



**Aims:** 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. According to NEP 2020: 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 as envisaged by our Constitution.

**Curricular Goals:** Curricular Goals are statements that give directions to curriculum development and implementation. They are derived from Aims and are specific to the Foundational Stage. For example, ‘Children develop effective communication skills for day-to-day interactions in two languages’ is a Curricular Goal for the Foundational Stage.

**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. The following are examples of some of the Competencies derived for the above Curricular Goal - ‘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.’

**Learning Outcomes:** 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 specific Competencies. 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.

## 7. Guiding principles for syllabus development

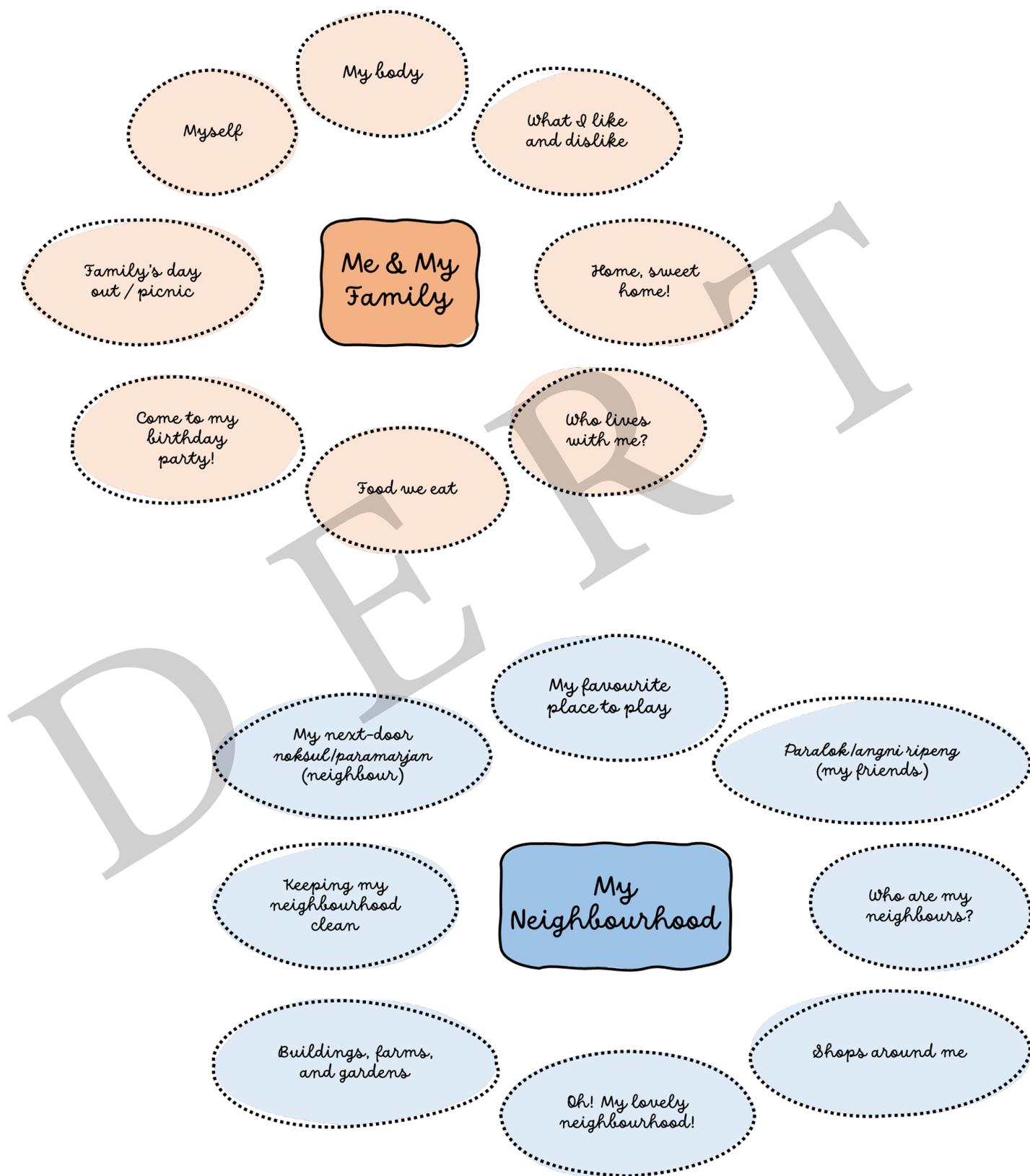
### Guiding principles for syllabus development in the Foundational Stage

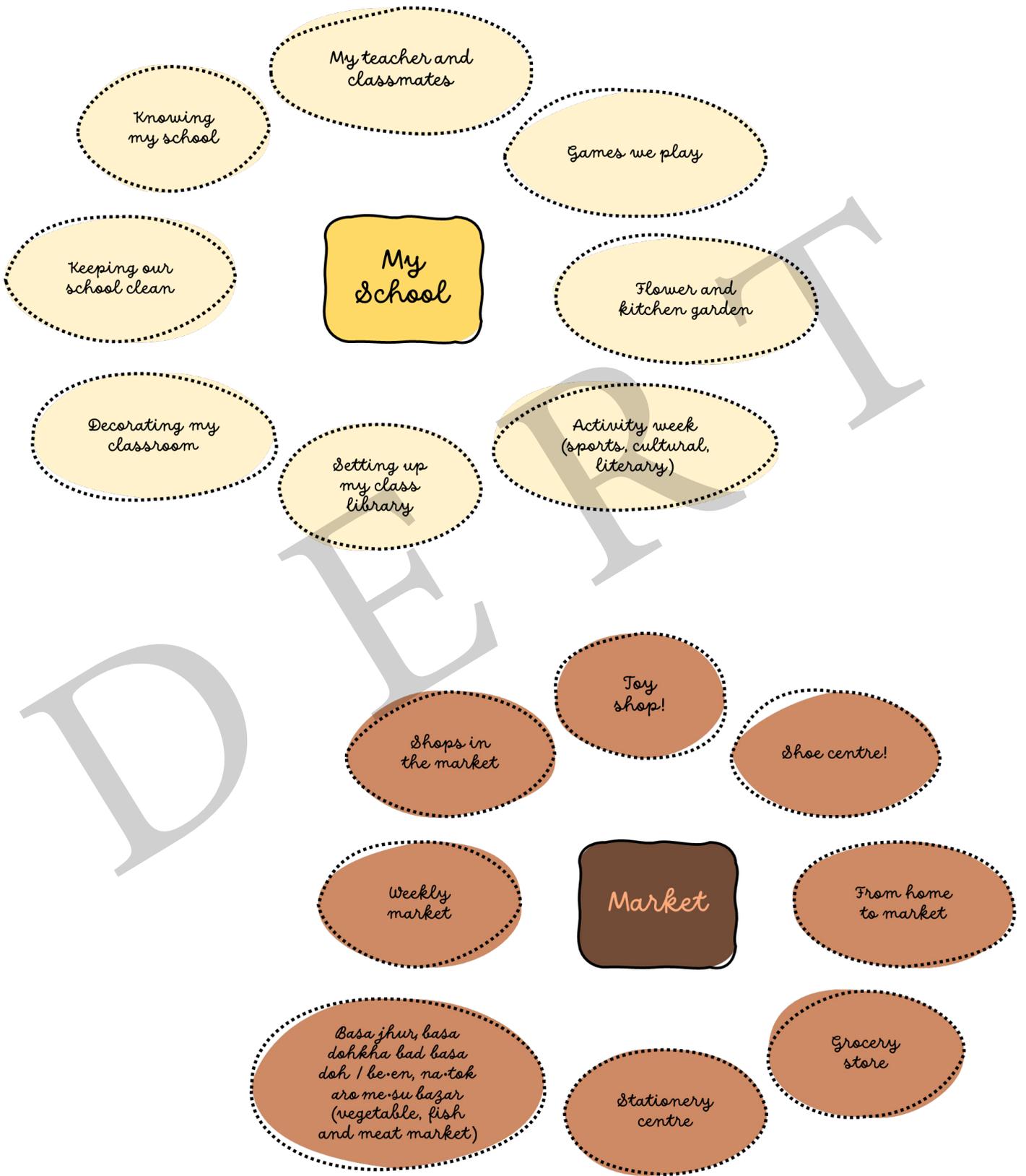
- Content should be sensorially engaging (e.g., activate the child's senses, have aesthetic appeal).
- Content should be derived from children's life experiences and reflect the cultural, geographical, and social context in which the child is developing and growing.
- Content should move from familiar to unfamiliar, simple to complex, concrete to abstract and from self to others.
- 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.
- Content should be diverse and inclusive to accommodate the varied interests of individual children.
- Special care should be taken to avoid promotion of stereotypes e.g., owls and snakes as evil, or seeing a black cat as unlucky, or the mother always handling the kitchen.

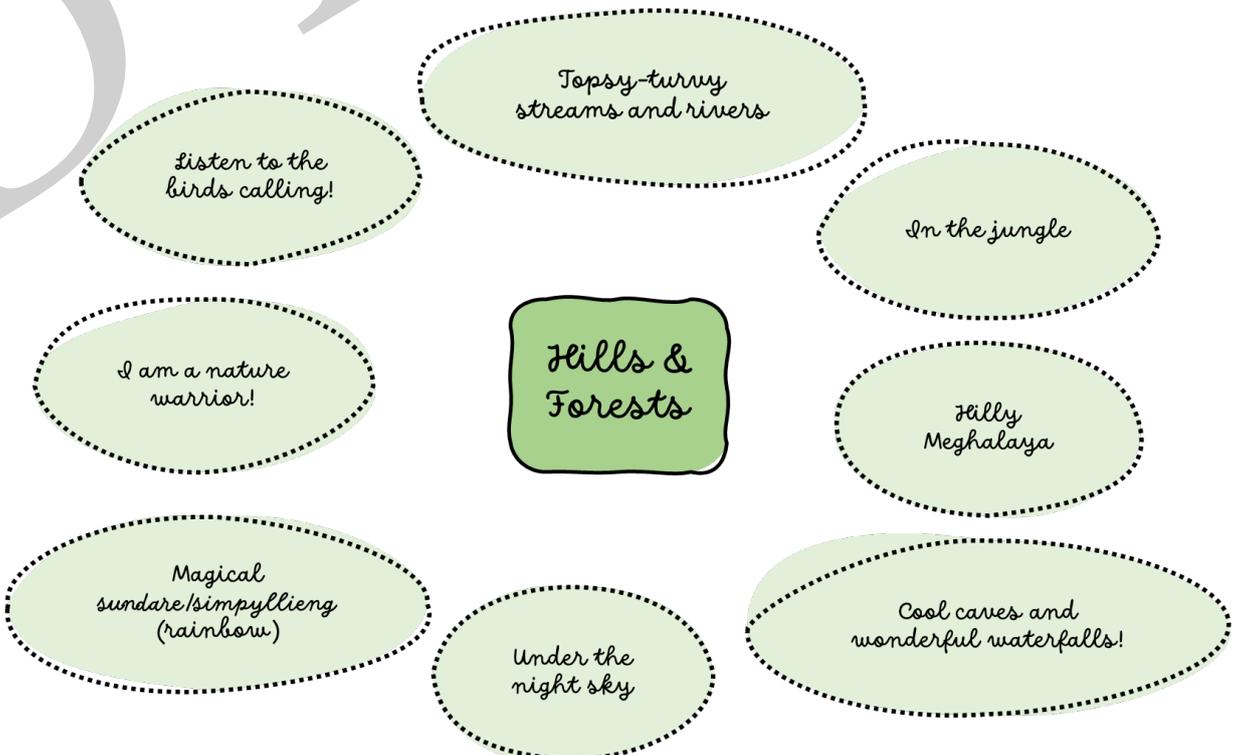
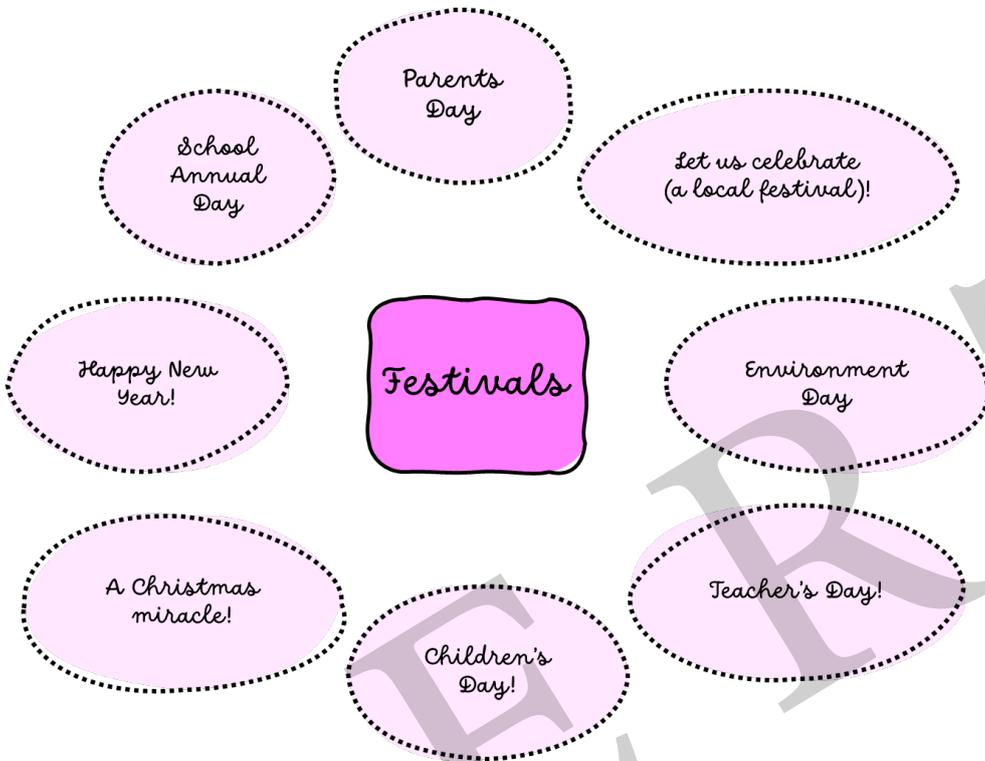
*Adapted from: NCF-FS 2022*

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## 8. Suggested themes and sub-themes







## 9. Assessment

### Guiding principles for assessment in the Foundational Stage

- Assessment should not additionally burden the child. Explicit tests and examinations are completely inappropriate tools for the Foundational Stage. Assessment should go hand in hand with learning through meaningful activities.
- Self and peer assessment should also be practiced, right from the Foundational Stage.
- Assessment should be based on learning outcomes.
- Different kinds of assessment should be designed for the same Learning Outcomes. This will support children who learn and express themselves in different ways.
- Assessment should be systematically documented and analyzed.
- Feedback from assessment should inform all stakeholders like parents, teachers, and even the children themselves.
- Children should not be labelled based on learning gaps or differences in the pace of learning found through assessment.
- Assessment should not overly burden the teacher. The teacher should judiciously choose the assessment tool, periodicity of assessment, and how many children to assess at a time.

*Adapted from: NCF-FS 2022*

### Methods of assessment



**Observations of the child**



**Analyzing children's work (artefacts)**



**Self assessment**



**Peer assessment**

# Tools of assessment

Table 3: Sample checklist for a collage-making activity

Indicators/Skills	Beginner	Progressing	Proficient	Remarks
Cuts out simple shapes/pictures			✓	
Tears out shapes and pictures			✓	
Pastes cut outs and pictures		✓		
Sorts colour and shapes of pictures	✓			
Creates visual patterns by collaging materials in a structured way		✓		
Arranges and organises the complete artwork/activity		✓		
Estimates sizes and shapes in collaging		✓		
Demonstrates joy, interest, cooperation in the activity		✓		
Creates pattern by combining and arranging materials in a variety of shapes, form, textures and colours	✓			

Checklists

Sample Anecdotal Observation Record

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.

Name: Devi      Age: 4.5 years

Date & Time of observation: DDMMYY, HH:MM      Setting/Area: Classroom

Purpose of observation: Emotional regulation

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.'

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.

Anecdotal records

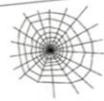
C-2.5: Develops discrimination in the sense of touch

Ages 3 - 8

- 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.

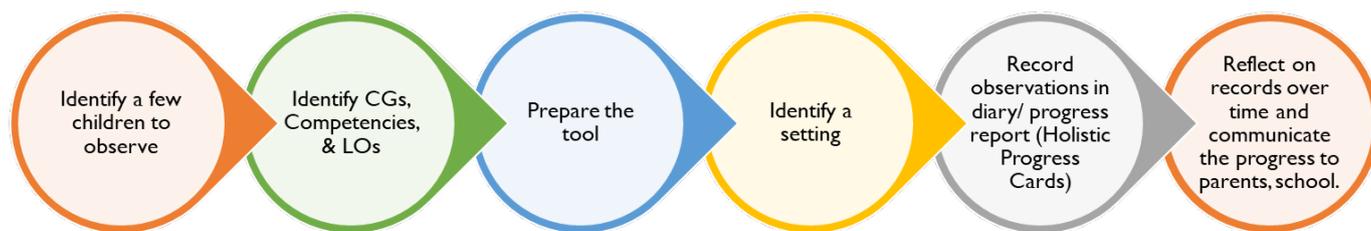
Rubrics

Circle the letter that each picture starts with.

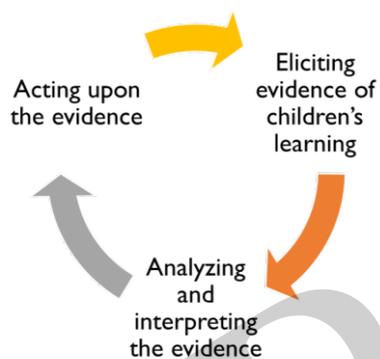
 b f z	 b s q
 l y p	 t w h

Worksheets

## Steps to observe children



## Steps to analyze children's work (artefacts)



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## 10. Suggested timetables

The curriculum recognizes the interconnected nature of the developmental domains. As a result, the suggested timetables do not have specific blocks for each developmental domain or a “subject” – a big shift from earlier timetables. A more fluid structure is adopted with the goal to seamlessly weave the domains of development throughout the daily schedule. This ensures that each domain is addressed in a holistic manner.

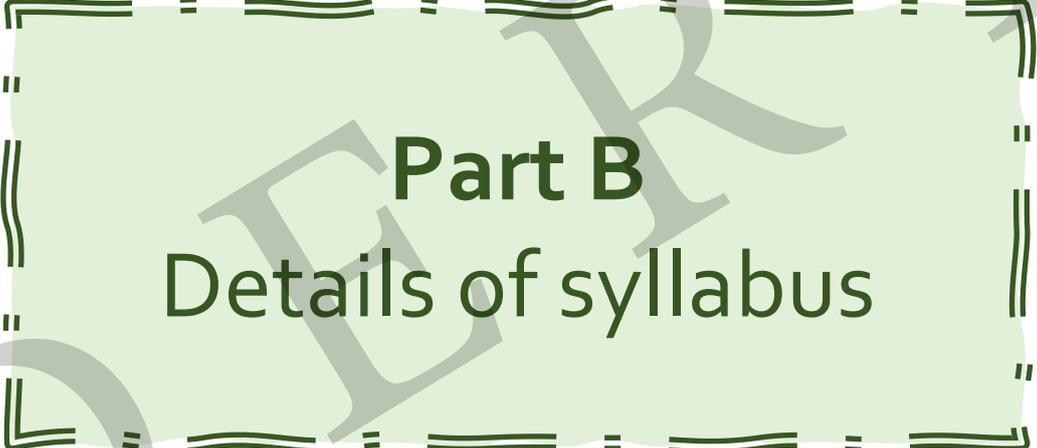
For example, language and literacy development takes place throughout the daily schedule and not only during circle time/ conversation and emergent literacy/ story time. Similarly, aesthetic and cultural development takes place beyond the allotted arts/craft/free play time. Physical development is not restricted to corners time, free play, and outdoor play. Socio-emotional and ethical learning too is woven into the entire schedule. Cognitive development is inseparable from development in the other domains and includes numeracy.

### Illustration 1

Duration	Activity
<b>Morning Routine/Free Play/Corners Time</b>	
45 mins	Circle time/Conversation
15 mins	Snack Break
15 mins	Rhyme/Song/Music/Movement
1 hr	Concept Time/Pre-numeracy
30 mins	Arts/Craft/Free Play
45 mins	Corners Time
45 mins	Lunch Break (ages 3-4 go home)
45 mins	Emergent Literacy/Story Time
30 mins	Outdoor Play and Wind Up

### Illustration 2

Duration	Activity
<b>Morning Routine/Free Play/Corners Time</b>	
45 mins	Circle Time (Conversation, Songs, Poems)
15 mins	Snack Break
1 hr 45 mins	Work Time
45 mins	Arts/Crafts/Sports/Free Play
45 mins	Lunch Break (ages 3-4 go home)
1 hr 15 mins	Language and Emergent Literacy (ages 4-6)



**Part B**  
Details of syllabus

# I. Language and literacy

## Curricular Goals and Competencies

The Curricular Goals and Competencies are to be developed by the end of the Foundational Stage, and not the pre-school years. They are presented here to give direction to the teacher.

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

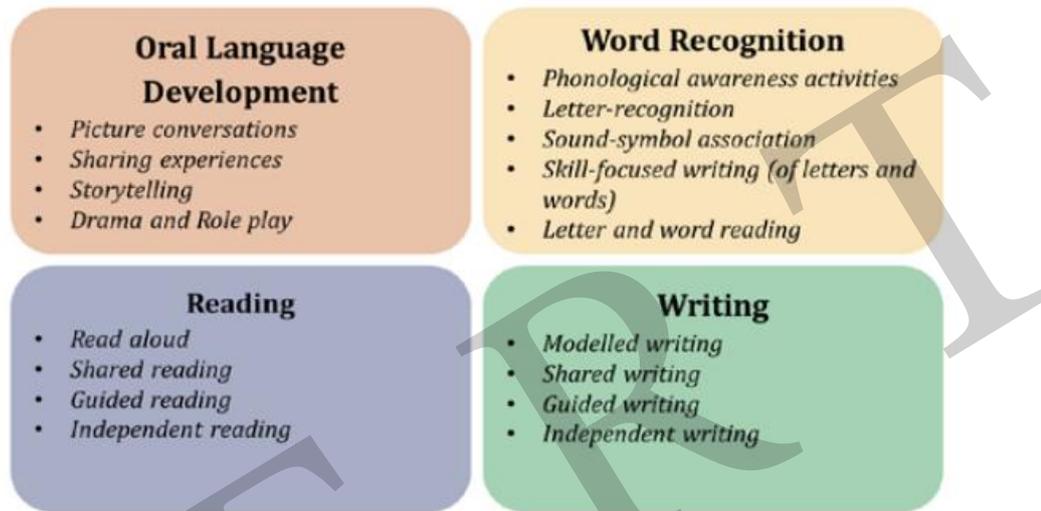
## Approach

Children in the 3-6 years age group undergo significant language development. They rapidly expand their vocabulary and develop an intuitive sense of how grammar works without being taught grammar explicitly. Children also use language for different purposes in their lives e.g., making a request, asking questions, telling stories, cracking jokes, narrating an experience, expressing joy and wonder, playing games, fibbing, etc. These are the abilities with which children come to the classroom. This happens in a language-rich environment through positive social interactions. Children also demonstrate remarkable ability in acquiring and using more than one language in such an environment.

In school, children should feel free to use their home language/mother tongue and any other familiar language, irrespective of the medium of instruction. They should also be exposed to and immersed in multiple oral languages. The concept of reading and writing should first be developed using one script only i.e., the medium

of instruction. Once the concept of reading and writing is developed in a child in one script, the second script can gradually be introduced.

The Four Blocks Model has four major blocks for a balanced approach to language and literacy instruction – oral language, word recognition, reading, and writing. The blocks are not sequenced. Activities for the four blocks may be implemented in an integrated manner but children must spend time working on each of the blocks on a regular basis. As we are talking about the pre-school years of the Foundational Stage, the activities for each block should be aligned with the Learning Outcomes. For example, children should not be expected to recognize and write letters (a-z), form correct spellings, and use accurate grammar from the moment they enter pre-school. The focus should be on developing fluency for communicative purposes and for developing emergent literacy skills.



- **Block 1: Oral language:** Oral language refers to the ability to understand and use spoken language effectively. Strong oral language skills provide a solid foundation for reading, writing, and overall communication. This block includes the following components:
  - **Rhymes/songs/poems:** This includes both enjoying listening to, humming along to, and singing/reciting rhymes, songs, and poems.
  - **Free/guided conversation:** Free conversation means spontaneous and unstructured exchange between children or between children and the teacher where children engage in informal discussions, share ideas, express themselves, and practice communication skills e.g., children talk while playing or game or express their likes and dislikes. Guided conversation has a predetermined topic e.g., talking about a story or talking about a festival that children have recently celebrated.
  - **Picture conversations:** Children describe pictures, talk about them, share observations, ask questions, and express their thoughts.
  - **Sharing experiences:** Children share personal stories, events, or experiences and actively listen to the experiences of others.
  - **Storytelling:** Children share stories from their imagination or from their life using expressive language, gestures, etc. This includes extending stories and telling stories similar to ones they have heard/read in the class.
  - **Drama and role play:** Children participate in imaginative activities where they take on different roles and act out scenarios for their own stories or stories they have heard/read in class. This may or may not include the use of props or costumes.
- **Block 2: Word recognition:** In the pre-school years, this block is to help children recognize whole words e.g., sight words, and form initial connections between a few letters and sounds, gradually moving to recognizing all letters and their sounds by the end of pre-school. As children are young, the emphasize

should not be on memorizing spellings and their rules. The activities in this block should be in the form of language games suggested below.

- **Phonological awareness activities:** Activities to play with sounds e.g., environmental sounds (like noticing the rustling of the leaves; flowing of water; sounds of animals, objects, and vehicles), rhyming words (enjoying rhyming words, identifying rhyming words in familiar songs/poems, and producing rhyming words), alliteration (e.g., through tongue twisters), and breaking words into syllables by clapping or any other action.
- **Letter recognition and sound-symbol association:** In the pre-school years, this begins with recognising a few letters and their corresponding sounds to gradually being able to recognize all letters and their corresponding sounds. Letters and sounds should be introduced through familiar words e.g., the names of children or the objects they commonly see around them. Slowly, letters can be shown in isolation too. It is not necessary to introduce letters and their corresponding sounds alphabetically.
- **Skill-focused writing (of letters and words):** In the pre-school years, this means providing multiple opportunities for children engage with writing letters and words through emergent literacy tasks where they can draw, scribble, and write. This includes both free and guided opportunities to make lists and labels, write messages and letters, design greeting cards, record attendance, respond to yes/no worksheets, create picture/word dictionaries, describe pictures, extending a rhyme by adding new words, completing incomplete sentences, etc.
- **Letter and word reading:** To identify letters and words by reading them out. In the pre-school stage, word recognition can begin with children's names and sight words, as they are the most familiar and frequently occurring words that children encounter orally and in print. A print-rich environment is essential for helping children read – including charts, story books, and flashcards of letters and words. The letters and words that children write by themselves in the emergent literacy tasks mentioned above should also be used for reading.
- **Block 3: Reading:** In the pre-school years, this block focuses on developing a meaningful connect with the world of print (how print works), understanding the conventions of print (book handling, directionality i.e., from top to bottom and left to right, different pages of the book e.g., cover page, spacing between words), reading pictures, and reading pictures with minimal text that includes familiar words (including sight words) and familiar short sentences. A variety of children's literature and a print-rich environment are essential for helping children become better readers. Reading corners and/or libraries play a crucial role in helping children develop the desire/habit of reading. This block includes the following components:
  - **Read aloud:** The intentional and interactive practice of a teacher or adult reading a book or text aloud to children for developing listening skills, vocabulary, comprehension, and a love for reading. It also models fluent reading and introduces children to different genres and literary elements. It is recommended that stories which are at the listening level of children should be used for read aloud. The listening level of children means text that is aligned with the current level of oral comprehension of children, including words, phrases, and sentence structure/length that children can independently understand without explanation.
  - **Shared reading:** A collaborative reading experience between the teacher and children using text with accompanying visuals in large font e.g., big book or story chart. Here, the teacher provides extensive reading support by involving children in finger point reading, maintaining a steady pace of reading, asking comprehension and prediction questions, pausing to recognize familiar letters and words, etc. Shared reading promotes interactive discussions, vocabulary development, comprehension skills, and a positive reading environment where children actively engage with the text. Repeat reading of familiar texts is encouraged to help children become more independent readers.
  - **Guided reading:** An instructional approach where the teacher groups children as per their reading levels and assigns reading tasks by providing graded texts. Children read more independently compared to shared reading, and the role of the teacher is to provide targeted support and scaffolding by equipping children with specific reading strategies (e.g., using visual cues to read, breaking words into syllables, chunking sentences into clusters of words, and looking

for sight words). The teacher continuously monitors the reading progress of children. Once children are able to independently read their graded text, they may be provided with texts of the next reading level.

- **Independent reading:** Children read books or texts on their own, without direct guidance from the teacher. It allows children to apply their reading skills, build fluency, develop reading strategies, and explore a variety of texts at their own pace, fostering a sense of autonomy and a love for reading. Independent reading must be encouraged by having dedicated slots for exploring the reading corner and reading each other's work. Books that have been frequently used for read aloud and shared reading are ideal for independent reading. However, children should be free to choose the books they want to read, even if the books have not been read in class before or are beyond their current reading level. Learner-created texts are also great for independent reading as they hold personal meaning for children.
- **Block 4: Writing:** In the pre-school years, this includes drawing, scribbling, and making initial attempts at writing familiar words and sentences through emergent literacy tasks. Writing can be in the form of narrative writing (e.g., messages, letters, greeting cards, and journals) and non-narrative writing (e.g., lists, labels, and tally marks). The focus of writing in the pre-school years should be on meaning and expression, and not on copy writing from the board/book, having "good" handwriting, and writing with accurate spellings and grammar. Whatever the children or the teacher write should be used for conversation and reading. This block includes the following components:
  - **Modelled writing:** An approach where the teacher demonstrates the writing process by writing on the board, chart paper, slate, or paper. Children participate in the writing process by offering suggestions. The teacher "thinks aloud" while writing. For example, while writing about a nature walk experience, the teacher may say the following – *"I am first going to write the day we went for the nature walk right on top, which was Monday. [Teacher writes 'Monday']. 'Monday' is spelled M-o-n-d-a-y. [Teacher spells out each letter of the word while writing] What should I write next? [Children say the name of the place where they went for the nature walk] Ok, let me write 'school garden' just under 'Monday'".* The teacher continues with the writing process through an interactive think aloud. Another recommended practice for modelled writing is when the teacher captions the child's work or writes down what the child says verbatim. For example, the teacher may write the following on a child's drawing – *"Fedora Lamin has made a cat and an ice-cream. She says – This is a cat. I love cats. This is an ice-cream. I love ice-cream."* Such a process provides a clear example of effective writing and helps children understand the writing process e.g., choosing words and structuring and organizing sentences.
  - **Shared writing:** A collaborative writing approach where the teacher and children work together to compose a text through a "shared pen" exercise. The teacher guides the writing process, eliciting responses from the children, and children develop a sense of ownership over the writing. For example, the teacher shows a picture of a family picnic. Children talk about the picture for some time. The teacher writes a few sentence stems and children complete them with support e.g., *This is a picture of...*, *We see...*, *I want to...*
  - **Guided writing:** An instructional approach where the teacher groups children as per their writing levels and assigns writing tasks in the form of word games, worksheets, etc. Children write more independently compared to shared writing, and the role of the teacher is to provide targeted support and scaffolding by equipping children with specific writing strategies (e.g., talking about what they want to write, using visual cues to write, inventing spellings, using the word wall). The teacher continuously monitors the writing progress of children.
  - **Independent writing:** Children write on their own, without direct guidance or intervention by the teacher. It promotes autonomy and creativity. Independent writing is for all children – even when they are at the initial stages of writing such as drawing, scribbling, and inventing spellings. All children should get the time to express themselves through independent writing. The teacher can caption children's drawings and scribbles if they are not yet able to write conventionally.

### Learning Teaching Material

- Reading corner with children's literature:

- Board books (books with cardboard pages and rounded corners for very young children; these are easy to handle and safe)
- Sensory books (“touch and feel” books to stimulate senses e.g., storybook about animals with textured materials used for the animals’ skin/fur/scales/etc.)
- Picture cards
- Big pictures (large visuals of scenes with lots of details)
- Wordless picture books
- Big books
- Story charts
- Graded books (books for different reading levels e.g., for emergent readers and for those beginning to read)
- Learner-created texts e.g., picture dictionaries, picture stories, captioned drawings, story books, etc.
- Flashcards:
  - Letter cards
  - Picture cards
  - Picture-word cards
  - Sight word cards
- Charts:
  - Birthday chart
  - Classroom norms/rules
  - Stories and rhymes
  - Visual timetable
  - Calendar
  - Interactive charts/labels e.g., name chart, attendance, classroom duties, record of books read by children, How I feel today... (emoticons chart), Games I want to play... (voting chart)
- Classroom labels
- Word wall:
  - Sight words
  - Familiar words
  - Thematic word families e.g., family, weather, transport, community helpers, and clothing.
  - New words I (children) have learnt...
- Digital content e.g., audio/video of rhymes, songs, stories
- Language games e.g., board games, word/sentence puzzles, word searches and crossword puzzles of short familiar words, tongue twisters, riddles, word dominos, CVC word sliders, etc.
- Material for writing corner:
  - Paper e.g., drawing sheets, writings sheets, notepad, notebook, etc.
  - Writing instruments e.g., sketch pen, pencil, chalk, crayon, colour pencil, paint, marker, etc.
  - Running board (blackboard surfaces painted at the bottom of the walls)
  - Other basic stationery materials e.g., eraser, sharpener, glue, safety scissors, etc.
- Worksheets, activity books, and workbooks
- Props for storytelling and role-play e.g., puppets of various kinds (stick/finger/hand/sock/etc.), old clothes, accessories, etc.
- Worksheets, activity books, and workbooks.

## Assessment

<b>Methods of assessment</b>	<b>Suggested pointers for assessment of the language and literacy domain</b>
<i>Observations of the child</i>	<p>Teacher observes children using pointers such as:</p> <ul style="list-style-type: none"> <li>• Child takes interest in speaking to friends.</li> <li>• Child participates in conversations with friends/teacher.</li> <li>• Child follows instructions.</li> <li>• Child asks questions e.g., during a read-aloud or during a conversation.</li> <li>• Child shares interests, life experiences, preferences, etc.</li> <li>• Child retells stories in own words.</li> <li>• Child creates own stories.</li> <li>• Child approaches the reading corner and makes book choices.</li> <li>• Child talks about chosen books e.g., talking about pictures.</li> <li>• Child recognizes sight words during shared reading of big books/ charts.</li> <li>• Child engages in emergent writing tasks e.g., drawing and scribbling.</li> <li>• Child notices environmental sounds.</li> <li>• Child breaks words into syllables.</li> <li>• Child suggests rhyming words for a given word.</li> <li>• Child extends a rhyme with support by adding familiar words/phrases/sentences.</li> <li>• Child uses new words introduced in stories, conversation, etc.</li> </ul>
<i>Analysis of children's work (artefacts)</i>	<p>Teacher analyses children's work (artefacts) using pointers such as:</p> <ul style="list-style-type: none"> <li>• Child shows control in holding a pencil/ various writing instruments.</li> <li>• Child attempts to write familiar letters/words/phrases/sentences.</li> <li>• Child draws and labels pictures.</li> <li>• Child invents spellings while writing.</li> <li>• Child writes about daily life experiences.</li> <li>• Child's writing shows progress over time.</li> <li>• Child writes messages/cards/letters to teacher/friends/family with a sense of audience.</li> <li>• Child follows instructions to create an artwork.</li> </ul>
<i>Self assessment</i>	<p>Children observe themselves using pointers such as:</p> <ul style="list-style-type: none"> <li>• I like listening to stories.</li> <li>• I can tell stories of my own.</li> <li>• I like singing rhymes and poems.</li> <li>• I like to talk to my teacher and my friends.</li> <li>• I can follow my teacher's instructions.</li> <li>• I like going to the book corner and reading books.</li> <li>• I take care of books and keep them back in their place.</li> <li>• I like learning new words.</li> <li>• I can write my name/ my friend's name.</li> <li>• I like writing short messages/cards/letters to my teacher/friends/family.</li> <li>• I like to draw and share what I have drawn.</li> <li>• I like to act like my teacher, family members, etc.</li> </ul>
<i>Peer assessment</i>	<p><i>The points listed above can be used for peer assessment also</i></p>

## 2. Numeracy

### Curricular Goals and Competencies

The Curricular Goals and Competencies are to be developed by the end of the Foundational Stage, and not the pre-school years. They are presented here to give direction to the teacher.

<i>Curricular Goals</i>	<i>Competencies</i>
<b>CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures</b>	<b>C-8.1</b> Sorts objects into groups and sub-groups based on more than one property
	<b>C-8.2</b> Identifies and extends simple patterns in their surroundings, shapes, and numbers
	<b>C-8.3</b> Counts up to 99 both forwards and backwards and in groups of 10s and 20s
	<b>C-8.4</b> Arranges numbers up to 99 in ascending and descending order
	<b>C-8.5</b> Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system
	<b>C-8.6</b> Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition
	<b>C-8.7</b> Recognises multiplication as repeated addition and division as equal sharing
	<b>C-8.8</b> Recognises basic geometric shapes and their observable properties
	<b>C-8.9</b> Performs simple measurements of length, weight and volume of objects in their immediate environment
	<b>C-8.10</b> Performs simple measurements of time in minutes, hours, day, weeks, and months
	<b>C-8.11</b> Performs simple transactions using money up to INR 100
	<b>C-8.12</b> Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements
	<b>C-8.13</b> Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements

### Approach

In the 3-6 years age range, children naturally develop an understanding of mathematics through every day, concrete experiences in their surroundings. Children begin to grasp basic math concepts like counting, sorting, and recognizing patterns. For example, they count toys, sort objects by size or colour, and notice simple sequences in their daily routines. Their environment becomes a valuable learning space where they playfully explore and learn fundamental math ideas. These hands-on experiences help children build a strong foundation and set the stage for more structured math learning later on.

Mathematical concepts are abstract e.g., learning to understand numbers, doing operations, and drawing 2D shapes. It is important that children learn these abstract concepts through concrete experience and gradually move from the concrete to the pictorial to abstract notions. This is because children understand mathematical concepts better when they are engaged with concrete experiences. Real life and prior knowledge also help children understand a mathematical concept and develop the ability to apply mathematical skills in real life. Mathematics can help as a problem-solving tool. Children should learn more than one way of problem solving. Hence learning should focus on developing concepts as well as problem-solving skills. Mathematics has its own language. It has its own unique vocabulary, symbols, and signs. Early mathematics can support children to develop a positive relationship with mathematics, it can play in pruning the negative image the subject has for many children.

## ELPS approach:

- **E:** Experience: Learning the mathematical concept of concrete objects e.g., counting concrete objects for learning numbers. For example, counting sweets, toys, pets etc.
- **L:** Spoken language: Describing the experience in language e.g., what is being counted, how many have been counted. For example, describing how many sweets they eat a day, how many toys they have, how many toys they have lost.
- **P:** Picture: Representing mathematical concepts in a pictorial form. For example, children draw pictures of sweets they like and the types and numbers of toys they have.
- **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 itself. For example, children write numbers while playing hopscotch or complete a worksheet where they count and write.

The Four Blocks Model for mathematics instruction: As mathematical concepts are abstract, the ELPS approach mentioned above supports the learning of mathematical concepts and can be integrated with the Four Blocks Model.

- **Block 1 (Oral Math Talk):** At the beginning of class, a short session can be taken where children sing a poem/rhyme with numbers. The teacher and children can also have a short conversation about their experience with mathematics they encounter in their life e.g., how many spoons of tea leaves are needed to make a cup of tea? How far is the school from their houses? How many books do they have to carry that day? What is the shape of bamboo shoot? etc.
- **Block 2 (Skill teaching (combining all strands)):** This is the teaching of mathematical concepts, problems sorting and communication through concrete experience, systematic activities, and instruction that follow the gradual release of responsibility approach. Teachers can also anticipate a mathematical task and let children solve it independently before providing guiding support. For example, the teacher draws a circle on the blackboard and children try to draw a circle with the help of the teacher, fixing a mathematical puzzle or blocks.
- **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. For example, providing children with workbooks, worksheets, etc. This can act as a follow-up to an activity. Mathematical tasks in the form of puzzles and riddles can also be given.
- **Block 4 (Math game for reinforcing learning/ problem solving):** As every child enjoys playing, children can be provided with various kinds of games. These games must be based on problem-solving concepts as well as reasoning and can be individual and group games. For example, ludo, tic-tac-toe, fire in the mountain, matching games, math-quiz games, Simon says, etc.

## Learning Teaching Material

- Tangram puzzle
- Dice with numbers and dots
- Number flashcards and charts
- Dummy currency and coins
- Counting beads on a string
- Ropes and stones (for non-standard measurement)
- Counters (like marbles, pebbles, seeds, and sticks)
- Containers (like cardboard boxes and cans)
- Board games like Ludo and Snakes and Ladders
- Real vegetables and fruit (local)
- Weighing scales and weights
- Picture cards for sequencing e.g., daily routine, seasons, and events.
- Wall mirror
- Geoboard

- Abacus (counting frame)
- Clay
- 2D and 3D geometrical shapes
- Time telling tools (clock dials, stop watches and sand timers)
- Work sheet resources (paper, pencil, eraser, colour pencils, scales)
- Colourful number blocks
- Games e.g., jumping, bucketing the ball, fire on the mountain, what time is it wolf, who is heavier/lighter, guess the shapes, etc.
- Songs and rhymes based on number names
- Worksheets, activity books, and workbooks.

## Assessment

<b>Methods of assessment</b>	<b>Suggested pointers for assessment of the Numeracy domain</b>
<i>Observations of the child</i>	Teacher observes children using pointers such as: <ul style="list-style-type: none"> <li>• Child compares and sorts objects based on one/two attributes.</li> <li>• Child arranges objects based on size.</li> <li>• Child recognizes and repeats patterns of sounds/actions in pairs.</li> <li>• Child counts discrete objects.</li> <li>• Child arranges familiar incidents/events in order.</li> <li>• Child writes numerals up to 9.</li> <li>• Child distributes objects equally to 4-5 recipients.</li> <li>• Child uses vocabulary denoting distance.</li> <li>• Child names days of the weeks and months of the year.</li> <li>• Child uses number knowledge to solve simple riddles and puzzles.</li> <li>• Child identifies Indian currency coins.</li> <li>• Child draws 2D and 3D shapes on a plane surface.</li> <li>• Child creates diverse figures from tangram shapes.</li> <li>• Child 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.</li> <li>• Child carefully follows simple instructions with multiple steps.</li> <li>• Child compares the capacity of two vessels.</li> </ul>
<i>Analysis of children's work (artefacts)</i>	Teacher analyses children's work (artefacts) using pointers such as: <ul style="list-style-type: none"> <li>• Child writes numerals up to 9.</li> <li>• Child matches shapes, size or colour in worksheets.</li> <li>• Child draws 2D shapes free hand with some accuracy and control.</li> <li>• Child used objects, pictures, shapes to make patterns.</li> <li>• Child solves puzzles with geometric and non-geometric shapes.</li> <li>• Child arranges objects in order.</li> <li>• Child compares and classifies objects.</li> </ul>
<i>Self assessment</i>	Children observe themselves using pointers such as: <ul style="list-style-type: none"> <li>• I like sorting objects.</li> <li>• I like making different patterns.</li> <li>• I count numbers.</li> <li>• I like arranging objects in order.</li> <li>• I like comparing and classifying objects.</li> <li>• I like matching shapes, size, colour.</li> <li>• I like solving puzzles.</li> <li>• I like singing songs and rhymes.</li> </ul>

- I like creating figures from different 2 D shapes.
- I identify special days, time and currencies.
- I share objects equally.
- I describe physical features of various solids and shapes.
- I listen to and comprehend instructions.

*Peer assessment* | *The points listed above can be used for peer assessment also*

DEBERT

### 3. Aesthetic and cultural development

#### Curricular Goals and Competencies

The Curricular Goals and Competencies are to be developed by the end of the Foundational Stage, and not the pre-school years. They are presented here to give direction to the teacher.

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

#### Approach

Children in the age group of 3-6 years show a great level of interest in exploring different tools and expressing themselves and their life experiences through various representations which hold personal meaning to them such as scribbling, drawing, painting, crafting, singing, dancing, storytelling, pretend playing, role playing, etc. They also take keen interest in understanding the diverse representations of their friends and family members. For example, making a bird's nest like the one on the garden tree using cut out paper strips, drawing himself/herself eating a slice of pineapple from the roadside vendor on the floor with chalk or taking interest when his/her grandfather is making a bamboo sculpture of an old woman, appreciating a picture of the class picnic drawn by a friend, etc. In addition to such art and craft activities, children begin to be aware of and enjoy being a part of various local and/or cultural practices such as playing clapping games with friends, singing songs at a picnic or bonfire, dancing at a wedding, making music using a variety of makeshift instruments, going to a carnival/fair with siblings and friends, eating various cuisines in a feast, etc.

In the early years, aesthetic and cultural development is best addressed through arts and culture, as they form an integral part of children's lives from the time that they are young. Arts include both visual arts, like painting and clay work, and performance arts, like singing or playing an instrument. Cultural exploration includes, but is not limited to, experiencing and appreciating song and dance of different communities, reading stories from the surrounding culture, celebrating different local festivals, engaging in local art forms, playing dress up, playing traditional local games, exploring diverse cuisines, knowing about and appreciating words in different local languages, etc.

In the current scenario, there is a dedicated period for art and craft in the timetable, where there is a lot of emphasis on the product or outcome such as the drawing or origami work, and not the process or experience of engaging with art where children think about representing themselves in diverse ways and/or by using a variety of tools. Refinement of fine motor abilities is seen as a core outcome, along with some sensorial development e.g., knowing about different instruments and distinguishing colours. Art and craft activities are also usually teacher directed. For example, the whole class will be expected to draw an apple or a rose or an umbrella in their drawing books or colour pre-made outlines. Their artwork will be assessed for neatness, accuracy, and how closely it resembles the given object/example. Craft work is also generally seen in a narrow sense in terms of paper folding activities or completing a collage by tearing and pasting in the exact same way. Children usually work with very basic stationery material like pencils, erasers, sharpeners, crayons, and sketch-pens, and seldom get the opportunity to freely express what they want through different art forms. Opportunities for children to explore and experiment with different art and craft material like paints, clay, charcoal, kite/origami paper, sticks, etc. are seldom provided. Though individual

representations are important, opportunities for children to work collaboratively through pair/group work, small projects, role play, skits, dance performances, etc. are designed sparingly. The space for sharing and appreciating each other's work is also not imagined in the early years. In some limited sense, largely teacher-directed music and movement and performance art activities such as skits/role plays are done. The exploration and appreciation of different forms of art, local culture, and heritage is almost absent from the classroom.

It is of critical importance that the shifts in the approach to art and craft be understood by appreciating how the aesthetic and cultural domain is imagined. Children should be presented with opportunities to express their imagination, thoughts, and experiences in their own creative ways. The ability of each child to manipulate materials, and their experience of the creative process should be given importance. To help children refine their senses, enough space and time should be provided for children to explore, experiment, imagine, engage, create, and express, without the burden of being assessed for their neatness or accuracy. There should be no fixed content or any stereotyped method. The teacher should be sensitive and should not ridicule or laugh at the child's representations. The teacher should not *teach* but should act as a facilitator to enhance the child's creativity, interest and participation in any art or cultural activity.

### Learning Teaching Material

- Stationery:
  - Pencils, erasers, sharpeners, scale, scissors, glue, etc.
  - Paper: Drawing sheets, chart paper, kite/origami paper, etc.
  - Colours: Wax and plastic crayons, colour pencils, sketch-pens, non-toxic paints (e.g., water and poster), non-toxic powders for floor art, natural dyes extracted from flowers/leaves, etc.
  - Paint brushes (various sizes), paint palettes or old/paper plates and bowls
- Low-/no-cost material:
  - Material from surroundings e.g., sand, pebbles, leaves, twigs, clay etc.
  - Recycled products like water bottles, paper plates, cups, plastic waste etc.
- Musical instruments:
  - Guitar, drums, tambourine, rattles, etc.
  - Local instruments like *adil*, *singga*, *ronsing*, *turoi*, etc
- Props and costumes:
  - Masks, headgear, and puppets
  - Dress material and clothes e.g., old scarves, *jainsem*, bedsheets, pillow covers, curtains, etc.
  - Accessories e.g., old watches, sunglasses, shoes, umbrellas, etc.
  - Carboard cut-outs
- Audio/visual material e.g., films, animations, and songs.
- Variety of children's literature e.g., picture books, storybooks, picture cards, photographs, etc. of people, places, food, attire, festivals, etc. in the surroundings.
- Community resources e.g., spaces like parks, museums, places of worship, garden, market, and playground; people like musicians who play local instruments such as *duitara*, *besli*, *ksing*; performance artists who are involved in folk theatre or *bamphalar*; local potters, painters, weavers, etc., for demonstration of their handicrafts; parents for demonstrating crochet, carol/hymn singing, dancing, etc.
- Worksheets, activity books, and workbooks.

### Assessment

<b>Methods of assessment</b>	<b>Suggested pointers for assessment of the aesthetic and cultural domain</b>
<i>Observations of the child</i>	Teacher observes children using pointers such as: <ul style="list-style-type: none"> <li>• Child carefully selects and handles different material/tools.</li> <li>• Child explores different ways of representing herself/himself.</li> <li>• Child increasingly demonstrates precision and control.</li> </ul>

- Child appears to be fully engaged/involved in the art activity.
- Child talks about what she/he has made.
- Child takes on a role or plays the assigned role during role play.
- Child expresses happiness while performing any art activity.
- Child work collaboratively and joyfully with friends.
- Child freely communicates and shares ideas with others.
- Child appreciates the artwork of friends.

*Analysis of children's work (artefacts)*

Teacher analyses children's work (artefacts) using pointers such as:

- Child shows imaginative/creative use of material/tools.
- Child uses blocks to create different figures and models.
- Child uses clay to create different shapes and forms.
- Child folds paper (origami) to make animals, birds, fan, boat, plane, etc.
- Child uses different shapes, colours, and their shades in drawings, painting clay moulding, etc.
- Child expresses ideas and feelings through drawing, colouring, painting, etc.

*Self assessment*

Children observe themselves using pointers such as:

- I enjoy singing with my friends.
- I love listening to the sounds around me.
- I like making sounds with different things.
- I can follow the clapping/ finger snapping done by the teacher.
- I enjoy dancing.
- I draw what I want to.
- I want to draw again.
- I enjoy making something with my friends.
- I try to complete my work in time.
- I wash my hands after painting.
- I clean up my desk and keep things back in their place.
- I like collecting pebbles, leaves, and flowers.
- I keep the learning corner neat and tidy.
- I like seeing the work done by my friends.
- I like talking to my friends about what they have made.
- I enjoy music/dance/food/festivals of my family and other families.

*Peer assessment*

*The points listed above can be used for peer assessment also*

## 4. Physical development

### Curricular Goals and Competencies

The Curricular Goals and Competencies are to be developed by the end of the Foundational Stage, and not the pre-school years. They are presented here to give direction to the teacher.

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

### Approach

Physical development includes the development of fine and gross motor skills, sensorial perception, healthy habits, and positive self-concept. The period of 3-6 years is marked by significant development of motor abilities, coordination, and overall physical abilities. In the classroom, the concern is largely to help children develop habits that keep them healthy and safe, develop sharp sensorial perceptions, and keep their body fit and flexible.

The development of fine motor skills revolves around the development of precision and control in working with hands and fingers, for which fine motor physical activities during play, art, craft, etc. play an important role e.g., stringing beads, putting together a puzzle, lacing and buttoning, cutting/tearing and pasting, building blocks, etc. The development of gross motor skills revolves around the development of balance, coordination, flexibility, strength, and endurance, for which gross motor physical activities play an important role e.g., playing outdoor games, organizing the classroom space, action rhymes and other music and movement activities, Total Physical Response (TPR) activities, gardening, etc.

Indoor play areas in the form of well-equipped and diverse learning corners vary from school to school. The same can be said regarding outdoor play areas and play equipment. Learning corners like reading corner, dramatic play corner, and art corner where children can make choices and freely play are not seen in all schools or are under-utilized. It is generally perceived that store-bought materials are needed to set up such corners, and that children need to be constantly supervised or they will not know how to handle the material in the corners. In a few schools, safe and child-appropriate play equipment like slides, swings, see-saw, etc., is available and well maintained. In some schools, there is no such play equipment at all. Most schools have

some or the other space for children to play outside. It is generally perceived that setting up an outdoor play area is expensive. It is recommended that low- or no-cost materials be used such as tyres, ropes, wooden planks, etc., while considering the safety aspects for young children. Parents and the community can also be involved in setting up such spaces. As outdoor play is dependent on pleasant weather conditions, it is often compromised due to rain or extreme heat. Suitable alternatives must be arranged so that children's needs are appropriately met.

As the development of sensorial perception, healthy habits, and positive self-concept are integral to physical development, opportunities must be created for children to practice basic self-care and hygiene (both of themselves and their surroundings), develop a liking for nutritious food, develop awareness of not wasting food, and develop awareness of personal safety. Multisensorial play material and activities are pre-requisites for development of sensorial perceptions i.e., differentiating diverse sensorial experiences, developing a visual memory, and using both for learning.

### Learning Teaching Material

- Charts/posters, story books, and picture books on topics such as:
  - personal hygiene (e.g., how to wash hands, how to brush teeth, toilet hygiene)
  - healthy eating habits
  - nutritious food
  - good/bad or safe/unsafe touch
  - keeping the classroom clean
  - using the dustbin
- Stationery items and tools e.g., blunt scissors, magnifying glass, crayons, markers, brushes, paints, clay, buttons, counters, marbles, pebbles, foam/cardboard cutouts of different shapes, bottle caps, ribbon, string, shoelaces of various colours, balloons, newspapers, magazines, etc.
- Floor/wall mirror (child's height), hand-held mirror, comb, soap, towel
- Plastic tubs, cartons/ cardboard boxes
- Dolls and puppets of various kinds e.g., to talk about hygiene, good/bad or safe/unsafe touch
- Balance beam, old tyres, rope, plastic cones, ball, basket, skipping rope.
- Everyday items of different textures and smells e.g., crocheted toys, fabric soft toys, sandpaper, dried flowers, room fresheners, pouches of spices/tea/coffee, old perfume/powder bottles, etc.
- Worksheets, activity books, and workbooks.

### Assessment

<b>Methods of assessment</b>	<b>Suggested pointers for assessment of the physical domain</b>
<i>Observations of the child</i>	Teacher observes children using pointers such as: <ul style="list-style-type: none"> <li>• Child carefully handles materials/tools like scissors, paints, pencils, etc.</li> <li>• Child handles self carefully during nature walks, outdoor activities, etc.</li> <li>• Child talks about the different shapes, colours, and their shades.</li> <li>• Child differentiates objects/experiences on the basis of sight, sound, smell, taste, and touch.</li> <li>• Child demonstrates balance, coordination, flexibility, precision, control, strength, and endurance in various gross/fine motor activities. Illustratively:               <ul style="list-style-type: none"> <li>○ Child accurately throws and catches a ball.</li> <li>○ Child dances to the tune of the music.</li> <li>○ Child draws and paints with precision and control.</li> <li>○ Child effortlessly runs and changes direction while playing.</li> </ul> </li> </ul>
<i>Analysis of children's work (artefacts)</i>	Teacher analyses children's work (artefacts) using pointers such as: <ul style="list-style-type: none"> <li>• Child demonstrates precision and control in drawing/writing work, clay moulding, etc.</li> </ul>

- Child uses different shapes, colours, and their shades in drawings, clay moulding, etc.
- Child uses blocks to create different figures and models.

*Self assessment*

Children observe themselves using pointers such as:

- I like to eat fruit and vegetables.
- I do not waste food.
- I brush my teeth and keep them clean.
- I wash my hands before and after eating.
- I keep my nails trimmed.
- I keep my hair combed.
- I keep my clothes neat and tidy.
- I throw wastepaper in the dustbin.
- I keep things back in their correct place.
- I keep my school bag neat and tidy.
- I stay away from strangers.
- I go to my teacher if I need something.

*Peer assessment*

*The points listed above can be used for peer assessment also*

DESSERT

## 5. Cognitive development

### Curricular Goals and Competencies

The Curricular Goals and Competencies are to be developed by the end of the Foundational Stage, and not the pre-school years. They are presented here to give direction to the teacher.

<i>Curricular Goals</i>	<i>Competencies</i>
<b>CG-7 Children make sense of the world around through observation and logical thinking</b>	<b>C-7.1</b> Observes and understands different categories of objects and relationships between them
	<b>C-7.2</b> Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis
	<b>C-7.3</b> Uses appropriate tools and technology in daily life situations and for learning

### Approach

Children aged 3-6 years are naturally very curious – they always want to know how things work, why things happen, and who and what are in their surroundings. They are interested in roles and relationships with adults, friends, and even people they see occasionally or on the phone/TV. Children also want to explore and understand the purpose of various objects and how they are made such as utensils, furniture, toys, and household tools. They are also curious about nature such as trees, birds, animals, and water bodies, and natural elements like rain, wind, and sunshine. This curiosity makes them want to make keen observations, ask questions, and use simple tools in the process.

For example, children want to sit amidst elders while they are having a conversation or want to disrupt the flow of falling water from a tap or a stream using their finger or a stick to see what happens. They ask questions about why some family members live in a different house and why their parents have to go to work. They express curiosity about why bedtime is at night, why they have to awaken at a certain hour, and why they have to brush their teeth before sleeping. They express interest in knowing how ingredients are put together while cooking their favourite meals. They want to know how mobile phones function and may be fascinated by machines like printers and ATMs. They take interest in the night sky and ask where the sun goes at night or why leaves fall from the trees instead of always being green. They may ask why people look different, with different complexions, languages, and eating habits. They want to know why their friend walks with a limp or takes time to learn a new game. Encouraging this curiosity is important because it helps them love learning and understand the world better.

Children primarily exercise their curiosity by observing, exploring, interacting, comparing, classifying, making connections, predicting, asking questions, etc. These natural proclivities of children must find space in school processes for their honing and development. It is crucial to provide children with real examples and involve them in concrete play experiences rather than relying on abstract explanations. This hands-on approach through the use of themes fosters a more effective and enjoyable learning environment for children, allowing them to actively engage with the subjects they are curious about. Planning outdoor experiences such as games and sports, nature walks, field trips, and gardening; working in pairs or small groups through small projects; conducting simple experiments and solving everyday problems; telling stories; and using art, craft, music, and movement are highly recommended processes within the hands-on approach. It is extremely important to understand and appreciate that children develop and hone their cognitive abilities in all blocks of the timetable, and not only through literacy and numeracy activities.

### Learning Teaching Material

- Simple tools to assist observation and exploration e.g., magnifying glass, binoculars, old combs and toothbrushes, spoons, small containers, cups, water bottles, pipes, etc.
- Child-friendly gardening tools like spades and shovels for digging, scooping, flattening, etc.

- Sensory bins with objects of different textures/types e.g., sand, wood, beads of different sizes/shapes/colours, pebbles, soft toys, fabric swatches, feathers, etc.
- Manipulatives e.g., puzzles (various kinds), blocks, and dominos.
- Material that can transform e.g., clay, paint, old newspapers, tissue paper, foam sheets, pipe cleaners/child-friendly wires, soft wax, etc.
- Material for role play e.g., old scarves, sunglasses, shirtings, shoes, and other accessories.
- Kitchen utensils (plastic, wood, and metal – not glass)
- Musical instruments (percussion, wind, and string – including local/indigenous instruments)
- Basic stationery material
- Printed material e.g., pictures, story books, magazines, newspapers
- Local/indigenous toys and games
- Diorama (a model representing a scene with three-dimensional figures e.g., diorama of a village or hill) and simple maps of surroundings e.g., neighbourhood and school.
- Community resources including human resources (e.g., parents and community members who can participate in conversations about the work they do or their life experiences, give demonstrations like how to grow a kitchen garden or play a musical instrument or make a handicraft), institutions (e.g., post office, community hall, or local shop for visits), and sites (places of historical/cultural/geographical interest or significance e.g., parks, gardens, sacred groves, landmarks, old ruins, observation points, etc.
- Worksheets, activity books, and workbooks.

## Assessment

<b>Methods of assessment</b>	<b>Suggested pointers for assessment of cognitive development</b>
<i>Observations of the child</i>	<p>Teacher observes children using pointers such as:</p> <ul style="list-style-type: none"> <li>• Child keenly observes features in the immediate surroundings.</li> <li>• Child shares simple observations about different objects, events, places, people, and their relationships.</li> <li>• Child identifies similarities and differences between objects/places.</li> <li>• Child explains causes and effects of relationship in the social and natural environment.</li> <li>• Child finds joy in exploring and investigating the environment.</li> <li>• Child expresses ideas and opinions freely in a group.</li> <li>• Child independently asks questions.</li> <li>• Child demonstrates awareness and sensitivity towards the environment.</li> <li>• Child cooperates with others during pair and group activities.</li> <li>• Child takes initiative.</li> <li>• Child is sensitive to the diversity in friends e.g., their likes, dislikes, backgrounds, and cultures.</li> <li>• Child carefully handles materials/tools.</li> <li>• Child handles self carefully during nature walk, outdoor activities, etc.</li> </ul>
<i>Analysis of children's work (artefacts)</i>	<p>Teacher analyses children's work (artefacts) using pointers such as:</p> <ul style="list-style-type: none"> <li>• Child responds to simple questions.</li> <li>• Child completes the task appropriately.</li> <li>• Child expresses preferences in drawing/writing.</li> <li>• Child demonstrates creativity in expression.</li> <li>• Child logically attempts the task.</li> <li>• Child demonstrates precision and control in sketching, drawing pictures, written work, clay moulding, etc.</li> </ul>

- Child uses different shapes, colours, and shades in drawings, clay moulding, etc.

*Self assessment*

Children examine/ reflect themselves using pointers such as:

- I like to collect articles and objects from natural surroundings.
- I want to know more about the world around me.
- I do not waste food.
- I throw all the waste materials in the dustbin.
- I close the water tap after use.
- I ask questions if I need help or do not understand something.
- I like to play games with my friends.
- I enjoy working with my friends.
- I like to do things by myself.
- I go to my teacher if I need something.

*Peer assessment*

*The points listed above can be used for peer assessment also.*

DESSERT

## 6. Socio-emotional and ethical learning

### Curricular Goals and Competencies

The Curricular Goals and Competencies are to be developed by the end of the Foundational Stage, and not the pre-school years. They are presented here to give direction to the teacher.

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

### Approach

Children in the 3-6 years age group develop an increasing awareness of their feelings and sense of self. They begin to understand their likes and dislikes, and develop preferences in food, clothing, games, relationships, etc. Children develop a sense of belongingness in family too and develop social skills to make friends and play with them; build relationships with neighbours, community helpers, and other people; and interact with them in a variety of ways. Children also develop a sense of societal norms that need to be followed, and develop the understanding of helping others, sharing, expressing empathy, working as a team, etc. A critical aspect of socio-emotional development is when children learn to make the right choices in daily life (ethical decision making) that helps them become sensitive, happy, and productive human beings. For example, sharing food/toys/stationery with friends, using kind words while talking, not fighting to resolve a conflict, making efforts to include a friend who is feeling left out, playing with all children irrespective of their differences, helping someone who needs assistance, admitting to making a mistake, following norms in class/outside, apologizing when someone gets hurt, etc. Socio-emotional and ethical learning should be incorporated throughout the school curriculum.

Children should be encouraged to think about making the right choices from a young age. This can be done by encouraging them to think about how their choices affect others and themselves. For example, a child can choose to get into a physical fight, say hurtful words, or get upset with another friend who is playing with the only set of blocks available in class, or choose to take turns, share, and ask politely. A child can agree to throw stones at a puppy when asked by his friends or take a stand and refuse to throw the stones, perhaps even making efforts to prevent his friends from hurting the puppy by explaining why it is not right to hurt animals. The role of the teacher is thus to encourage children to ask themselves – *Is this a good thing to do?*

*Will this hurt somebody?* Children thus learn to independently take rational decisions instead of unthinkingly following what the teacher/adults say.

Cultivating values and developing ethical awareness and reasoning can be done through direct and indirect methods.

- **Direct method:** Deliberate activities such as conversations, role-play, reading pictures, etc. For example, the teacher initiates a conversation about games that children play in their neighbourhood, and asks questions where children get the opportunity to share which games they like, which games they dislike, and why. This helps them develop an awareness of their preferences.
- **Indirect method:** Using the content of language and literature e.g., stories and rhymes. For example, the teacher reads aloud a story of two friends. After telling the story, the teacher asks children, “Did you like the story? Why?”, taking the opportunity to talk about friendship and helping one another.

**Social development** is the process of gradually obtaining language attitude, relationships and behaviour skills that allow children to interact with their peers and other people they meet.

- **Self-awareness:** It is the skill that requires the child to accurately recognize one’s own emotions and their influence on behaviours. Self-awareness helps a child to tune into their feelings as well as to behaviours and feelings of others.
- **Relationship skills:** these skills require the children to understand the perspectives of others including those from diverse backgrounds, cultures and contexts and appreciate their perspectives.

**Emotional development** is the ability of a child to identify their own emotions as well as the emotions of others.

- **Empathy:** Being empathetic requires the child to be aware of other’s feelings and imagine what it would feel like to be in their situation.
- **Self-regulation:** If a child can correctly identify their feeling and how they drive their behaviours then they will be better able to act on those feelings. It is the ability to control their behaviour and mood.

**Ethical development** is the process through which children learn to differentiate right from wrong based on society’s social and cultural laws and norms. It is necessary to provide age-appropriate stimulus to nurture ethical skills in children.

- **Critical thinking:** It includes multiple skills such as questioning, predicting, investigating, hypothesizing, analyzing, reflecting, revision, comparing, evaluating, and framing opinions.
- **Responsible decision making:** Decision making is a crucial life skill to be able to adapt to the fast changing and developing world.

Suggested strategies:

- **Creating an interactive and engaging school environment:** An interactive and engaging school environment demands active learning. In the active learning approach, teacher is just a mere facilitator instead of an instructor. The teacher guides the children to learn on their own through various active learning strategies such as:
  - **Reciprocal questioning:** Children are encouraged to have an open dialogue, develop their own questions on any topic and think from different perspectives.
  - **Think-pair-share:** Children can work in pairs think/discuss their ideas, beliefs, concepts on any topic and share it in the larger classroom discussion.
  - **Peer-learning:** Children learn academic as well as socio-cognitive skills through peer learning. Children tend to share more freely and with less pressure. It fosters healthy relationships and develops multicultural acceptance.
  - **Unclear points:** Letting children highlight the most unclear points from their lesson/assignment or classroom discussion. It compels them to analyse themselves and their knowledge.

- **Teacher as role models:** Role modelling is a powerful tool for passing on knowledge, values, and attitudes to children. Modelling positive attitudes and behaviour enables the child to practice the same behaviour and attitudes in their own lives. Some strategies to implement role modelling-
  - Modelling respect: Modelling respect by active listening to children, respecting things, and ideas important to a child, apologizing, encouraging respectful behaviours and languages used by children.
  - Think aloud: Through think-aloud, children get the opportunity to get involved in the problem-solving process, this exercise fosters the ability to respect other's ideas and thoughts.
  - Showing empathy: All teachers care for their children's wellbeing, but expressing these are equally important, being compassionate and showing care and concern for children is one way of modelling empathy.
  - Sharing personal experiences: It helps in building healthy and strong interpersonal relationships. Such conversations help children to positively think and talk about themselves.
- **Promote co-operative and collaborative learning:** It involves a group of children working together to accomplish a goal such as building a project, creating a product etc. It helps children to learn how to work in a group even if there is disagreement in the group. It enables them to explore various viewpoints and to articulate and/or defend their ideas. Some strategies-
  - Creating complex collaborative learning experiences: The task assigned should be challenging, with several complex pieces so that children would sit together to collaborate.
  - Identifying the strengths of children: Identifying the strengths that a child is inclined to be best at. It builds their self-confidence and contributes meaningfully to the group.
  - Encouraging collaboration with other classes: Children of varying age groups can work on one project or one problem. It enhances their learning, fosters the ability to accept, negotiate and make decisions.
- **Celebrate the arts:** Art is a powerful medium in developing socio-emotional skills. Art can be an excellent medium to explain complex ideas, concepts, or thoughts. It develops self-management, self-expression, builds positive self-identity and interpersonal relationship skills.
  - Expressing thoughts, feelings, and ideas through art: Poems, various forms of painting, stories help in expressing one's emotions, feelings and ideas through art.
  - Role playing: It helps to step into someone else's shoes, develop empathy, self-control, self-confidence, positive communication, and cooperation.
  - Using visual art, music, and dance as a prompt.

### Learning Teaching Material

- Children's literature that, both explicitly and implicitly, presents opportunities for talking about friendship, sharing, regulating emotions, kindness, empathy, problem solving, responsibility, courage, etc.
- Picture flashcards and situation cards depicting scenarios such as bullying, abusing animals, stereotypes, littering, etc. to build expression and conversation.
- Charts to help children develop a sense of self and community, emotions, social norms, and care for the environment:
  - Visual timetables
  - Classroom norms
  - Duties/responsibilities
  - Interactive charts e.g., attendance chart, emotions (How do I feel today?), greetings (How do I want to be greeted today? – High five, handshake, fist bump, hug, etc.)
  - Birthday charts and calendar
- Classroom mascot i.e., a toy/doll/puppet to build conversation/interaction during various activities.
- Dolls/puppets for pretend play, role play, storytelling, and building conversations on parts of the body, good/safe and bad/unsafe touch, etc.
- Digital content e.g.s audio/video of rhymes, songs, stories, short films etc.
- Learner-created texts e.g., displays of children's drawings and other artefacts.

- Toys/manipulatives, games, and sports (including local/indigenous toys and games) for collaborative play, sharing, taking turns, negotiating, resolving conflicts, responding to instructions, developing leadership skills, etc.
- Variety of community resources e.g., toys, games, songs, dances, attire, food, community experts, etc.
- Simple gardening tools to take care of plants in the surroundings e.g., a kitchen garden or a flowerpot.
- Worksheets, activity books, and workbooks.

## Assessment

<b>Methods of assessment</b>	<b>Suggested pointers for assessment of the socio-emotional and ethical domain</b>
<i>Observations of the child</i>	Teacher observes children using pointers such as: <ul style="list-style-type: none"> <li>• Child names and talks about favourite colour, toy, etc.</li> <li>• Child identifies different emotions through picture reading.</li> <li>• Child expresses different feelings.</li> <li>• Child explains why she/he is angry, sad, upset, happy, excited, etc.</li> <li>• Child expresses decision to do/ not do something.</li> <li>• Child plays with all children.</li> <li>• Child initiates playing with other children.</li> <li>• Child is affectionate towards teacher/ other children.</li> <li>• Child expresses the different things that her/his parents do for her/him.</li> <li>• Child notices similarities/differences among children.</li> </ul>
<i>Analysis of children's work (artefacts)</i>	Teacher analyses children's work (artefacts) using pointers such as: <ul style="list-style-type: none"> <li>• Child draws how she/he feels.</li> <li>• Child circles favourite food items/ toys in a worksheet.</li> <li>• Child draws what she/he would do in a situation e.g., when someone hurts a puppy.</li> </ul>
<i>Self assessment</i>	Children observe themselves using pointers such as: <ul style="list-style-type: none"> <li>• I keep my toys back in their place after playing with them.</li> <li>• I know my favourite food, toy, colour, etc.</li> <li>• I take care of plants and animals without harming them.</li> <li>• I enjoy taking care of plants and animals.</li> <li>• I help my teacher keep the classroom clean.</li> <li>• I help my parents at home.</li> <li>• I can do my work by myself.</li> <li>• I can complete my work by myself.</li> <li>• I can take care of my things by myself.</li> <li>• I can clean my own plate/tiffin after eating.</li> </ul>
<i>Peer assessment</i>	<i>The points listed above can be used for peer assessment also</i>

## 7. Illustrative Learning Outcomes for Pre-School I-III

This section contains illustrative Learning Outcomes for each domain. Each academic year is split into two terms: Term 1 and Term 2. Here are a few dos and don'ts regarding how to use the Learning Outcomes.

DOs	DONTs
Do consider the Learning Outcomes to be illustrative in nature.	Don't consider the Learning Outcomes to be a complete list.
Do use the Learning Outcomes as broad guidelines to plan content, pedagogy, and formative assessment.	Don't use the Learning Outcomes to conduct summative assessments e.g., tests or exams, as they are inappropriate for the Foundational Stage.
Do use the Learning Outcomes to get a sense of the expectations from children in each class of the Foundational Stage.	Don't use the Learning Outcomes to pre-determine children's pace of learning – some may achieve the Learning Outcomes faster and some may take more time.
Do move on to the next level of Learning Outcomes when a child has achieved the expected Learning Outcome for his/her class.	
Do appreciate that Learning Outcomes are comprised of knowledge, capacities, values, and dispositions that help develop broad Competencies in different domains.	Don't see the Learning Outcomes as a list of concepts for the child to memorize or behaviours to achieve.
Do define your own Learning Outcomes for your classroom, taking care to maintain a connection to the Competencies.	Don't consider the given Learning Outcomes to be fixed and unchangeable.

I Term I	
<b>Language and literacy</b>	<ol style="list-style-type: none"> <li>1. Listens to a wide variety of songs and poems.</li> <li>2. Enjoys familiar songs and poems.</li> <li>3. Listens attentively and speaks in short conversations with familiar people around.</li> <li>4. Listens and follows short instructions (e.g., bring the blocks here, wash hands properly, etc.).</li> <li>5. Listens attentively to stories for a short period of time (5-7 minutes).</li> <li>6. Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tells their name, names of friends, common objects, and pictures, sweet, sour, round, big).</li> <li>7. Recognizes/identifies common signs, logos, and labels (e.g., brand of biscuit based on wrapper colour, soap cover).</li> <li>8. Knows that words are made of letters.</li> <li>9. Listens to read alouds and responds to questions posed by the teacher.</li> <li>10. Uses various writing instruments like; chalk piece, pencils, coloured pencils painting brushes, crayons.</li> <li>11. Shows interest in stories and poems being read out.</li> </ol>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Sorts objects into 2 groups based on size, length, height, and weight (big-small, long-short).</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognizes &amp; repeats the patterns of objects, pictures, and shapes in pairs e.g., leaf-flower.</li> <li>• Says/sings number names verbally till 5 in correct sequence/order with context.</li> <li>• Imitates adults while counting using one to one correspondence between number names and objects till 3.</li> <li>• Counts objects up to 3 and develops understanding of cardinality till 3 (e.g., counts 3 things in a set and says those are 3).</li> <li>• Arranges familiar incidents/events/objects in an order (2-3) (e.g., daily routine, story, shapes, and size)</li> <li>• Compares two numbers (orally) up to 3 and uses vocabulary like more and less.</li> <li>• Takes/puts away very small collections (totalling up to 3) by grouping and ungrouping rather than answering verbally.</li> <li>• Matches by one attribute e.g., shape, size, or colour.</li> <li>• Uses vocabulary (length, height, distance) to express length through poems and stories.</li> <li>• Uses vocabulary in daily life like today, tomorrow, and yesterday.</li> <li>• Uses vocabulary related to money using poems and stories.</li> <li>• Names shapes and a few physical properties of shapes.</li> <li>• Solves simple inset puzzles with geometric and non-geometric shapes.</li> </ul>
<b>Aesthetic and cultural development</b>	<ul style="list-style-type: none"> <li>• Grasps relevant art materials, tools, and instruments.</li> <li>• Explores large and small sizes while creating marks, lines, scribbles, and other 2D and 3D imagery in visual artworks.</li> <li>• Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm).</li> <li>• Produces a variety of sounds by playing with voice, body, objects and instruments.</li> <li>• Observes their surroundings, local culture and examples of art to make connections with their own explorations.</li> <li>• Explores sound and movement produced individually and in groups.</li> <li>• Responds to artworks verbally/ non-verbally to express likes, dislikes, and other views.</li> </ul>
<b>Physical development</b>	<ul style="list-style-type: none"> <li>• Identifies things that can be eaten and cannot be eaten.</li> <li>• Begins to eat and name a variety of foods with adult prodding.</li> <li>• Gets help to wash and dry hands before and after using the toilet or eating.</li> <li>• Aware of their belongings such as bags, bottles, shoes, handkerchiefs, etc.</li> <li>• Avoids danger by not touching harmful objects like fire, hot stove, knife, electric plugs.</li> <li>• Identifies road safety as important, holds hands of adults and walks on the road.</li> <li>• Differentiates between familiar and strange adults.</li> <li>• Differentiates and names the primary colours (red, blue, yellow) and other common colours in their environment (black, white, brown).</li> <li>• Matches two visual symbols with same pattern and orientation and size.</li> <li>• Differentiates sounds in the environment as the sound of humans, animals, vehicles, sound of clap, tap, sound of material etc.</li> <li>• Identifies good and bad smell (perfume, flowers, garbage, etc.).</li> <li>• Differentiates hard and soft, hot and cold, rough and smooth surfaces.</li> <li>• Blows breathe with force.</li> <li>• Begins to catch, throw and kick balls with very basic control.</li> <li>• Stands on one foot with support/aid.</li> <li>• Exhibits fine motor skills, eye-hand coordination and muscle strength in simple activities (e.g., scribbling, tearing paper, pasting, free hand colouring, clay work).</li> </ul>

	<ul style="list-style-type: none"> <li>• Walks in straight line.</li> <li>• Able to walk backwards.</li> <li>• Walks on tiptoe (6+ steps).</li> <li>• Walks, and runs easily changing direction and speed comfortably.</li> </ul>
<b>Cognitive development</b>	<ul style="list-style-type: none"> <li>• Identifies and names common objects, people, pictures, animals, birds, events etc. with assistance.</li> <li>• Uses ideas based on observations (e.g., imitates adults blowing on hot food before eating).</li> <li>• Differentiates between day and night.</li> <li>• Shows dexterity in using simple tools for drawing/colouring.</li> </ul>
<b>Socio-emotional and ethical learning</b>	<ul style="list-style-type: none"> <li>• Demonstrates awareness of self as a unique individual (e.g., refers to favourite shirt or bag or thing).</li> <li>• Identifies their wants and feelings (e.g., I don't want to colour today, I want to go out).</li> <li>• Recognizes simple emotions (fear, joy, sadness).</li> <li>• Identifies/names close family members/ particular adults.</li> <li>• Begins to play with other children.</li> <li>• Participates in everyday activities.</li> <li>• Shows affection towards other children and adults.</li> <li>• Plays and interacts with all children irrespective of background or ability.</li> <li>• Places materials and toys back in their appropriate locations after use.</li> <li>• Shows curiosity in observing plants and animals.</li> </ul>

## Pre-school I Term 2

<b>Language and literacy</b>	<ul style="list-style-type: none"> <li>• Repeats a simple song or a rhyme.</li> <li>• Enjoys familiar songs and poems.</li> <li>• Expresses their needs and feelings through short meaningful sentences.</li> <li>• Listens attentively to stories for a short period of time (5-7 minutes)</li> <li>• Listens and follows short instructions (e.g., bring the blocks here, wash hands properly, etc.).</li> <li>12. Begins to use appropriate vocabulary for some common and familiar objects and experiences. (e.g., tells their name, names of friends, common objects, and pictures, sweet, sour, round, big).</li> <li>• Mimics and reproduces syllabic sounds.</li> <li>• Listens to read aloud and responds to questions posed by the teacher.</li> <li>• Distinguishes between printed text and pictures.</li> <li>• Pretends to read familiar books based on pictures in the story.</li> <li>• Reads picture books and identifies objects and actions.</li> <li>• Draws and colours, and orally expresses the intent of the drawing.</li> <li>• Handles books with care.</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Sorts objects into 2 groups based on size, length, height, and weight (big-small, long-short).</li> <li>• Recognizes and repeats the patterns of sounds (e.g., da-ma-ga).</li> <li>• Recognizes and repeats the patterns of the movements (e.g., hop-stand, hop-stand).</li> <li>• Counts given manipulatives or objects and can pick and give up to 5 things.</li> <li>• Compares quantities between two sets and can distinguish if they are the same or more up to 3 objects.</li> <li>• Recognizes instantly the count of a collection of 2 or 3 objects.</li> </ul>

	<ul style="list-style-type: none"> <li>• Arranges familiar incidents/events/objects in an order (2-3) (e.g., daily routine, story, shapes, or size)</li> <li>• Compares two numbers (orally) up to 3 and uses vocabulary like more and less.</li> <li>• Takes/puts away very small collections (totalling up to 3) by grouping and ungrouping rather than answering verbally.</li> <li>• Distributes a given set of objects to multiple recipients.</li> <li>• Compares and classifies objects by one factor like shape, colour, and size.</li> <li>• Follows simple instructions and places objects based on shape, colour, and position – e.g., bring red balloon here, keep round ball on the table.</li> <li>• Uses vocabulary to express weight through poems, and stories.</li> <li>• Uses vocabulary in daily life like today, tomorrow, and yesterday.</li> <li>• Uses vocabulary related to money using poems and stories.</li> <li>• Names shapes and a few physical properties of shapes.</li> <li>• Solves simple inset puzzles with geometric and non-geometric shapes.</li> </ul>
<b>Aesthetic and cultural development</b>	<ul style="list-style-type: none"> <li>• Creates forms and imprints by mixing materials (e.g., mud and water, sand and water, flour and water, paint and water).</li> <li>• Creates imprints using blocks, stencils, found objects and natural materials.</li> <li>• Explores volume (loud and soft), and pitch (high and low) while using voice, or body, or playing with instruments and objects.</li> <li>• Explores silence and stillness in everyday situations.</li> <li>• Creates a variety of visual imagery, body movements, and sound explorations to symbolise objects, people and emotional experiences.</li> <li>• Acknowledges the presence of others during activities related to the arts.</li> </ul>
<b>Physical development</b>	<ul style="list-style-type: none"> <li>• Names a few healthy food items and a few unhealthy food items.</li> <li>• Can wear clothes (without buttoning them) and put on their footwear with the help of adults.</li> <li>• Places soiled plates and utensils in the designated space with the help of adults.</li> <li>• Uses dustbin with assistance.</li> <li>• Avoids danger by not touching harmful objects like fire, hot stove, knife, electric plugs.</li> <li>• Identifies road safety as important, holds hands of adults and walks on the road.</li> <li>• Groups objects based on their colour (e.g., all red things together).</li> <li>• Matches two visual symbols with same pattern and orientation and size.</li> <li>• Differentiates loud and soft sounds.</li> <li>• Identifies sweet, salty, bitter, sour, and hot (spicy) taste.</li> <li>• Differentiates hard and soft, hot and cold, rough and smooth surfaces.</li> <li>• Begins to catch, throw and kick balls with very basic control.</li> <li>• Balances on one leg for a short time.</li> <li>• Exhibits fine motor skills, eye-hand coordination and muscle strength in simple activities (e.g., scribbling, tearing paper, pasting, free hand colouring, clay work).</li> <li>• Jumps in place, jumps across one short hurdle.</li> <li>• Jumps landing on feet (height 2½-3 feet).</li> <li>• Carries simple weights and moves with them (e.g., carries a small mug of sand from one place to another).</li> </ul>
<b>Cognitive development</b>	<ul style="list-style-type: none"> <li>• Identifies the missing part of a familiar picture of familiar objects.</li> <li>• Recognizes hierarchical relationships within categories (e.g., animals and their younger ones).</li> <li>• Makes comparison within and between categories.</li> <li>• Plays using objects substitution (e.g., uses banana as a telephone).</li> <li>• Makes connections between objects and their uses (e.g., spoon is for eating).</li> </ul>

	<ul style="list-style-type: none"> <li>• Makes choices and expresses preferences.</li> <li>• 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).</li> <li>• Shows dexterity in using simple tools for drawing/ colouring.</li> </ul>
<b>Socio-emotional and ethical learning</b>	<ul style="list-style-type: none"> <li>• Says own first and family (last) name.</li> <li>• Recognises simple questions (fear, joy, sadness).</li> <li>• Demonstrates comfort in staying in the classroom without parents or familiar adults.</li> <li>• Begins to play with other children.</li> <li>• Follows simple instructions with teacher's support.</li> <li>• Shows affection towards other children and adults.</li> <li>• Plays and interact with all children irrespective of background or ability.</li> <li>• Plays materials and toys back in their appropriate locations after use.</li> <li>• Shows curiosity in observing plants and animals.</li> </ul>

## Pre-school II Term I

<b>Language and literacy</b>	<ul style="list-style-type: none"> <li>• Listens and enjoys humming a variety of songs in different languages regularly heard in the home and neighbourhood.</li> <li>• Enjoys rhyming words in songs and poems.</li> <li>• Initiates conversations in daily life with peers and teachers in a variety of school settings.</li> <li>• Follows some simple instructions comprising of several steps (2 to 3 instructions at a time).</li> <li>• Recalls the characters and a few events in the story that is narrated and is able to retell in their own words.</li> <li>• Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations.</li> <li>• Identifies rhyming words and alliterations.</li> <li>• Listens to read aloud and responds to questions posed by the teacher.</li> <li>• Holds the book, opens it, and flips the pages to explore.</li> <li>• Begins to visually recognize and connects letters to corresponding sounds.</li> <li>• Recognizes individual letter sounds and sight words.</li> <li>• Participates in shared reading along with the teacher and in discussions about the reading.</li> <li>• Uses writing/drawing instruments with ease and fluency.</li> <li>• Begins to write the letters they recognize and uses them to form simple words.</li> <li>• Puts books back in their appropriate place in the classroom.</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Sorts objects into 3 groups based on size, length, height, and weight (e.g., small-big-bigger).</li> <li>• Recognizes the unit of a repeating pattern and extends the patterns of 3 to 4 objects/pictures/shapes repetitions (e.g., pen-book-pencil).</li> <li>• Recognizes and repeats patterns of 3 different bodily movements clearly e.g., sit-stand-jump.</li> <li>• Says/sings number names in correct sequence up to 10 and keeps one to one correspondence with number words and objects till 5.</li> <li>• Counts objects with understanding of cardinality (recognizing the quantity of set) up to 5.</li> <li>• Demonstrates the understanding of number sense (e.g., 5 could be 5 different objects – 5 people, 5 books, 5 pencils).</li> </ul>

	<ul style="list-style-type: none"> <li>• Arranges objects in order based on size up to 3 levels and verbalizes their levels (Big-small-smaller; long-short-shorter; tall-short-shorter).</li> <li>• Recognizes numerals up to 5.</li> <li>• 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).</li> <li>• Matches shapes of with different size and colours.</li> <li>• Compares and classifies objects by two factors (e.g., shape and colour, colour and size).</li> <li>• Length: Compares two objects in terms of their lengths as longer/shorter than, taller/shorter than.</li> <li>• Identifies special days like Saturday, Sunday, holiday (e.g., Sunday is a holiday).</li> <li>• Identifies Indian currency coins (Re 1, Rs 2, and Rs 10 denomination).</li> <li>• Listens to and comprehends simple instructions using number words and shape names.</li> <li>• Creates specific figures from tangram shapes.</li> </ul>
<p><b>Aesthetic and cultural development</b></p>	<ol style="list-style-type: none"> <li>1. 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).</li> <li>2. Explores large and small sizes while creating marks, lines, scribbles, and other 2D and 3D imagery in visual artworks.</li> <li>3. Distinguishes fast and slow tempo while exploring rhythm with voice, body or other instruments.</li> <li>4. Produces a variety of sounds according to context/ situation using voice, body, or instruments (in role-play, solo or group musical arrangements, mimicry, etc.).</li> <li>5. Shares their own ideas, tools, and methods of working in the arts and improvises based on familiar examples.</li> <li>6. Produces a variety of speech, movements, sounds, and visual art works in collaboration with peers.</li> <li>7. Communicates responses to different aspects of artworks, or local cultural expression (e.g., the voice of a character was very loud and scary).</li> </ol>
<p><b>Physical development</b></p>	<ul style="list-style-type: none"> <li>• Eats a variety of food from different food groups – grains, vegetables, fruits, and proteins (e.g., dal, beans, and nuts, dairy) with adult support.</li> <li>• Identifies healthy and unhealthy food items in a shop.</li> <li>• Gives reasons for why some food is healthy.</li> <li>• Begins to wash and dry hands before and after using the toilet or eating.</li> <li>• Can wear clothes and footwear independently.</li> <li>• Keeps and retrieves their personal belongings from the correct place.</li> <li>• Handles harmful or dangerous objects with care like scissors, knife, matchsticks.</li> <li>• Looks both ways before crossing the road, holds hands of peers or adult, and walks safely.</li> <li>• Communicates discomfort with trusted adults when asked.</li> <li>• Does not accept toys, chocolates, money, or other things from strangers.</li> <li>• Differentiates shades within primary colours and secondary colours (e.g., light blue, dark blue, light green, dark green).</li> <li>• Matches two visual symbols with same pattern but different orientation and size.</li> <li>• Distinguishes between high and low pitches in the sounds of birds and animals, musical instruments and the human voice.</li> <li>• Differentiates fragrances of flowers perfumes, food items etc.</li> <li>• Compares two objects based on hard and soft, hot and cold, rough and smooth.</li> <li>• Blows light objects (e.g., paper).</li> </ul>

	<ul style="list-style-type: none"> <li>• Catches a large ball, throws and kicks balls forward with good force.</li> <li>• Stands on one foot for longer periods without support.</li> <li>• Hops 4-5 steps.</li> <li>• 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 bottle caps, drawing with crayons).</li> <li>• Walks on straight and curved line/ zigzag with ease.</li> <li>• Walks on 6-inch-wide beam with balance.</li> <li>• Walks up and down stairs, on alternating feet with ease.</li> <li>• Crawls inside tunnels.</li> </ul>
<b>Cognitive development</b>	<ul style="list-style-type: none"> <li>• Identifies and describes common objects, people, pictures, animals, birds, events etc. on their own.</li> <li>• Applies known information in a new context (e.g., builds a castle out of blocks as seen in a story book).</li> <li>• Identifies summer and winter.</li> <li>• Names objects in the sky (sun, moon, stars, clouds).</li> <li>• Shows inclination to use simple tools while playing.</li> </ul>
<b>Socio-emotional and ethical learning</b>	<ul style="list-style-type: none"> <li>• Identifies self as a member of a family, neighbourhood, school, city, with different people doing different roles.</li> <li>• Associates emotions with words and facial expressions.</li> <li>• Identifies/names close family members/ particular adults.</li> <li>• Interacts comfortably with familiar adults.</li> <li>• Enjoys playing with other children.</li> <li>• Enjoys everyday activities with other children.</li> <li>• Shows affection towards other children and adults.</li> <li>• Plays and interacts with all children irrespective of background or ability.</li> <li>• Assists the teacher and organizes the classroom.</li> <li>• Does not harm plants and animals.</li> </ul>
<b>Pre-school II Term 2</b>	
<b>Language and literacy</b>	<ul style="list-style-type: none"> <li>• Sings along to songs and rhymes with intonation and gestures.</li> <li>• Enjoys rhyming words in songs and poems.</li> <li>• Listens and follows short instructions (e.g., bring the blocks here, wash hands properly, etc.).</li> <li>• Narrates daily experiences in simple sentences and asks simple questions, using what/when/ how/whom, etc.</li> <li>• Recalls the characters and a few events in the story that is narrated and is able to retell in their own words.</li> <li>• Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations.</li> <li>• Identifies rhyming words and alliterations.</li> <li>• Listens to read aloud and responds to questions posed by the teacher.</li> <li>• Identifies the beginning and end syllables in words.</li> <li>• Combines 2-3 syllables to form simple words.</li> <li>• Follows words from left to right and from top to bottom on a printed page.</li> <li>• Participates in shared reading along with the Teacher and in discussions about the reading.</li> <li>• Pretends to read while making appropriate word-like sounds while following a text.</li> <li>• Reads simple two-syllable words that are familiar and with known letters.</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognizes as sight words their names and labels of objects in their environment.</li> <li>• Reads picture books and identifies characters and plots and narrates the story in short sequence.</li> <li>• Begins to write the letters they recognize and uses them to form simple words.</li> <li>• Draws and paints with more accuracy with visible forms and objects, and orally describes the drawing/painting.</li> <li>• Puts books back in their appropriate place in the classroom.</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>• Sorts objects into 3 groups based on size, length, height, and weight (e.g., for size – smaller-big-bigger).</li> <li>• Recognizes, repeats, and extends the pattern of action/sounds e.g., actions like sit-stand-jump or sounds like da-ma-ga.</li> <li>• Demonstrates fluency of counting concrete, discrete objects, and abstract things up to 5 (e.g., 5 steps, 5 claps).</li> <li>• Counts forward up to 10 from memory in correct sequence.</li> <li>• Begins to count up to 20.</li> <li>• Recognizes instantly the count of a collection of 4 objects (e.g., recognize 4 biscuits, chocolates, or blocks without counting).</li> <li>• Arranges objects in order based on size up to 3 levels and verbalizes their levels (Big-small-smaller; long-short-shorter; tall-short-shorter).</li> <li>• Compares two numbers up to 5 and uses vocabulary like less/more than.</li> <li>• Takes out up to 5 objects from a collection and re-counts.</li> <li>• Shares objects (up to 6) equally to 2 recipients.</li> <li>• 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).</li> <li>• 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 <i>mandala</i>; making a collage by understanding positional words e.g., in between, above, below).</li> <li>• Weight: Compares two objects in terms of their weight (feel by holding) as heavier/lighter than.</li> <li>• Capacity: Uses vocabulary to express volume through poems and stories.</li> <li>• Identifies special days like Saturday, Sunday, holiday (e.g., Sunday is a holiday).</li> <li>• Identifies Indian currency coins (Re 1, Rs 2, and Rs 10 denomination).</li> <li>• Uses number words, and shape names appropriately.</li> <li>• Creates specific figures from tangram shapes.</li> </ul>
<b>Aesthetic and cultural development</b>	<ul style="list-style-type: none"> <li>• Creates three dimensional forms by rolling and patting materials like clay or dough.</li> <li>• Creates imprints using blocks, stencils, found objects, and natural materials.</li> <li>• Explores volume (loud and soft), and pitch (high and low) while using voice, or body, or playing with instruments and objects.</li> <li>• Plays with moments of silence and stillness through music, drama and movement practices.</li> <li>• Mimics a few recognisable physical and behavioural characteristics of people, animals, plants, objects, etc. through visual and performative modes.</li> <li>• Shares responses and ideas in the peer group during arts processes.</li> </ul>
<b>Physical development</b>	<ul style="list-style-type: none"> <li>• Follows picture recipes to prepare simple snack.</li> <li>• Eats without spilling.</li> <li>• Begins to use personal care objects (combs, toothbrush) on their own.</li> <li>• Identifies and uses clean glasses and plates, and places soiled plates and utensils in the designated space independently.</li> </ul>

	<ul style="list-style-type: none"> <li>• Begins to use a dustbin to dispose of waste.</li> <li>• Handles harmful or dangerous objects with care like scissors, knife, and matchsticks.</li> <li>• Looks both ways before crossing the road, holds hands of peers or adult, and walks safely.</li> <li>• Groups objects based on dimension - length, breadth, height (e.g., all long things together).</li> <li>• Matches two visual symbols with same pattern but different orientation and size.</li> <li>• Distinguishes between slow and fast tempo in rhythmic beats.</li> <li>• Explores different taste and textures from different kinds of food.</li> <li>• Compares two objects based on hard and soft, hot and cold, rough and smooth.</li> <li>• Sits or lies still for a short duration.</li> <li>• Shows some accuracy in aiming throws within short distance.</li> <li>• Balances on variety of surfaces (e.g., bricks and ladders).</li> <li>• 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 bottle caps, drawing with crayons).</li> <li>• Jumps on both feet and over short objects without/ with little support.</li> <li>• 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).</li> </ul>
<b>Cognitive development</b>	<ul style="list-style-type: none"> <li>• Identifies 3-5 missing parts of a picture of familiar objects.</li> <li>• Recognizes hierarchical relationships within categories (e.g., animals and their younger ones) • Makes comparisons within and between categories.</li> <li>• Plays using object substitution (e.g., uses banana as telephone).</li> <li>• 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).</li> <li>• Expresses own preferences, interests and makes choices e.g., in food, learning corner activities, choosing books, drawing, which games to play, etc.</li> <li>• Answers simple questions about events and phenomenon in the physical environment with the support of the teacher and peers.</li> <li>• Expresses views on needs of plants, birds and animals.</li> <li>• Shows attention and regulation when interacting with digital audio-visual material.</li> </ul>
<b>Socio-emotional and ethical learning</b>	<ul style="list-style-type: none"> <li>• Shares other identifying information (e.g., parent's name).</li> <li>• Expresses emotions through verbal and non-verbal modes (e.g., gestures, drawings).</li> <li>• Demonstrates spontaneity and preference to play with familiar children, joins a group of children playing, with adult's help if necessary.</li> <li>• Enjoys playing with other children.</li> <li>• Waits for their turn.</li> <li>• Follows short simple instructions.</li> <li>• Shows affection towards other children and adults.</li> <li>• Plays and interacts with all children irrespective of background or ability.</li> <li>• Assists the teacher and organizes the classroom.</li> <li>• Does not harm plants and animals unnecessarily.</li> <li>• Senses and responds appropriately to the emotional state of others.</li> </ul>
<b>Pre-school III Term I</b>	
<b>Language and literacy</b>	<ul style="list-style-type: none"> <li>• Listens to longer (4-8 sentences) songs/poems (familiar) with attention and have conversations about them.</li> <li>• Sings/recites short (4-5 sentences) songs/poems.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identifies rhyming words from familiar poems and creates new rhyming words.</li> <li>• Engages in conversations based on events, stories, or their needs and asks questions.</li> <li>• Follows instructions comprising of several steps – 4 to 5 instructions at a time.</li> <li>• Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story.</li> <li>• Imagines and narrates personalized endings of the story.</li> <li>• Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc.</li> <li>• Produces rhyming words and alliterations.</li> <li>• Listens to read aloud and responds to questions posed by the teacher.</li> <li>• Describes that printed material provides information (book, newspaper, pamphlet).</li> <li>• Recognizes all letters and connects to corresponding sounds.</li> <li>• Reads a few sentences of familiar words with accuracy.</li> <li>• Participates in shared reading and guided reading along with the teacher and in discussions about the reading.</li> <li>• Reads a short set of simple written instructions and follows them.</li> <li>• Picks and reads short picture books on their own and talks about the book to other children.</li> </ul>
<p><b>Numeracy</b></p>	<ul style="list-style-type: none"> <li>• Sorts objects into groups based on attributes that they recognize.</li> <li>• Creates new pattern based different features – colour, shape, size.</li> <li>• Says/sings number names in correct sequence up to 20 and keeps one to one correspondence with counting words and counting objects till 10.</li> <li>• Counts objects with understanding of cardinality till 10 accurately.</li> <li>• 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).</li> <li>• 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?).</li> <li>• Arranges up to 5 objects based on size/length/ weight in increasing or decreasing order.</li> <li>• Recognizes Indian numerals up to 9.</li> <li>• Writes comfortably numerals up to 9.</li> <li>• Combines two groups up to 9 objects and re-counts. (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).</li> <li>• Makes small groups of objects and counts the total number of objects and groups.</li> <li>• Matches shapes of different size and orientation (e.g., matches differently oriented triangles and sizes).</li> <li>• Compares and classifies objects by three factors (e.g., shape, colour, size).</li> <li>• Uses positional words (e.g., besides, inside, under) to describe objects.</li> <li>• Compares three objects in terms of their lengths as longest/shortest tallest/shortest.</li> <li>• Compares three objects in terms of their weight as heaviest/lightest.</li> <li>• Knows the names of the days of the week and months of the year.</li> <li>• Identifies Indian currency coins (Re 1, Rs 2, and Rs 10 denomination).</li> <li>• Uses number words and operations, shape names, and measurements appropriately.</li> <li>• Uses number knowledge to solve simple riddles and puzzles.</li> </ul>

<p><b>Aesthetic and cultural development</b></p>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Creates large scale work (e.g., floor art, wall murals, sculptural forms) in collaboration with peers, facilitators, and local community.</li> <li>• Distinguishes fast, medium, and slow tempo while playing with voice, body or other instruments.</li> <li>• Explores the difference between their singing voice and speaking voice and uses both playfully.</li> <li>• Differentiates between instrumental and vocal music and explores both.</li> <li>• Identifies and interprets a variety of expressions, ideas and emotions through the arts and applies it in their own artistic explorations.</li> <li>• Attempts to coordinate speech, movement and sound while playing or performing in pairs or groups.</li> <li>• Collaborates with peers and facilitator in the spatial arrangement or display of art works.</li> <li>• Compares different artworks/ arrangements/ cultural expressions and articulates a variety of responses.</li> </ul>
<p><b>Physical development</b></p>	<ul style="list-style-type: none"> <li>• Eats from a variety of food groups independently.</li> <li>• Recognizes foods from different food groups and explains the benefits/ill-effects of different food groups.</li> <li>• Names some qualities of good nutritious food (e.g., eggs and dal build strength, palak 'cleans the blood', milk gives strong teeth).</li> <li>• Always washes and dries hands before and after using the toilet or eating.</li> <li>• Begins using needle and thread to do small mends under supervision.</li> <li>• Maintains their personal belongings in good shape.</li> <li>• Uses scissors, knife with care under supervision.</li> <li>• Follows road safety rules (walking on the side, crossing road, etc) independently.</li> <li>• Understands the difference between safe and unsafe touch.</li> <li>• Maintains distance from strangers.</li> <li>• Communicates discomfort with trusted adults on their own.</li> <li>• Attempts to predict resulting colour when two colours are mixed (e.g., blue and yellow makes green, or red and white makes pink).</li> <li>• Recalls and matches visual symbols from memory (e.g., memory game using cards).</li> <li>• Able to recognize the mid-range in pitch.</li> <li>• Recognizes smells that indicate danger (e.g., smoke, rotten eggs)</li> <li>• Seriates 3-5 objects based on hard and soft, hot and cold, rough and smooth with right vocabulary (e.g., hard, harder, hardest)</li> <li>• Breathes in and out rhythmically.</li> <li>• Improves catching, throwing, and kicking using different sized balls.</li> <li>• Hops 10-15 steps.</li> <li>• Hops and plays a full game.</li> <li>• 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).</li> <li>• Walks and runs easily, coordinating body movements harmoniously.</li> <li>• Walks on toes with hands held above the head for 10 meters.</li> </ul>

<b>Cognitive development</b>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Recognizes the effect of one object on another (e.g., if I put salt in water it will dissolve, if I put ice in the sun it will melt).</li> <li>• Explains effects of simple actions on objects (e.g., the harder I kick the ball the further it goes).</li> <li>• Makes causal connections (e.g., Abdul did not come to school because he was sick, the plant died because it has not rained).</li> <li>• Makes predictions based on causal relationships (e.g., if there are white clouds in the sky it will not rain).</li> <li>• Observes and forms generalizations (e.g., notice things that roll – tires, bangles, have “round” shape).</li> <li>• Explains clothing and food for summer and winter.</li> <li>• Connects sunrise and sunset today and night.</li> <li>• Chooses appropriate tools for appropriate work when doing land work or in arts/crafts.</li> </ul>
<b>Socio-emotional and ethical learning</b>	<ul style="list-style-type: none"> <li>• Identifies self as a member of a family, neighbourhood, school, city, with different people doing different roles.</li> <li>• Describes their feelings and their causes (e.g., I am angry because he broke my block tower).</li> <li>• Shares with other (peer and familiar adults) their feelings/emotions.</li> <li>• Begins to interact comfortably with less familiar adults.</li> <li>• Demonstrates strategies to play and work with other children (e.g., invites them to join a game, accommodates mutual rules, negotiations, roles for play).</li> <li>• Initiates playing with other children and makes plans (e.g., what, how, when to play).</li> <li>• Demonstrates independence in daily activities,</li> <li>• Takes responsibility for completing own work.</li> <li>• Shows care in handling materials.</li> <li>• Begins to notice similarities and differences among children (e.g., height, gender, skin, colour, way of speaking, eating preferences).</li> <li>• Cleans own plates or tiffin after eating food.</li> <li>• Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants).</li> <li>• Shows joy in engaging with plants and animals in the local environment.</li> <li>• Observes the emotional conditions of others and is sensitive to it.</li> <li>• Appreciates the work or habits of other children.</li> </ul>
<b>Pre-school III Term 2</b>	
<b>Language and literacy</b>	<ul style="list-style-type: none"> <li>• Listens to longer (4-8 sentences) songs/poems (familiar) with attention and have conversations about them.</li> <li>• Sings/recites short (4-5 sentences) songs/poems.</li> <li>• Identifies rhyming words from familiar poems and creates new rhyming words.</li> <li>• Narrates daily experiences in elaborate descriptions and asks why questions too.</li> <li>• Gives clear instructions to accomplish short tasks to other children or adults.</li> <li>• Identifies plots and characters in a story and retells it in the correct sequence using vocabulary from the story.</li> <li>• Imagines and narrates personalized endings of the story.</li> </ul>

	<ul style="list-style-type: none"> <li>• Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc.</li> <li>• Combines sounds (vowel and consonant) to form the most familiar words.</li> <li>• Speaks about the book by looking at the cover page (prediction using the cues on the cover).</li> <li>• Listens to read aloud and responds to questions posed by the teacher.</li> <li>• Participates in shared reading and guided reading along with the teacher and in discussions about the reading.</li> <li>• Reads simple three to four-syllable words (including a few commonly occurring double consonants) that are familiar.</li> <li>• Recognizes as sight words commonly used articles, pronouns, and connecting words.</li> <li>• Reads a few sentences of familiar words with accuracy.</li> <li>• 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.</li> <li>• Reads a short set of simple written instructions and follows them.</li> <li>• Writes all letters with accuracy and forms simple words and sentences.</li> <li>• Draws/paints and adds simple words/sentences to the drawing/painting (including invented spellings).</li> </ul>
<p><b>Numeracy</b></p>	<ul style="list-style-type: none"> <li>• Sorts objects into groups based on attributes that they recognize.</li> <li>• Describes the rule of pattern and creates new pattern in different objects (creating mandalas with twigs, flowers).</li> <li>• 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?).</li> <li>• 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.</li> <li>• Recognizes instantly the count of a collection of 6 objects (e.g., recognize 6 biscuits, chocolates, or blocks without counting).</li> <li>• Arranges up to 5 objects based on size/length/ weight in increasing or decreasing order.</li> <li>• Writes comfortably numerals up to 9.</li> <li>• Compares two numbers up to 9 and uses vocabulary like more than, less than.</li> <li>• Takes out up to 9 objects from a collection and re-counts.</li> <li>• Shares objects (up to 20) equally to 4-5 recipients.</li> <li>• 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).</li> <li>• Identifies the 2D shapes by tracing the faces of 3D shapes on a plane surface.</li> <li>• Draw 2D shapes free hand with some accuracy and control.</li> <li>• Compares three objects in terms of their weight as heaviest/lightest.</li> <li>• Compares capacity of two vessels like bottles, glasses, bucket etc.</li> <li>• Knows the names of the days of the week and months of the year.</li> <li>• Identifies Indian currency coins (Re 1, Rs 2, and Rs 10 denomination).</li> <li>• Uses number words and operations, shape names, and measurements appropriately.</li> <li>• Uses their number knowledge to solve simple riddles and puzzles.</li> </ul>
<p><b>Aesthetic and cultural development</b></p>	<ul style="list-style-type: none"> <li>• Creates collages by combining materials of varying consistencies, colours, and textures in one's own arrangement.</li> <li>• Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects.</li> <li>• Creates simple patterns using blocks, stencils, found objects and natural materials.</li> </ul>

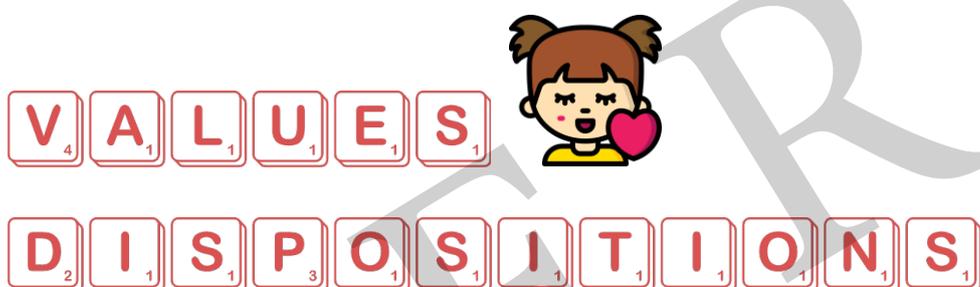
	<ul style="list-style-type: none"> <li>• Uses volume and pitch to convey ideas and emotions, create music, develop characters and create situations.</li> <li>• Plays with moments of silence and stillness through music, drama and movement practices.</li> <li>• Imaginatively combines forms, colours, characters, sounds, spaces and situations to represent their ideas and experiences.</li> <li>• Recognises that personal preferences in the arts differ from one person to another.</li> </ul>
<p><b>Physical development</b></p>	<ul style="list-style-type: none"> <li>• Participates in preparing nutritious snacks (e.g., mixing boiled chana, sprouted salads, bhelpuri) with adult support.</li> <li>• Eats without wasting food when served appropriate portions.</li> <li>• Begins to use personal care objects (combs, toothbrush) on their own.</li> <li>• Washes their plates and utensils.</li> <li>• Always uses a dustbin to dispose of waste.</li> <li>• Uses scissors, knife with care under supervision.</li> <li>• Identifies traffic symbols (signal lights, symbols – zebra crossing, U-turn, bridge/ railway bridge, etc.).</li> <li>• Seeks help from adults when there is an injury (e.g., scraped knee, burns, electrical shock).</li> <li>• Identifies people in the community who would be of help in an emergency – doctor, fire-fighter, etc.</li> <li>• Groups objects based on combinations of visual characteristics of colours and shapes (e.g., all red triangles together, all large green leaves together).</li> <li>• Recalls and matches visual symbols from memory (e.g., memory game using cards).</li> <li>• Recognizes the mid-range in volume and tempo.</li> <li>• Seriates 3-5 objects based on hard and soft, hot and cold, rough and smooth with right vocabulary (e.g., hard, harder, hardest).</li> <li>• Sits still and pays attention to their breath for a short duration.</li> <li>• Improves catching, throwing, and kicking using different sized balls.</li> <li>• Balances things on head/hand (e.g., walks with a book on their head).</li> <li>• Shows good body balance (e.g., rides bicycle without support).</li> <li>• 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).</li> <li>• Jumps from a reasonable height with ease (e.g., 2 or 3 steps, bench of height 3 feet).</li> <li>• Shows comfort in executing tasks that require strength in play situations (e.g., play tug of war).</li> </ul>
<p><b>Cognitive development</b></p>	<ul style="list-style-type: none"> <li>• Identifies 4-6 missing parts of a picture of familiar objects.</li> <li>• Recognizes hierarchical relationships within categories (e.g., animals and their younger ones).</li> <li>• Makes comparisons within and between categories.</li> <li>• Plays using object substitution (e.g., uses banana as telephone).</li> <li>• 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).</li> <li>• Takes responsibility and makes choices based on own preferences and interests.</li> <li>• 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).</li> </ul>

	<ul style="list-style-type: none"> <li>• Explains the concept of shared natural resources (e.g., water is used by us, birds, plants).</li> <li>• Engages with digital technology like smartphones/ tablets with the assistance of the teacher.</li> </ul>
<p><b>Socio-emotional and ethical learning</b></p>	<ul style="list-style-type: none"> <li>• Shares personal identifying information such as home address, details of family members, school, etc.</li> <li>• Agrees to change of activity when upset/angry to help themselves calm down.</li> <li>• Separates willingly from adults to play with peers, most of the time.</li> <li>• Makes and maintains a close friendship with at least one child.</li> <li>• Initiates playing with other children and makes plans (e.g., what, how, when to play).</li> <li>• Shares discomfort and seeks help when in need.</li> <li>• Follows simple rules in school without adult reminders.</li> <li>• Shows care in handling materials.</li> <li>• Begins to notice similarities and differences among children (e.g., height, gender, skin colour, way of speaking, eating preferences).</li> <li>• Performs appropriate chores at home and /or at school (e.g., putting away toys, watering plants).</li> <li>• Shows no discomfort in physical engagement with nature (e.g., in garden or parks).</li> </ul>

DEERTE

## 8. What to teach: Knowledge, capacities, values, and dispositions

Knowledge	Capacities	Values and dispositions
Knowledge includes basic ideas/concepts that help children understand the world. For instance, recognising shapes like circles and squares, or understanding simple concepts like 'big' and 'small' are important for young learners.	Capacities in early childhood refer to abilities that children develop through play and interaction. Examples include fine motor capacities like holding and manipulating writing instruments, social capacities like sharing toys or noticing when a friend is sad, or cognitive capacities like recognising colours and numbers and dealing with quantities.	Values and dispositions in children can be seen as their natural attitudes and approaches to learning. For instance, some children might be naturally curious about insects, showing an interest in taking care of animals and plants. Others might have a disposition towards being persistent.



The listed values like joy, responsibility, and honesty are examples meant to guide children's development. It is crucial that these values align with larger aims of education while reflecting the socio-cultural values of Meghalaya, contributing to the well-being and progress of both individuals and the community at large.

Joy	Responsibility	Care for others	Creativity	Honesty
What is right?	Helping others	Non-discrimination	Resilience	Independence
Initiative	Acceptance	Politeness	Self-respect	Safety
Care for the environment	Persistence	Self-confidence	Problem solving	Friendship
Discovery	Cooperation	Integrity	Safety	Dignity
Gratitude	Health and hygiene	Exploration	Love	Family

### Approach: Values and dispositions

It is crucial to integrate values and dispositions into the curriculum early on to help children develop strong character, become responsible individuals, lead fulfilling lives, and contribute positively to society.

This can be achieved by incorporating ethical and moral awareness through both direct and indirect methods.

**Direct methods** involve tailored classroom activities, discussions, and readings that focus on ethical considerations. For example, the teacher can avail the Circle Time as an opportunity to solve ethical dilemmas from the previous day, perhaps when two children were refusing to share a pack of crayons with each other. Direct methods also involve singing a 'thank you' rhyme, engaging in discussion during a sharing/reflection time, etc.

**Indirect methods** involve infusing discussions about ethical and moral principles into language and literature content and through everyday school processes. For example, the teacher might tell a story about a boy who feels sad because he has lost his favourite toy. The story can inspire discussion on empathy and helping others. Children can also be encouraged to share their own experiences. Additionally, the teacher may frequently present children with opportunities for collaborative play, taking turns, role-playing, etc.

In the NCF-FS 2022, the expectations for learning ethics, values, and dispositions are seamlessly woven into classroom processes, content selection, teaching methods, and assessment tools.

*Adapted from: NCF-FS 2022*

The dispositions mentioned below serve as examples for guiding children's development in the different domains of development. It is important that these align with specific expectations in each domain.

#### Language and literacy

- Enjoying listening to songs and rhymes.
- Finding joy in singing songs and rhymes.
- Listening attentively during conversations and stories.
- Enjoying listening to and reading stories.
- Showing interest in songs, rhymes, poems, and rhyming words.

#### Numeracy

- Enjoy in counting things according to their own understanding.
- Love to keep things in order and following instruction.
- Shows interest in singing rhymes and songs based on numbers.
- Exhibit curiosity and resilience in solving puzzles.

#### Aesthetic and cultural development

- Expressing emotions through activities like celebrating birthdays and sharing related stories.
- Enjoying movement activities with friends, such as clapping, jumping, and hopping.
- Collaborating joyfully with other children.

- Enjoying reading picture books and exploring them.
- Expressing needs, feelings, and life experiences.
- Sharing personal experiences with others.
- Handling books with care and exploring them.
- Participating in shared reading and putting books back in their appropriate places.
- Enjoying humming songs in different languages.
- Imagining and sharing personalized endings of stories.
- Taking interest in printed material of various types.
- Sharing experiences and giving instructions to others.

- Enjoy making patterns. And in making figures from different shapes.
- Shows excitement in games involving physical activity like jumping, hopping, walking etc.
- Appreciate and show great interest in taking part in activities that involve comparing, grouping, arranging, matching, classifying and sorting objects from surrounding and neighbourhood.
- Keen on applying the skills in daily life activities.
- Desires and seeks for more challenging tasks after accomplishing the given work.
- Above all exhibits perseverance in all the works they do.

- Creating local art examples and understanding cultural differences in music.
- Articulating preferences and dislikes regarding various activities.
- Actively participating and taking initiative in different tasks.
- Appreciating the surrounding environment, including the sounds of birds.
- Understanding and building bonds in relationships during group activities.
- Engaging in self-expression through various means.
- Boosting confidence through diverse activities and decision-making.
- Following instructions with enthusiasm and joy.
- Exploring and experimenting with different materials, demonstrating excitement.

### Physical development

- Enjoying a variety of foods independently.
- Showing enthusiasm for personal cleanliness.
- Demonstrating love and care for personal belongings.
- Awareness of harmful objects and road safety.
- Recognizing familiar and unfamiliar adults.
- Appreciating different colors in the environment.
- Visualizing patterns, orientations, and sizes.
- Recognizing and appreciating sounds in the environment.
- Enjoying different tastes and smells.
- Practicing independence in wearing clothes and footwear.
- Showing interest and enthusiasm in various fine and gross motor activities.

### Cognitive development

- Exhibiting keenness to observe and explore the surroundings.
- Showing interest and capacity to read, draw pictures/ diagrams, and observe.
- Demonstrating awareness, care, and sensitivity towards the environment and others.
- Respecting the culture and diversity of others.
- Communicating ideas and opinions independently and effectively.
- Showing abilities and interest in asking and answering questions.
- Respecting the ideas and opinions of others on the natural and social habitat.
- Managing oneself carefully during nature walks, outdoor activities, etc.

### Socio-emotional and ethical learning

- Expressing feelings, interests, preferences, and choices with reasons.
- Working independently.
- Following the rules and regulations of school, games, etc.
- Enjoying playing with other children and spending time with family.
- Appreciating the different roles of family members.
- Helping teachers in school and family members at home.
- Showing affection and sensitivity towards other children/adults/pets.
- Placing materials and toys back in their appropriate places after use.
- Showing concern, compassion, and empathy when someone is hurt.

- Promoting healthy habits, cleanliness, and awareness of road safety.
- Showing creative problem-solving.
- Exhibiting cooperation and collaboration in activities.
- Revealing and leadership capacities.
- Suggesting solutions to simple problems.
- Showing curiosity and joy in observing and exploring surroundings.

### Positive learning habits

Positive learning habits form the core aspect of a child academic success. It is an action that a child performs regularly and frequently for achieving learning goals. However, teachers mostly follow authoritarian style of teaching and discipline, where a set of rules are set up to be followed by whole class. Children were not allowed to form plan and rules while playing games, silence classroom must be maintained, children were not allowed to interact and exchange their ideas and feeling. A child is expected to follow and reproduce exactly what the teacher taught where a child is not given room for independent thinking and expression.

To enhance children positive learning habits NCF-FS 2022, added Curricular Goal CG-13 the Positive Learning Habits along with the usual domains of development. It is a relevant goal for the foundational stage. Children develop habits of learning that allow them to engage actively in formal learning environments like a school environment, they focus on self-initiated activities, their ability to sustain interest and engage in doing activities for a longer duration. Children also learn to be self-disciplined by engaging themselves in healthy habits and resist unhealthy ones. The ability to control their impulses like asking for a turn with toys instead of grasping or follow classroom norms helps them to adapt and adjust changes in school environment. It is the development of various skills i.e., to plan, to focus, to be attentive and to gain self-control. This helps to achieve specific goals of learning in a structured environment by understanding and adopting the norms in any learning environment.

### Curricular Goals and Competencies

<i>Curricular Goals</i>	<i>Competencies</i>
<b>G-13</b> <b>Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.</b>	<b>C-13.1</b> Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals
	<b>C-13.2</b> 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
	<b>C-13.3</b> Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions
	<b>C-13.4</b> Classroom norms: Adopts and follows norms with agency and understanding

**K N O W L E D G E**



**C A P A C I T I E S**

This table outlines how knowledge and capacities are clearly reflected in all the Learning Outcomes (LOs) of all the domains of development. A few sample LOs are taken for the purpose of the illustration.

PRE- SCHOOL I	PRE- SCHOOL II	PRE- SCHOOL III
<b>Language and literacy</b>		
<b>LO:</b> Knows that words are made of letters.	<b>LO:</b> Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations.	<b>LO:</b> Reads a short set of simple written instructions and follows them.
<b>Knowledge:</b> Letters, words  <b>Skills:</b> Identifying/ recognizing letters in words	<b>Knowledge:</b> Vocabulary related to the theme e.g., 'Me & My Family'  <b>Skills:</b> Using vocabulary in real life conversations	<b>Knowledge:</b> Print awareness, sound-letter association, instructions  <b>Skills:</b> Decoding, reading with meaning, following instructions
<b>Numeracy</b>		
<b>LO:</b> Counts objects up to 3 and develops understanding of cardinality till 3 (e.g., counts 3 things in a set and says those are 3).	<b>LO:</b> Compares two objects in terms of their lengths as longer/shorter than, taller/shorter than.	<b>LO:</b> Identifies the 2D shapes by tracing the faces of 3D shapes on a plane surface.
<b>Knowledge:</b> Counting, cardinality  <b>Skills:</b> Counting concrete objects to 3 with cardinality (how many in the set)	<b>Knowledge:</b> Comparison, length  <b>Skills:</b> Comparing lengths of two objects in relation to each other	<b>Knowledge:</b> 2D and 3D shapes  <b>Skills:</b> Identifying 2D shapes, tracing 3D shapes on paper, recognizing and differentiating 2D and 3D shapes
<b>Aesthetic and cultural development</b>		
<b>LO:</b> Explores rhythm through voice and body (claps, taps, waves, jumps, hops, recites lyrics in rhythm).	<b>LO:</b> Plays with moments of silence and stillness through music, drama and movement practices.	<b>LO:</b> Creates large scale work (e.g., floor art, wall murals, sculptural forms) in collaboration with peers, facilitators, and local community.
<b>Knowledge:</b> Rhythm, body movements/ expression  <b>Skills:</b> Exploring rhythm through voice and body for expression	<b>Knowledge:</b> Silence and stillness  <b>Skills:</b> Incorporating silence and stillness for expression,	<b>Knowledge:</b> Scale (large), collaboration, expression  <b>Skills:</b> Collaborating to create art forms, considering the

		understanding their impact	impact of art at large scale
<b>Physical development</b>			
<b>LO:</b> Avoids danger by not touching harmful objects like fire, hot stove, knife, electric plugs.		<b>LO:</b> Begins to use a dustbin to dispose of waste.	
<b>LO:</b> Maintains distance from strangers.			
<b>Knowledge:</b> Physical safety, danger, harmful and non-harmful objects	<b>Skills:</b> Identifying dangers in the surroundings, exercising caution by avoiding harmful objects	<b>Knowledge:</b> Social hygiene, cleanliness, garbage	<b>Skills:</b> Implementing appropriate waste disposal practices, being responsible to keep surroundings clean
<b>Knowledge:</b> Personal space and safety, strangers or unfamiliar people and familiar people	<b>Skills:</b> Recognizing significance of keeping safe, exhibiting awareness of precautions to keep safe		
<b>Cognitive development</b>			
<b>LO:</b> Recognizes hierarchical relationships within categories (e.g., animals and their younger ones).		<b>LO:</b> 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).	
<b>LO:</b> Makes predictions based on causal relationships (e.g., if there are white clouds in the sky it will not rain).			
<b>Knowledge:</b> Categorization, hierarchy	<b>Skills:</b> Recognizing relationships between categories and sub-categories e.g., parent-child relationships	<b>Knowledge:</b> Objects and their functions, people and their occupations	<b>Skills:</b> Associating objects with their intended uses and people and their occupations
<b>Knowledge:</b> Cause-effect relationships, predictions	<b>Skills:</b> Understanding cause-effect relationships, making predictions based on observations		
<b>Socio-emotional and ethical learning</b>			
<b>LO:</b> Demonstrates awareness of self as a unique individual (e.g., refers to favourite shirt or bag or thing).		<b>LO:</b> Identifies/names close family members/ particular adults.	
<b>LO:</b> Shares discomfort and seeks help when in need.			
<b>Knowledge:</b> Self-awareness, identity	<b>Skills:</b> Expressing personal preferences, recognizing and communicating about self	<b>Knowledge:</b> Family relationships, other social connections	<b>Skills:</b> Recognizing and naming specific people
<b>Knowledge:</b> Emotional awareness, interpersonal communication	<b>Skills:</b> Recognizing discomfort, reaching out to others for help		

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