



ANNUAL PEDAGOGICAL PLAN

ADITYA BIRLA PUBLIC SCHOOL

ANNEXURES 2026-27

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Subjects Offered in ABG Schools

Classes	Subject-1	Subject-2	Subject-3	Subject-4	Subject-5	Subject-6	Subject-7	Subject-8
Foundation Stage-1 (LKG-UKG)	English	Hindi	Maths	General awareness/ TWAU (optional)				
Foundation Stage -2 (I-II)	English	Hindi	Maths	General awareness/ TWAU (optional)	Computer Sc.			
Preparatory Stage (III-V)	English	Hindi	Maths	Environmental Studies/ TWAU	Computer Sc.	G.K.	Physical Education	
Middle Stage (VI-VIII)	English	Hindi	Sanskrit	Maths	Science	Social Science	Computer, Sc./AI/ Data Science/ Coding	G.K.
Secondary Stage-1 (IX-X)	Language 1	Language 2	Maths	Science	Social Science	Vocational/skill subjects AI/Data Science/Coding (Optional)		
Secondary Stage-2 (X-XII)	English core	Physics	Chemistry	Comp. Sc. Ai/data science / coding	Maths			
	Hindi Core	Accountancy	Business Studies	Biology	P.E.			
	Hindi Elective			Economics	IP/ AI/ Data science / coding			
	Sanskrit Core			Entrepreneurs hip	Fine art			
				Sculpture	Comm. Art			



Books offered in ABG Schools

BOOKLIST 2026-27		
Class and Subject	Details	
CLASS Nursery	NAME OF THE BOOK	PUBLISHER
Integrated Activity Book	New Worlds of Wonder- Holistic Progress Folder, Nursery	Madhubun
Tracing	New Worlds of Wonder- Tracing and Writing, Nursery	
English Rhymes	The Learning Trail – Rhymes Nursery	New Saraswati House (India Pvt. Ltd.)
Art and Craft	My Little Artist A- Ver. 1	Mystone Education
CLASS LKG	NAME OF THE BOOK	PUBLISHER
English Rhymes	The Learning Trail – Rhymes – Junior KG	New Saraswati House (India Pvt. Ltd.)
English, Mathematics, General Awareness	New Worlds of Wonder, An Integrated Theme- Based Course-Volume 1, 2, 3, LKG	Madhubun
Hindi	Wings of Wonder-Hindi Text-cum-Workbook, LKG	
Art and Craft	My Little Artist B- Ver. 1	Mystone Education
CLASS UKG	NAME OF THE BOOK	PUBLISHER
English Rhymes	The Learning Trail – Rhymes – Senior KG	New Saraswati House (India Pvt. Ltd.)
English, Mathematics, General Awareness	New Worlds of Wonder, An Integrated Theme- Based Course-Volume 1, 2, 3 UKG	Madhubun
Hindi	Wings of Wonder-Hindi Text-cum-Workbook, UKG	
Art and Craft	My Little Artist C- Ver. 1	Mystone Education
CLASS I	NAME OF THE BOOK	PUBLISHER
English	Oxford- New Pathways (Course book)-1	Oxford University Press
	Oxford - New Pathways (Workbook) -1	
	Oxford - New Pathways (Literature Reader) - 1	
Hindi	Nav Vitan Hindi Pathmala Text-cum-worksheets-1	Madhubun
	Rangoli Sulekh Abhyas- 1	New Saraswati House (India Pvt. Ltd.)
Mathematics	Let's Do Numbers: Building Numeracy Skills 1	S Chand Publishing
GK	Junior Genius 1- Ver. 2.0	Mystone Education
Computer	Trackpad 1- Ver. 2.1	Orange Publication
Art	My Little Artist 1- Ver. 1	Mystone Education
CLASS II	NAME OF THE BOOK	PUBLISHER
English	Oxford- New Pathways (Course book)- 2	Oxford University Press
	Oxford - New Pathways (Workbook)- 2	
	Oxford - New Pathways (Literature Reader) - 2	
Hindi	Nav Vitan Hindi Pathmala Text-cum-worksheets- 2	Madhubun
	Rangoli Sulekh Abhyas- 2	New Saraswati House (India Pvt. Ltd.)
Mathematics	Let's Do Numbers: Building Numeracy Skills 2	S Chand Publishing
GK	Junior Genius 2- Ver. 2.0	Mystone Education
Computer	Trackpad 2- Ver. 2.1	Orange Publication
Art	My Little Artist 2- Ver. 1	Mystone Education
CLASS III	NAME OF THE BOOK	PUBLISHER
English	Oxford- New Pathways (Course book)- 3	Oxford University Press
	Oxford - New Pathways (Workbook) - 3	
	Oxford New Pathways (Literature Reader) – 3	
	My Calligraphy (Cursive Writing) – Level 3	Mystone Education



Hindi	Nav Vitan Hindi Pathmala Text-cum-worksheets- 3	Madhubun
	Nav Vyakaran Vatika - 3	
	Rangoli Sulekh Abhyas – 3	New Saraswati House (India Pvt. Ltd.)
Mathematics	Let's Do Numbers: Building Numeracy Skills 3	S Chand Publishing
EVS	Aasoka The World Around Us (Environmental Studies) 3	MBD Alchemie, Holy Faith International Pvt. Ltd.
GK	Junior Genius - 3 Ver. 2.0	Mystone Education
Computer	Trackpad 3- Ver. 2.1	Orange Publication
Art & Craft	Skills in Art and Craft- 3	PM Publishers Pvt. Ltd.
CLASS IV	NAME OF THE BOOK	PUBLISHER
English	Oxford- New Pathways (Course book) - 4	Oxford University Press
	Oxford - New Pathways (Workbook) - 4	
	Oxford New Pathways (Literature Reader) - 4	
	My Calligraphy (Cursive Writing) – Level 4	Mystone Education
Hindi	Nav Vitan Hindi Pathmala Text-cum-worksheets-4	Madhubun
	Nav Vyakaran Vatika- 4	
Mathematics	Let's Do Numbers: Building Numeracy Skills 4	S Chand Publishing
EVS	Aasoka The World Around Us (Environmental Studies) 4	MBD Alchemie, Holy Faith International Pvt. Ltd.
GK	Junior Genius - 4 Ver. 2.0	Mystone Education
Computer	Trackpad 4- Ver. 2.1	Orange Publication
Art & Craft	Skills in Art and Craft- 4	PM Publishers Pvt. Ltd.
CLASS V	NAME OF THE BOOK	PUBLISHER
English	Oxford- New Pathways (Course book) - 5	Oxford University Press
	Oxford - New Pathways (Workbook) - 5	
	Oxford New Pathways (Literature Reader) - 5	
	My Calligraphy (Cursive Writing) – Level 5	Mystone Education
Hindi	Nav Vitan Hindi Pathmala Text-cum-worksheets-5	Madhubun
	Nav Vyakaran Vatika- 5	
Mathematics	Let's Do Numbers: Building Numeracy Skills 5	S Chand Publishing
EVS	Aasoka The World Around Us (Environmental Studies) 5	MBD Alchemie, Holy Faith International Pvt. Ltd.
GK	Junior Genius - 5 Ver. 2.0	Mystone Education
Computer	Trackpad 5- Ver. 2.1	Orange Publication
Art & Craft	Skills in Art and Craft- 5	PM Publishers Pvt. Ltd.
CLASS VI	NAME OF THE BOOK	PUBLISHER
English	Oxford- New Pathways (Course book) - 6	Oxford University Press
	Oxford - New Pathways (Workbook) - 6	
	Oxford New Pathways (Literature Reader) - 6	
	Learnwell Smart English Grammar & Composition- 6	Holy Faith International Pvt. Ltd.
Mathematics	Ganita Prakash- Mathematics Textbook (Eng.) VI	NCERT
Hindi	Malhaar- Hindi Textbook VI	NCERT
	Nav Vyakran Vatika 6	Madhubun
Sanskrit	Deepakam: Sanskrit Textbook VI	NCERT
Science	Curiosity- Science Textbook (Eng.) VI	NCERT
Social Science	Exploring Society: India and Beyond Social Science Textbook (Eng.) VI	NCERT



Computer	Trackpad 6- Ver. 2.1	Orange Publication
GK	Junior Genius 6- Ver. 2.0	Mystone Education
Art	Colours Aasoka- 6	Holy Faith International Pvt. Ltd.
Skill/Vocational	Kaushal Bodh - Vocational Education Activity Book (Eng./Hindi) VI	NCERT
CLASS VII	NAME OF THE BOOK	PUBLISHER
English	Oxford- New Pathways (Course book) - 7	Oxford University Press
	Oxford - New Pathways - (Workbook) - 7	
	Oxford New Pathways (Literature Reader) - 7	
	Learnwell Smart English Grammar & Composition- 7	Holy Faith International Pvt. Ltd.
Mathematics	Ganita Prakash- Mathematics Textbook (Eng.) VII	NCERT
Hindi	Malhaar - Hindi Textbook VII	NCERT
	Nav Vyakran Vatika 7	Madhubun
Sanskrit	Deepakam - Sanskrit Textbook VII	NCERT
Science	Curiosity - Science Textbook (Eng.) VII	NCERT
Social Science	Exploring Society: India And Beyond – Social Science Textbook (Eng.) VII	NCERT
Computer	Trackpad 7- Ver. 2.1	Orange Publication
GK	Junior Genius 7- Ver. 2.0	Mystone Publication
Art	Colours Aasoka- 7	Holy Faith International Pvt. Ltd.
Skill/Vocational	Kaushal Bodh - Vocational Education Activity Book (Eng./Hindi) VII	NCERT
CLASS VIII	NAME OF THE BOOK	PUBLISHER
English	Oxford- New Pathways (Course book) - 8	Oxford University Press
	Oxford - New Pathways - (Workbook) - 8	
	Oxford New Pathways (Literature Reader) - 8	
	Learnwell Smart English Grammar & Composition- 8	Holy Faith International Pvt. Ltd.
Mathematics	Ganita Prakash - Mathematics Textbook (Eng.) VIII	NCERT
Hindi	Malhaar - Hindi Textbook VIII	NCERT
	Nav Vyakran Vatika 8	Madhubun
Sanskrit	Deepakam - Sanskrit Textbook VIII	NCERT
Science	Curiosity - Science Textbook (Eng.) VIII	NCERT
Social Science	Exploring Society: India and Beyond – Social Science Textbook (Eng.) VIII	NCERT
Computer	Trackpad 8- Ver. 2.1	Orange Publication
GK	Junior Genius 8- Ver. 2.0	Mystone Publication
Art	Colours Aasoka- 8	Holy Faith International Pvt. Ltd.
Skill/Vocational	Kaushal Bodh - Vocational Education Activity Book (Eng./Hindi) VIII	NCERT
CLASS IX	NAME OF THE BOOK	PUBLISHER
English	Beehive Moments (Supplementary Reader)	NCERT
Mathematics	Mathematics Textbook for Class IX	NCERT
Hindi	Hindi Course A Kritika - 1 Kshitij - 1	NCERT
	Hindi Course B - Sparsh Part I, Sanchyan Part I	NCERT



Sanskrit	Shemushi Prathmo Bhag Vyakranavithi, Abhyaswan Bhav	NCERT
Science	Science textbook for Class 9	NCERT
Social Science	Contemporary India - I A Textbook in Geography Democratic Politics - I India and the Contemporary World - I Economics - A textbook for class IX Atlas	NCERT Collins Publisher
Artificial Intelligence	Handbook from CBSE	CBSE
InformationTechnology	Handbook from CBSE	CBSE
Computers	Touchpad Play AI Ver 1.0 (417) / Touchpad CA Ver 2.0 (165) / Touchpad Play IT Ver 1.0 (402) (Any one as per subject opted)	Orange Publication
CLASS X	NAME OF BOOK	PUBLISHER
English	First Flight Footprints without Feet (Supp. Reader)	NCERT
Mathematics	Mathematics Textbook for Class X	NCERT
Hindi	Hindi Course A Kritika - 2 Kshitij - 2	NCERT
	Hindi Course B - Sparsh Part II, Sanchyan PartII	NCERT
Sanskrit	Shemushi, Vyakranavithi, Abhyaswan Bhav	NCERT
Science	Science Textbook for Class 10	NCERT
Social Science	Contemporary India - II A Textbook in Geography Democratic Politics - II India and the Contemporary World - II Understanding Economic Development Atlas	NCERT Collins Publisher
Artificial Intelligence	Handbook from CBSE	CBSE
InformationTechnology	Handbook from CBSE	CBSE
Computers	Touchpad Play AI Ver 1.0 (417) / Touchpad CA Ver 2.0 (165) / Touchpad Play IT Ver 1.0 (402) (Any one as per subject opted)	Orange Publication
CLASS XI	NAME OF BOOK	PUBLISHER
English	Hornbill Snapshots (Suppl. Reader)	NCERT
Mathematics	Mathematics textbook for class XI	NCERT
Hindi Core	Aroh I, Vitan I, Abhivyakti aur Madhyam	NCERT
Hindi Elective	Antra, Antral, Abhivyakti aur Madhyam	NCERT
Sanskrit	Bhaswati, Shaswati	NCERT
Physics	Physics Textbook for Class XI Part I & II	NCERT
Chemistry	Textbook for Class XI Chemistry Part I & II	NCERT
Biology	Biology Textbook for Class XI	NCERT
Economics	1. Statistics for Economics 2. Indian Economic Development	NCERT
Accountancy	Accountancy Textbook for Class XI	NCERT
Business Studies	Business Studies Textbook for Class XI	NCERT
Geography	Fundamentals of Physical Geography, Practical Work in Geography Part I, India Physical Environment.	NCERT
History	Themes in World History	NCERT
Physical Education	Health & Physical Education Class XI	New Saraswati House (India Pvt. Ltd.)
Applied Art	An Introduction to Indian Art Part I	NCERT
Graphics	An Introduction to Indian Art Part I	NCERT



Sculpture	An Introduction to Indian Art Part I	NCERT
Painting	An Introduction to Indian Art Part I	NCERT
Informatics Practices	Informatics Practices for Class XI	NCERT
Computer Science	Computer Science for Class XI	NCERT
Applied Mathematics	CBSE Handbook	CBSE
Entrepreneurship	Entrepreneurship	CBSE
Web Applications	CBSE Study Material	CBSE
CLASS XII	NAME OF THE BOOK	PUBLISHER
English	Flamingo Vistas	NCERT
Mathematics	Mathematics Part I & II Textbook for Class XII	NCERT
Hindi Core	Aroh II, Vitan II, Abhivyakti aur Madhyam	NCERT
Hindi Elective	Antra, Antral Bhag 2, Abhivyakti aur Madhyam	NCERT
Sanskrit	Bhaswati, Shaswati	NCERT
Physics	Physics Textbook for Class XII Part I - II	NCERT
Chemistry	Textbook for Class XII Chemistry Part I & II	NCERT
Biology	Biology Textbook for Class XII	NCERT
Economics	1. Introductory Micro Economics 2. Introductory Macro Economics	NCERT
Accountancy	Accountancy Textbook for Class XII	NCERT
Business Studies	Business Studies Textbook for Class XII	NCERT
Geography	Fundamentals of Human Geography, Practical Work in Geography Part II, India People & Economy	NCERT
History	Themes in Indian History Part - I, II, III	NCERT
Physical Education	Health & Physical Education Class XII	New Saraswati House (India Pvt. Ltd.)
Applied Art	An Introduction to Indian Art Part II	NCERT
Graphics	An Introduction to Indian Art Part II	NCERT
Sculpture	An Introduction to Indian Art Part II	NCERT
Painting	An Introduction to Indian Art Part II	NCERT
Informatics Practices	Informatics Practices for Class XII	NCERT
Computer Science	Computer Science for Class XII	NCERT
Applied Mathematics	CBSE Handbook	CBSE
Entrepreneurship	Entrepreneurship	CBSE
Web Applications	CBSE Study Material	CBSE



Class and Subject-Wise Allotment of Periods Timetable for Foundational Stage

Bal Vatika - 1, 2, 3

Name of school:		
Grade:		
From-to	Duration	Activity
	45 minutes	Morning Routine/Free Play/Corners Time
		Circle Time (Conversation, Songs, Poems)
	15 minutes	Snack Break
	15 minutes	Rhyme/Song/Music/Movement
	1 hour	Concept Time/Pre-numeracy (L1/L2)
	30 minutes	Arts/Craft/Free Play
	45 minutes	Corners Time or Arts/Craft/Sports/Free Play
	45 minutes	Lunch Break (ages 3-4 go home)
	45 minutes	Story Time/Language and Emergent Literacy (L1 and L2) for (ages 4-6)
	30 minutes	Outdoor Play and Wind Up or Language and Emergent Literacy (L1 and L2) for (ages 4-6)
Note: The duration is as suggested by NCF-FS, 2022 for 5.5 hours of school day with 4.5 hours of instructional time.		

Grade - 1, 2

Name of school:			
Grade:			
From - To	Duration	Activity	
			In classes with less possibility of circle time.
	30 minutes	Circle Time - Song/Movement	Circle time/conversation
			Math/ L2
	30 minutes	L1 - Oral Language	Math/ L2
	30 minutes	L1 - Word Recognition	L1/General Awareness + GK
	15 minutes	Snack Time	Snack Time
	1 hour	Mathematics	L1/General Awareness + GK
	30 minutes	Arts and Craft	L2/Math/Art
	30 minutes	L1 - Reading/Writing	L2/Math/Art
	45 minutes	Lunch Break	Lunch
	1 hour	L2 - Oral Language, Word Recognition	Art/Math
	30 minutes	Play Time	Library/Gardening/Sports (need extra 15 mins.)



Timetable for Preparatory Stage

Grade - 3, 4, 5

Name of school:			
Grade:			
From - To	Duration	Activity	Classes should begin with circle time.
	25 minutes	Assembly time	
			TWAU
	40 minutes	R1(4), R2 (1)	R1/ R2
	40 minutes	R1/R2	R2 + Library
	15 minutes	Snack Time	Snack Time
	40 minutes	Mathematics / R2	Math/ Art
	40 minutes	Mathematics/ R2	R2/PE
	45 minutes	Lunch	Lunch
	40 minutes	TWAU	TWAU/ R2
	40 minutes	TWAU	TWAU/R2
	40 minutes	PE (2), Art (2), TWAU	TWAU/PE/ART
	40 minutes	PE (2)Art (2), TWAU	TWAU/PE/ART

*Every class should begin with Circle time/ Open conversation. R1 & R2 are the first and second languages. TWAU stands for The World Around Us (EVS), and PE is Physical Education.

Timetable for Middle Stage

Grade – 6, 7, 8

Name of school:			
Grade:			
From - To	Duration	Activity	Classes should begin with circle time.
	25 minutes	Assembly time	
	40 minutes	R1 (1)/ Mathematics (4)	R1/ Library
	40 minutes	R1 (2)/R2 (2)/ Mathematics	VE/ Library
	15 minutes	Snack Time	Snack Time
	40 minutes	Social Science	SS/ Art
	40 minutes	Social Science(2), Science(3), PE	SS/ SC/PE
	45 minutes	Lunch	Lunch
	40 minutes	Science(2), Art (2),R2	Science/Art/ R2
	40 minutes	Science (2),Art (2), R3	Science/Art/R3
	40 minutes	PE (2), VE(2), R3	PE/VE/ R3
	40 minutes	PE (2) VE(2), R3	PE/VE/ R3

*Every class should begin with Circle time/ Open conversation. R1 & R2 & R3 are the first, second and third languages. VE stands for Vocational Education and PE is Physical Education.



Time Allocation for Preparatory Stage

Grade - 3, 4, 5

Subject	Annual Hours	Annual Periods
R1 + Library	180	270
R2	190	285
Mathematics (Maths)	185	277.5
The World Around Us (TWAU)	200	300
Art Education (Art)	100	150
Physical Education (PE)	100	150

Timetable for Middle Stage

Grade – 6, 7, 8

Subject	Annual Hours	Annual Periods
R1 + Library	65	97.5
R2	70	105
R3	75	112.5
Mathematics (Maths)	115	172.5
Science	160	240
Social Science (SS)	160	240
Art Education (Art)	100	150
Physical Education (PE)	100	150
Vocational Education (VE)	110	165



Formats (Weekly Timetable)

1. Class and Subject Wise Allotment of Periods

Name of school:												
Class/ Subject	Sub 1 – No. of periods/ week	Sub 2 – No. of periods/ week	Sub 3 – No. of periods/ week	Sub 4 – No. of periods/ week	Sub 5 – No. of periods/ week	Sub 6 – No. of periods/ week	Sub 7 – No. of periods/ week	Sub 8 – No. of periods/ week	Sub 9 – No. of periods/ week	Sub 10 – No. of periods/ week	Sub 11 – No. of periods/ week	Total periods
LKG												
UKG												
I												
II												
III												
IV												
V												
VI												
VII												
VIII												
IX												
X												
XI SCI												
XI COM												
XII SCI												
XII COM												



Name of the school:



Class: _____										
Name of the class Teacher: _____										
DAYS/ PERIODS	1	2	3	LONG	4	5	SHORT	6	7	8
MONDAY				R			R			
TUESDAY				E			E			
WEDNESDAY				C			C			
THURSDAY				E			E			
FRIDAY				S			S			
SATURDAY				S			S			

4.Free Periods Timetable



Name of the teacher/Free Periods	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday



THE ADITYA BIRLA PUBLIC SCHOOL

Teacher's Diary

Session: _____

Teacher's Name:

Employee Code: Designation:

Subject: Class Teacher of

Class & Sub Assigned:

Other Responsibilities:



Timetable (Teacher Wise)

Session:.....

Subject:

Periods / Days	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Mon								
Tue								
Wed								
Thu								
Fri								
Sat								

Timetable (Teacher Wise)

Session:.....

Subject:.....

Periods / Days	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Mon								
Tue								
Wed								
Thu								
Fri								
Sat								

*Note: Please use pencil to fill Timetable and School Timings.



School Timings

Date From:.....to.....

Session:

Period	Monday to Friday	Saturday	Special Days

School Timings

Date From:.....to.....

Session:

Period	Monday to Friday	Saturday	Special Days

*Note: Please use pencil to fill Timetable and School Timings.



Syllabus Breakup

Class:.....

Session:

Subject:.....

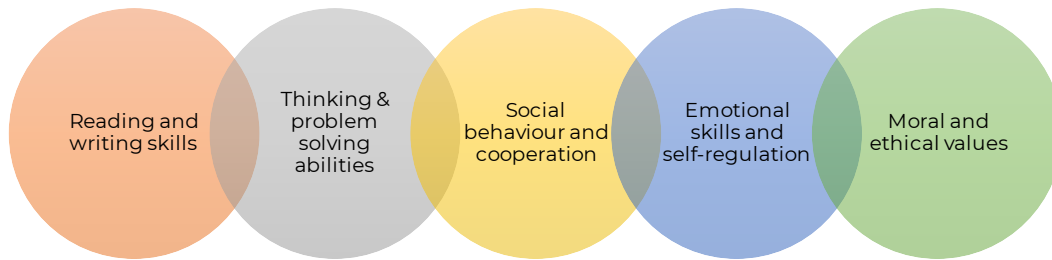
Prescribed Textbook(s):

Ref. Book(s):.....

Month	Days	Periods	TOPIC
April			
May & June			
July			
August			
September			
October			
November			
December			
January			
February			
March			

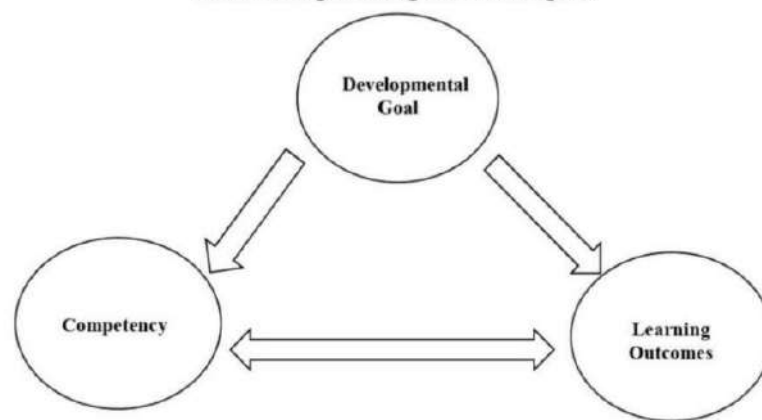
Anecdotal Records / Teacher's Observation Records

Rationale: As per **NEP 2020**, education aims at the **holistic development of the child**, moving beyond examination-centric learning. A child's progress is reflected not only through academic performance but also through daily behaviour and interactions. Education should support development in:



Regular observation of a child's behaviour provides valuable insight into their overall learning and development. The use of observation records ensures alignment with Competency-based education, Formative assessment practices, Holistic child development goals of NEP 2020

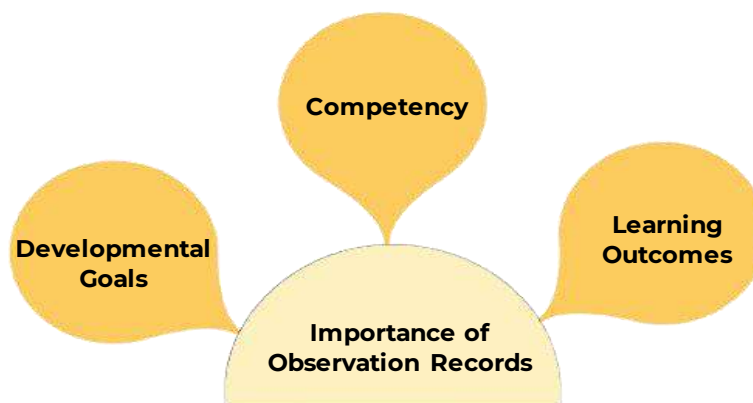
Understanding the linkage in child's Progress



Subject Teacher's Confidential Reference: An **observation record/anecdotal records** is a **brief, factual, and objective note** written by a teacher describing a **specific incident or behaviour** observed during regular school activities. These records are based on **direct observation**, not assumptions or interpretations. observation records may be documented during:

- Classroom teaching-learning activities
- Playground and sports activities
- Group and collaborative work
- Assemblies and school functions
- Laboratory or practical sessions
- Any routine or co-curricular school activity

Importance of Observation Records: Child development is best understood when the following three components are effectively linked:





Observation records help teachers **connect these components in real classroom situations**. They enable teachers to:

- Understand a child's thinking process and behaviour patterns
- Observe and record behavioural changes during classroom and co-curricular activities
- Identify individual strengths and areas of concern, Problem-solving and communication skills
- Track social, emotional, physical, and cognitive development, Interaction with peers and adults
- Support **observation-based assessment**, rather than examination-based assessment alone
- Provide appropriate academic and emotional support to students
- Share meaningful and evidence-based feedback with parents
- Maintain continuity of understanding when a child moves to the next grade
- Observe child's attention span, interest, and participation levels

Examples of Observable Behaviour:

- Helping or supporting a classmate
- Taking initiative or leadership during group work
- Difficulty in focusing or completing tasks
- Aggressive, disruptive, or withdrawn behaviour
- Signs of fear, anxiety, or sudden emotional changes
- Displays of honesty, cooperation, discipline, or responsibility

Procedure for Writing Observation Records: To ensure consistency and usefulness, teachers should follow these steps:

1. Observe the child **naturally during routine activities**
2. Record **what is seen or heard**, avoiding personal opinions
3. Clearly mention:
 - a. Date
 - b. Activity or context
 - c. Behaviour observed
4. Keep the record **brief, clear, and factual**
5. Maintain records **regularly and systematically**

Benefits for Teachers and Students: Systematic use of Observation records:

- Helps teachers plan **effective teaching and intervention strategies**
- Enhances the overall classroom learning environment
- Supports students' social and emotional development
- Enables early identification of learning or behavioural concerns
- Promotes **child-friendly, continuous, and comprehensive assessment**.

Implementation Matrix:

Subject teacher's Observation Records: (For Annual Pedagogical Plan)

Objective: To systematically document students' behavioural and developmental progress through regular classroom observations, in alignment with NEP 2020.

Component	Description
Target Group	All students (Pre-Primary to Secondary)
Responsible Teachers	Subject Teachers must share observation with Respective class teachers on regular intervals
Areas of Observation	Social behaviour, emotional development, communication skills, problem-solving, participation, values and ethics
Setting for Observation	Classroom, playground, group activities, laboratory, assemblies, co-curricular activities
Frequency	May vary for different type of learners, but its expected to have at least 4



	observations for a student in academic year
Mode of Recording	Observation record format -written
Data Confidentiality	Records maintained as confidential teacher reference
Review Mechanism	Discussion in grade-level meetings and teacher reflections with Principal/class teacher
Parent Communication	Shared during PTMs where required, with evidence-based feedback
Follow-up Action	Remedial support, counselling, enrichment activities
Expected Outcome	Holistic understanding of each child's progress and needs

Anecdotal Records

<u>S. No</u>	<u>Name of the Student</u>	<u>Class / Place</u>	<u>Date / Time</u>	<u>Description of the Incident:</u>	<u>Notes / Recommendations / Actions:</u>

Note:

1. These observations are strictly confidential and should not be shared with parents or any other adult except the School Head.
2. Subject teachers will share a constructive summary with the class teacher, who will communicate a consolidated **learner profile** (given in Annexure 06 and HPC) to parents during the Parent-Teacher Meeting (PTM).



Remedial Measures

Class:.....

Session:

Subject:.....

Name of the Student(s)	Area of Improvement	Remedial Measures Taken	Degree of Success Achieved	Signature of Parent (during PTM)

Remedial Measures

Class:.....

Session:

Subject:.....

Name of the Student(s)	Area of Improvement	Remedial Measures Taken	Degree of Success Achieved	Signature of Parent (during PTM)



Enrichment Measures

Class:.....

Session:.....

Subject:.....

Name of the Student(s)	Area of Improvement	Measures Taken to Inspire	Degree of Success Achieved	Signature of Parent (during PTM)

Enrichment Measures

Class:.....

Session:.....

Subject:.....

Name of the Student(s)	Area of Improvement	Measures Taken to Inspire	Degree of Success Achieved	Signature of Parent (during PTM)



Record of Marks

Class:.....

Session:

Subject:.....

[illegible]



Lesson Plan

Lesson plan format for foundational and preparatory stage

The Aditya Birla Public School

Class - _____

Start Date – End Date

Class- _____ Section- _____

From: (Start Date) To: (End Date)

Subject and Concepts:

- General Awareness- Theme no. ____, Title of the theme
- Mathematics- Topic/Concept
- English- Topic/Concept

Values

- 1.
- 2.
- 3.

Life Skills

- 1.
- 2.
- 3.

Day/ Date	Competency and Learning Outcomes	Experiences	Value and Life skills Integratio n and notes	Material Require d
Day 1 (Date)	Circle time (Competencies and learning outcomes)			
	General Awareness Competencies and learning outcomes)			
	Language (English/Hindi/both) Competencies and learning outcomes)			
	Mathematics Competencies and learning outcomes)			
	Any Domain (Competencies and learning outcomes)			
Day 2 (Date)	Circle time (Competencies and learning outcomes)			
	General Awareness Competencies and learning outcomes)			
	Language (English/Hindi/both) Competencies and learning outcomes)			
	Mathematics			



	Competencies and learning outcomes)			
	Any Domain (Competencies and learning outcomes)			
Day 3 (Date)	Circle time (Competencies and learning outcomes)			
	General Awareness Competencies and learning outcomes)			
	Language (English/Hindi/both) Competencies and learning outcomes)			
	Mathematics Competencies and learning outcomes)			
	Any Domain (Competencies and learning outcomes)			



SAMPLES OF LESSON PLAN

Lesson plan sample for foundational stage

The Aditya Birla Public School

Class- LKG **Section-** _____

From: (Start Date) **To:** (End Date)

Subject and Concepts:

- **General Awareness-** Theme 3- Health and Hygiene
- **Mathematics-** Spatial Understanding
- **English-** Beginning sounds and letters

Values

1. **Self-Esteem:** Shares likes and dislikes, such as favourite colour, game, pet, etc.
2. **Healthy Eating:** Eats a variety of foods from different food groups – grains, vegetables, fruits, and proteins (e.g., dal, beans, nuts, dairy) with adult support
3. **Physical Games:** Willingly make efforts for tasks requiring large muscle groups (e.g., helps move small furniture in the classroom)
4. **Hygiene Etiquette:** Cleans hands before and after eating and follows sanitary etiquette. Such as, always using a dustbin to dispose of waste.

Life Skills

1. **Comforting Routines:** Feels relaxed and secure within the familiar classroom routine.
2. **Cooperative Play:** Plays and works together with classmates on group activities.
3. **Expressing Emotions:** Visits and spends time in various learning corners for self-expression and relaxation, such as the arts and crafts corner, reading and writing corner, and math corner.

<u>Day/ Date</u>	<u>Competency and Learning Outcomes</u>	<u>Experiences</u>	<u>Value and Life skills Integration and notes</u>	<u>Material Required</u>
Monday, 7 th July	Circle time C-9.7-B1: Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations C-9.1-B2: Sings along to songs and rhymes with intonation and gestures	Circle Time • Gather the children in a circle on a mat or carpet. Take Rhyming Words and Songs • Choose familiar songs and poems with rhyming words. • Sing the songs and recite the poems with the children, encouraging them to clap along. • After singing, ask the children to repeat some of the rhyming words. • Use visual aids like picture cards to illustrate the rhyming words. Discussion: • Talk to the class during circle time free conversation about the following: ○ Sharing likes and dislikes, such as favourite colour, game, pet, etc. ▪ Let the children talk about themselves and listen to others carefully.	• Shares their favourite healthy food during circle time. • Selects a variety of healthy foods from different food groups when asked to choose.	Action song (theme song): https://youtu.be/VAeB6l-Kd8k?si=O1ZR8NL7ISwKty4s



	Mathematics C-8.8-B1(iv): Follows instructions with multiple steps with understanding positional words different shapes, colours, and positions to form a pattern (e.g., arranges different things into formation of mandala; making a collage/ by understanding positional words English C-10.1-B1:Identifies rhyming words and alliterations. C-10.1-B2:Identifies the beginning and end syllables in words.	- In between take responses from children as, “does it happen to you too? Who else likes the same things as ___ just shared?” Etc. Positional Word Hunt Introduction: Read the story "Where Is My Bat?". Narrate the story using props and flashcards or puppets. Show all actions and position words by demonstrating as the story is being narrated. - Then open the book/print of the story and read aloud the story, take picture reading together with the children.  Where is my bat? Author: Mitesh Tendulkar Illustrator: Rishi Ghosh Translator: Madhusudan PRATHAM BOOKS Level 1 Segmenting Sounds Activity: 	Finishes a healthy portion of their lunch without excessive prompting.	Positional Word Hunt - Printed pages or images from the Story: Where is my Bat? https://storyweaver.org.in/en/stories/60814-where-is-my-bat - Flashcards with positional words (e.g., above, below, besides, in front of, behind) Picture cards of different fruits and vegetables (including apples, pears,
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		• Show the children a picture card of a "fish." • Demonstrate how to break down the word into the first sound "f" and the rest "ish." • Practice with a few more examples like "fan" (first sound: "f," rest: "an") and "finger" (first sound: "f," rest: "inger"). • Give each child a flashcard with pictures related to day-to-day household items. • Explain that they need to break down each word into the first sound and the rest of the word. • Provide guidance and support as they work through the activity.		and grapes)
8th July, Tuesda y	Circle time C-9.7-B1: Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations C-9.1-B2: Sings along to songs and rhymes with intonation and gestures English C-10.1-B3: Combines 2-3 syllables to form simple words. C-10.2-B3: Pretends to read while making appropriate word-like sounds while following a text.	Circle Time • Gather the children in a circle on a mat or carpet. Take Rhyming Words and Songs • Choose familiar songs and poems with rhyming words. • Sing the songs and recite the poems with the children, encouraging them to clap along. Discussion: • Talk to the class during circle time free conversation about the following: ◦ Eating a variety of foods from different food groups – grains, vegetables, fruits, and proteins (e.g., dal, beans, nuts, dairy) with adult support. ▪ Talk about being healthy by eating healthy food. ▪ Ask what children like to eat and how this food helps them become healthy.	• Selects a variety of healthy foods from different food groups when asked to choose.	Action song (theme song): https://youtu.be/VAeB6l-Kd8k?si=O1ZR8NL7ISwKty4s
		Word Sound Scavenger Hunt: • Gather the children in a circle and show them a picture card of a "banana." • Explain that every word has a starting sound and a part that comes after it. For example, in "banana," the starting sound is "b" and the rest is "anana." • Practice with a few more examples like "table" (starting sound: "t," rest: "able") and "rose" (starting sound: "r," rest: "ose"). • Divide the children into pairs or small groups. • Give each group a scavenger hunt checklist. Prepare set of picture cards with items that all begin with any one letter/sound. • Explain that they need to find labelled picture cards hidden around the room and say the word out loud, focusing on the starting sound and the rest of the word.	Encourage in children: • Offers to help a friend/classmate during activities. • Tells the teacher when feeling tired and needing a rest.	



	Mathematics and Language C-8.8-B1(iv): Follows instructions with multiple steps with understanding positional words different shapes, colours, and positions to form a pattern (e.g., arranges different things into formation of mandala; making a collage/ by understanding positional words.	- Once they find a card, they should identify the starting sound and the rest of the word. For example, if they find a picture of a "tomato," they should say "t-omato." - Encourage children to find all cards and match their labels. - Try the same with names of all children, asking them to try saying their name with first sound separate from the rest. - At the end display all the picture with labels visible or rewrite them in bold on a chart near pictures. Ask the children to say aloud their beginning sound. - And guess what the first sound looks like in writing. - Underline this first letter in all labels and make this the letter(sound) of the week. Positional Word Hunt Revisit: Re-read the story- Where is My Bat? Take shared reading of the story this time pausing at certain points, allowing children to complete the part at pause. Choose to pause after the position words so that children look at the pictures and say the next word. This will help build familiarity with position word vocabulary. Hunt: Ask the children to look at the pictures and identify where the bat is in relation to other objects. For example, "Is the bat above or below the table?" Flashcards: Hold up flashcards with positional words and ask the children to find a picture that matches the word. Discuss why the position matches.		Decorative material, fevicol, containers, earbuds, name sheets
9th July, Wednesday	Circle time – C-1.6-B1(i): Communicates discomfort with trusted adults when asked. C-4.3-B1(i): Identifies/names close	Circle Time: Sing theme rhymes and play the game: Who am I? - Play a guessing game where you describe a family member's actions ("I help you get ready for school," "I take you to the park"). - Children can guess who the family member is based on the clues. - This reinforces their understanding of different family member roles.		<u>Video</u> <u>Finger puppets.</u>



	family members/ particular adults. C-4.3-B1(ii): Interacts comfortably with familiar adults. Mathematics and Physical Development C-8.8-B1(iv): Follows instructions with multiple steps with understanding positional words different shapes, colours, and positions to form a pattern (e.g., arranges different things into formation of mandala; making a collage/ by understanding positional words.	○ Then discuss how children feel with their family members. ○ How the family members help and protect children? ○ Then talk about need of staying safe and the activity below: Safety Circle: ○ Draw a large circle on the floor or use a jump rope to create a physical boundary. ○ Explain that this is our "Safety Circle," a special space where we feel safe and the people, we feel always safe with. ○ Ask children to name any 4 people they will keep in 'safety circle'. These are the people that we seek help from, that can bathe us or help us change clothes. ○ The people in our safety circle are our helpers; we should always tell them anytime we feel unsafe or scared. ○ All other people are outside our safety circle, even when they are friends and family. Positional Role Play 1. Setup: Set up an area with props or toys. 2. Role Play: Have the children act out scenes from the story, using positional words to describe where the bat is (e.g., "The bat is behind the chair"). 3. Questions: Ask questions like "Where is the bat now?" to reinforce the positional vocabulary. 1. Where is the bat now? 2. What is behind the door? 3. What did he look 'inside' of? 4. What was inside the box? 5. What was 'on' the shelf? Etc. Physical Development: • Spatial Awareness: Discuss spatial concepts such as near, far, under, and above in relation to movements during physical activities. • Gross Motor Skills: Emphasize the importance of crawling under obstacles to develop coordination and balance.		<u>kitchen set etc.</u> <u>Cut-outs of fridge, almirah, pictures of objects to keep.</u> Positional Role Play • Props or toys similar to those in the story (e.g., bat, chair, table) • Space to act out scenes
<u>10th</u> <u>July,</u> <u>Thursda</u>	To know rhyming pattern.			



Y	Dance Physical Activity – balancing game Mathematics C-8.8-B1(iv): Follows instructions with multiple steps with understanding positional words different shapes, colours, and positions to form a pattern (e.g., arranges different things into formation of mandala; making a collage/ by understanding positional words.	Shape Exploration and Object Identification Step 1: Group Assignment (5 minutes) Divide the Class: - Split the class into four groups. - Assign each group a shape (circle, square, triangle, rectangle) with a shape card. Step 2: Object Matching (10 minutes) Distribute Materials: - Give each group a mix of objects (sticks, beads, stones, crayons, boxes). Shape Matching: - Each group finds objects matching their shape (e.g., round beads for circles). Positional Words Practice Re-Introduce Positional Words: Explain and demonstrate words like above, inside, behind using objects. - Instruct groups to place objects using positional words: "Put one stick above the box." "Put a bead inside the box." "Put the stone behind the box." "Put the small box inside the bigger one." Sharing and Discussion: Group Presentation: Groups show their matched objects and demonstrate positional placements. Class Discussion: Briefly discuss how different objects match shapes and the use of positional words. Assessment indicators: Shape Recognition: - Can the child identify and name basic shapes (circle, square, triangle, rectangle)? - How does the child demonstrate an understanding of shapes through activities like sorting or matching? Positional Words:		Shape Exploration and Object Identification - Sticks, beads, stones, crayons, cardboard boxes (various sizes) - Shape cards (circle, square, triangle, rectangle) - Labels with positional words (above, inside, behind, etc.)
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		1. Does the child understand and use positional words (e.g., above, below, beside) accurately? 2. Provide examples or scenarios where the child has used positional words during activities. Home Engagement: Shape Sorting and Matching Game: • Instructions: Provide parents with a set of shape cards (circle, square, triangle, rectangle) and a collection of small objects (e.g., buttons, beads). Ask them to help their child sort the objects into groups based on shape. They can create simple sorting trays or use containers labelled with shapes.		Flashcards of items related to hygiene and cleanliness.
11th July, Friday.	Circle Time:	Clean Hands, Happy Hands: • Gather children in a circle and introduce the concept of "Cleanliness Champions!" who care about keeping their bodies and surroundings clean. • Start a conversation – Ask children, "What does it mean to be clean?" and "Why is it important to keep our hands clean?" Discuss the importance of washing hands before eating and after using the toilet to prevent germs from spreading. • Handwashing Hero Steps: ○ Show pictures or flashcards depicting the key steps of handwashing (wetting hands, applying soap, lathering, rinsing, drying). ○ Sing a catchy handwashing song together while going through the motions, reinforcing the importance of each step.		Handwashing Station: Sink with soap dispenser, paper towels, mirror (optional) visual aids like picture cards depicting the handwashing steps or



	General Awareness and language: C-1.2-B1: Begins to wash and dry hands before and after using the toilet or eating. C-9.4-B1: Follows some simple instructions comprising of several steps (2 to 3 instructions at a time). C-9.7-B1: Uses vocabulary acquired from specific themes, and topics introduced in class in their conversations. Mathematics C-8.8-B1(iv): Follows instructions with multiple steps with understanding positional words different shapes, colours, and positions to form a pattern (e.g., arranges different things into formation of mandala; making a collage/ by	o Practice washing hands properly at the sink with supervision (optional). Super Soap Squad! • Gather the children around the handwashing station and sing the handwashing song together. • Demonstrate the proper handwashing technique step-by-step, using clear and simple language (e.g., "Wet, wet, wet! Get your hands all wet!" for wetting hands). • Encourage children to participate by repeating the words and mimicking your actions. • Have each child wash their hands independently, offering assistance with drying as needed. • After washing, ask children questions about the process using new vocabulary (e.g., "What did you use to wash your hands?" - "Soap!"). • Briefly mention how washing hands helps keep germs away so we can stay healthy and play outside with friends. Positional Words and Drawing Objects 1. Introduction: - o Gather the children in a circle and introduce the concept of positional words (centre, on, under) using simple examples with classroom objects (e.g., "The ball is on the table," "The chair is under the desk"). 2. Demonstration: - o Show examples of drawings where objects are placed using positional words (e.g., a sun in the sky, a fish swimming underwater). Explain each position as you show the drawings. 3. Activity: - o Distribute paper and crayons/markers to each child. - o Give verbal instructions using positional words for them to draw specific scenes, such as: ▪ "Draw a flower in the centre of your paper." ▪ "Draw a bird sitting on a tree branch." ▪ "Draw a house under the sun." - o Encourage children to use their imagination and creativity while following the instructions. 4. Discussion: - o After drawing, gather the children together to share their drawings. - o Ask questions to reinforce positional concepts, such as: ▪ "Where did you draw the bird?" ▪ "Can you point to where the house is?"		dressing sequence. Positional Words and Drawing Objects • Paper • Crayons or markers
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	understanding positional words.	○ Discuss how different objects can be placed in relation to each other using positional words. 5. Extension (Optional): ○ For children who finish early, encourage them to create their own instructions using positional words for their peers to follow in drawing additional scenes. Assessment indicators: Positional Words: • Does the child understand and use positional words (e.g., above, below, beside) accurately? • Provide examples or scenarios where the child has used positional words during activities. Home engagement: Positional Words Around the House: • Instructions: Encourage parents to use positional words (e.g., on, under, beside) while playing with their child. For example, they can say, "Put the toy on the table," or "Hide the book under the pillow." Ask parents to write down or record some of the positional word phrases used.		
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Lesson Plan

Class- UKG

From: (Start Date) to (End Date)

Subject and Concepts:

- **General Awareness-** Food
- **Mathematics-**Number Sense
- **English-** Phonological Awareness

Values

1. **Awareness of self and others:** Demonstrates understanding and concern for others' feelings and experiences.
2. **Mindful eating:** Eats without wasting food when served appropriate portions.
3. **Breathing exercise:** Engages in simple breathing exercises, such as blowing on a paper or feather, sitting still for a few minutes while focusing on breathing or lying down and breathing rhythmically.
4. **Clean Surrounding:** Keeps personal items like backpacks, lunch boxes, and clothing clean and organized.

Life Skills

1. **Recognizing Stress Signs:** adult help while experiencing these stress signs (anger/sadness/fear)
2. **Following complex instructions:** Remembers and executes a series of instructions in the correct order during activities (take out your maths book ,open page no. XYZ and read the title of the page)
3. **Emotional Regulation:** Demonstrates self-control by refraining from impulsive reactions during moments of frustration or excitement.

Day/ Date	Competency and Learning Outcomes	Experiences	Value and Life skills Integration and notes	Material Required
Monday 21/04/25	Circle time Competencies- C-9.1- Listens to and appreciates simple songs, rhymes and poems Learning outcomes- C 1- Listen to longer songs /poems with attention and have conversations about them.	Students will gather in a circle and listen food theme song and then try to recite along with teacher. 	Love for food	Good Food Song https://youtu.be/uxCPkFfNj-4?si=zZVVrb5_h-gn4ZNf
21/04/25	General Awareness Competencies- C-1.1 Shows a liking for and understanding of	Activity:- "My Healthy Food Plate" Activity 1. Teacher shows food pictures and asks: Encourage the children to listen songs/poems attentively.	Respect for Food – • Gratitude • Healthy	Paper plate (one per child) • Picture cut-outs / flashcards of foods



	nutritious food and does not waste food Learning outcomes-C1 Eats from a variety of food groups independently	"Who eats fruits?" "Which food makes us strong?" Then explain in simple words: <i>"Healthy food helps us grow strong and we should not waste food."</i> Making the Healthy Plate 1. Give each child a paper plate 2. Place food picture cut-outs on the table 3. Children choose food from different groups and paste them on the plate: Fruits 🍎,Vegetables 🥕,Grains 🍞, Milk / Dal 🥛 Teacher gently guides: "Take one fruit, one vegetable, one grain..." Talk & Reinforcement Each child shows their plate and says: "I have fruits and vegetables." "This food is healthy."	Living Responsibility	(fruits, vegetables, grains, milk, dal, eggs, nuts) • Glue • Crayons / sketch pen
21/04/25	Language (English) Competencies-C-10.3 Recognizes all the letters of the alphabet of the script LI and uses this knowledge to read and write words. Learning outcomes-- Recognizes as sight words commonly used articles, pronouns, and connecting words.  safehugs	Activity: Making the Sight Word Food Plate. 1. Give each child a paper plate 2. Place food pictures and sight word cards on the table 3. Teacher says a sentence aloud, for example: "I like an apple." 4. Children: • Pick the correct sight word card • Paste it with the food picture on the plate 5. Children repeat the sentence aloud with teacher Sample sentences used: • I like a banana. • She eats an apple. • The boy and girl eat rice. Each child shows their plate • Reads the sight word with help. • Teacher appreciates effort and corrects gently.	Confidence – reading words aloud Respect – listening to friends Healthy habits – linking language with food awareness	Paper plate / chart paper (food plate) • Food picture cards (apple, banana, milk, roti, cake) • Sight word cards: a, an, the, I, she, he, and • Glue / Velcro dots



21/04/25	Mathematics Competencies- C-8.1 Sorts objects into groups and sub-groups based on more than one property. Learning outcomes: C1. Sorts objects into group based on attributes that they recognize.	Teacher shows food items and asks: "What food is this?" "Is it fruit or vegetable?" "Is it healthy or junk?" Teacher explains simply: "We can sort food in different ways." Sorting by One Property - Place all food items in one basket - Ask children to sort into: Fruits 🍎 🍌, Vegetables 🥕 🍅 Children place food into correct baskets. Sorting by Two Properties Now teacher adds another rule: "Let us sort fruits by colour" or "Let us sort food as healthy and unhealthy" Examples: • Fruits → Red fruits / Yellow fruits • Food → Healthy / Unhealthy Children think and sort again.	Healthy living – understanding healthy food • Responsibility – placing items correctly • Respect – caring for learning materials	Toy food / food picture cards (apple, banana, carrot, tomato, cake, biscuit, milk) • 3-4 baskets / trays • Labels or picture signs (Fruits, Vegetables, Healthy, Unhealthy / Red, Yellow, Green)
Tuesday 22/04/25	Circle time Competencies- C-9.1– Listens to and appreciates simple songs, rhymes and poems Learning outcomes- C-1– Listen to longer songs /poems with attention and have conversations about them.	Students will gather in a circle and listen food theme song and then try to recite along with teacher. Encourage the children to listen songs/poems attentively.	Love for food	Food song Good Food Song https://youtu.be/uxCPkFfNj-4?si=zZVVrb5_h-gn4ZNf
22/04/25	General Awareness Competencies- C-1.1 Shows a liking for and understanding of nutritious food and does not waste food Learning outcomes- C-2 (II) Names some qualities of good nutritious food (egg eggs and dal build strength 'palak' clean the blood 'milk gives strong teeth.	Teacher shows food pictures one by one and asks: "What is this food?" "Do you eat this at home?" Teacher explains in simple words: "Healthy food helps our body in different ways." Food & Its Power Matching - Display a large chart with two columns: Food 🥛 🥚 🥬 → What it does 🦷 🦷 🩸 - Show one food picture at a time and explain its benefit: Milk → "Milk makes our teeth and bones strong" Egg / Dal → "Eggs and dal give us strength" Palak → "Palak cleans our blood"	Healthy living – understanding benefits of food • Respect for food – food helps our body • Gratitude – appreciating food prepared at home	• Chart paper (divided into sections) • Food picture cards (milk, egg, dal, palak, fruits) • Action / benefit picture cards (muscle 🦵, teeth 🦷, heart ❤️, blood drop 🩸) • Glue / Velcro



		3. Invite children one by one to: • Pick a food card • Match it with the correct benefit picture • Say the sentence aloud with teacher support Example sentences practised: • “Milk gives strong teeth.” • “Dal gives strength.” • “Palak cleans the blood.”		
22/04/25	Language (English) Competencies- C-9.7 - Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary Learning outcome-C1 Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc.	Activity: Oral Interaction Activity Teacher picks one card and acts it out: “I am washing the apple.” “I am cutting the apple.” “I am eating the apple.” Children repeat sentences using actions. Teacher supports vocabulary where needed. 	• Confidence – speaking in front of peers • Respect – listening when others speak • Sharing – taking turns in circle time • Communication skills • Vocabulary building • Thinking & guessing meaning • Self-expression	flashcards of food actions: eating 🍴 cutting ✂️ washing 🧼 cooking 👨‍🍳 tasting 😋 • Real/pretend food items (apple, banana, bowl, spoon) • Floor mat / circle seating
Wednesday 23/04/25	Circle time Competencies- C-1.1 Shows a liking for and understanding of nutritious food and does not waste food .	Make a circle and interact with students: Talking about their last night dinner and today's breakfast.	Curiosity & exploration	
23/04/25	General Awareness Competencies- C-1.1 Shows a liking for and understanding of nutritious food and	Activity: Clean Plate Hero Teacher shows two pictures: 1. Plate with food wasted. 2. Clean plate after eating. Teacher asks:		Paper plate cut-outs / real plates • Pictures of healthy food (roti, rice, dal, sabzi, fruit)



	does not waste food. Learning outcomes- C4 Eats without wasting food when served appropriate portions	"Which plate is good?" "Should we waste food?" Teacher explains simply: <i>"We should take only what we can eat and finish our food."</i> My Meal Plate Activity 1. Give each child a paper plate 2. Show food pictures and say: "Take only a little food on your plate." 3. Children paste small portions of different food pictures on their plate (roti, dal, sabzi, fruit) Teacher says: "When we finish our food, our plate becomes clean!" Clean Plate Promise • Children show their plate and say together: "I will not waste food." • Teacher puts a "Clean Plate Hero" sticker on the chart next to child's name.	• "Clean Plate Hero" smiley stickers ★ • Chart paper
23/04/25	Language (English/Hindi/both) Competencies- C-9.7 • Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary Learning outcome-C1 Uses expanded vocabulary with intentional use of action words, descriptive words, tenses, etc.	Activity: Examples: • "I am eating a sweet apple." • "She is cooking hot food." • "I washed my food." Teacher supports vocabulary where needed. Guess the Word Teacher uses a new word: "This food is crunchy." Teacher asks: "Is crunchy soft or hard?" Children guess using known words. *Show a picture various food. *Ask children to describe what they see (e.g. APPLE) Example: Apple is RED and BIG Apple is SWEET in taste.	• Confidence – speaking in front of peers • Respect – listening when others speak • Sharing – taking turns in circle • time • Communication skills • Vocabulary building • Thinking & guessing meaning



			• Self-expression	
23/04/25	Mathematics Competencies- Mathematics C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers Learning Outcomes- C 1 -Creates new pattern based different features ,colour, shape, size	ACTIVITY: My Colourful Platter Students will bring various fruits and arrange them in form of Mandalas with using their imagination .(Teacher will help in cutting the fruit) 	Love for food	Plate, Various types of fruits.
Thursday 24/04/25	Circle time C-9.2: Creates simple songs and poems on their own. Learning outcomes. Identifies rhyming words from familiar poems and creates new rhyming words.	*Students will gather in a circle and listen food theme song and then try to recite along with teacher. *Encourage the children to listen songs/poems attentively.	Love for food	https://youtu.be/uxCPkFfNj-4?si=zZVVrb5_h-gn4ZNf Food song
	General Awareness	Activity: "My Healthy Bhel Bowl"	Respect for food	• Boiled chana / sprouts
Thursday (No Bag Day) 24/04/25	Competencies- C-1.1 Shows a liking for and understanding of nutritious food and does not waste food. Learning outcome:C3- Participates in preparing nutritious snacks (e g, mixing boiled chana, sprouted salad, bhel puri)with adult support	Teacher shows ingredients and asks: "What food is this?" "Is this healthy?" Teacher explains simply: <i>"Today we will make a healthy snack together."</i> Preparing the Healthy Bhel - Teacher places ingredients on a table - Children stand in small groups - One by one, children: • Add boiled chana / sprouts • Add vegetables • Add puffed rice - Teacher mixes gently and explains: "These foods make us strong and healthy." Children observe and participate with support. Eating Without Wasting (5-10 min) • Children eat the prepared snack • Teacher reminds:	food – food is prepared with care • Sharing – preparing and eating together • Gratitude – appreciating healthy food • Cleanliness – washing hands before eating	• Chopped cucumber & tomato • Puffed rice (murmura) • Lemon, salt (teacher handled) • Big mixing bowl • Small bowls & spoons • Aprons / tissues



		"Take only what you can eat." • Children finish their bowls and keep plates clean. 		
Thursday 24/05/2025	Language (English/Hindi/both) Competencies- C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others Learning outcomes-	Activity: Food chair *Arrange chairs in certain distance and place various food pictures on chairs. *Children walk around the chairs while music plays. * When the music stops , teacher will tell one food name, and children move to that chair. *Remove one chair and continue. 	Vocabulary development, creative expression	Small chairs or floor mats , flash card of food ,Music player
Thursday 24/05/2025	Any Domain Competencies- C-3.1 - Shows coordination between sensorial perceptions and body movements in various activities. Learning outcomes- Improves catching, throwing and kicking using different sized balls.		Active listening skill, emotional interaction	Adult supervision (teacher, helper) safe jhula/swing (Plastic or rubber seat)First aid box. Safety rule.



Friday 25/04/25	Circle time C-9.2: Creates simple songs and poems on their own. Learning outcomes- Identifies rhyming words from familiar poems and creates new rhyming words.	*Students will gather in a circle and listen food theme song and then try to recite along with teacher. *Encourage the children to listen songs/poems attentively.	Love for food	https://youtu.be/uxCPkFfNj-4?si=zZVVrb5_h-gn4ZNf Food song
25/04/25	General Awareness Competencies-2.1 Differentiates between shapes, colours and their shades Learning outcomes-C2 Groups objects based on combinations of visuals characters of colours and shapes (e.g. all red triangles together, all large green leaves together)	- Teacher places mixed food cut-outs in a basket. - Sorting trays are labelled as: - Red Triangles - Yellow Ovals - Green Ovals - Brown Squares - Children come one by one: - Pick one food item - Say its colour and shape - Place it in the correct tray Teacher gives gentle guidance where needed.		Red apple – circle Yellow banana – oval Orange sandwich – triangle Green leaf – oval Brown biscuit – square • 3-4 sorting trays / plates • Shape & colour chart (display)
25/04/25	Language (English/Hindi/both) Competencies-C-9.2: Creates simple songs and poems on their own. Learning outcomes- Identifies rhyming words from familiar poems and creates new rhyming words.	Activity: Child-Created Food Rhyme (10 minutes) Each child: - Picks a food card - Says or repeats a simple rhyme line Examples: • “Rice, rice, very nice.” • “Banana, banana, na-na-na!” • “Apple, apple, snapple.” (nonsense rhyme encouraged)	• Confidence – speaking aloud in group • Joy of learning – fun with rhymes • Respect – listening to friends' rhymes	
25/04/25	Mathematics Competencies-C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s. Learning outcomes- Counts objects with understanding of cardinality till 10 accurately.	Activity: Subtraction on a number line. *Draw a horizontal line and mark numbers on it in order, for example 0 to 10 *Let's say we want to subtract 3-2 start at 3 on the number line.	Sorting and counting skills, fine motor skills, problem-solving	Worksheet



		Count the jumps. $9 - 5 = 4$ 0 1 2 3 4 5 6 7 8 9 10 $4 - 3 = \square$ 0 1 2 3 4 5 6 7 8 9 10 $5 - 1 = \square$ 0 1 2 3 4 5 6 7 8 9 10 $10 - 6 = \square$ 0 1 2 3 4 5 6 7 8 9 10 $7 - 5 = \square$ 0 1 2 3 4 5 6 7 8 9 10 $4 - 4 = \square$ 0 1 2 3 4 5 6 7 8 9 10 $8 - 2 = \square$ 0 1 2 3 4 5 6 7 8 9 10		
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Lesson plan

Class-II

Date: - From: (Start date) To: (End date)

Subject and Concepts:

- **General Awareness** – Theme 9: Air & Water: Essentials of life
- **Mathematics**- Data handling
- **English**- Raju Learns About the Waste

Values

1. Service to Others: Participates in organised activities and reflects on how action can benefit others in the community. (Example: Helps plant trees during a school event and discuss how it improves the environment for everyone.)

2. Cleanliness-Eco-friendly awareness

Life Skills

1. **Inferential Thinking:** Makes reasonable conclusion based on given information, using clues from context to understand deeper meanings of implications. (Example: Infers the weather conditions in a story by observing the character's clothing and activities described in the text.)
2. **Presentation Skills:** Effectively communicates an idea or information to an audience using clear speech appropriate body language, and visual aids. (Example: Confidently presents a project to the class, maintaining eye contact, using gestures and organizing the content logically.)
3. **Observation:** Noticing details

Day/ Date	Competency and Learning Outcomes	Experiences	Value and Life skills Integration and notes	Material Required
Day 1 5/1/26	Circle time Pass the ball -Team Circle Run	Students are divided into two parallel lines. The first child of each line holds a ball. On the teacher's signal, the child runs in a half circle and hands over the ball to the last child standing in the line. After giving the ball, the child joins the line again. The last child now repeats the same action. The activity continues until every child gets a turn. 	Teamwork, Turn-taking, Self-control, Following instructions, Positive social interaction	1 soft ball



	General Awareness C-1.3: Keeps school/classroom hygienic and organized. Segregates garbage appropriately.	Identifies clean and dirty surroundings. Awareness of surroundings Observation walk in school, discussion on cleanliness, linking with Raju's story	Awareness, Observation	School surroundings, pictures
	Language C-10.5: Reads short stories and comprehends its meaning by identifying characters, storyline and what the author wants to say -on their own. LO's: Reads and identifies characters plots, sequences, and point of view of the author.	Identifies waste around self Understands meaning of waste and cleanliness Picture discussion, introduction of chapter, sharing daily examples. Ask: Children, when you eat chips what do you do with the empty packet?" What do we call old paper, broken pencil, plastic bottle?" Why should we keep our and school clean?" Expected answer: We put it in the dustbin. Its smells bad. We may fall sick. Teacher: Show children a small chips packet, a piece of paper, a bottle cap, pencil shavings. Tell children that these are waste. They are of no use now. Teacher explains the concept "Waste means garbage. Cleanliness means keeping thing clean"	Cleanliness, Awareness, Observation	Textbook, pictures, chart, Wrapper, pencil shaving etc.



				
	Mathematics C-8.1: Sorts objects into groups and sub-groups based on more than one property. LO's: Students will classify and group objects.	Sorting classroom items (pens, books, bags). Teacher's Instructions: 1. Teacher places a basket containing mixed classroom objects (pens, books, bags) in front of the class. 2. Teacher says: "Children, today we will sort these objects into groups. We will make three groups – pens, books and bags." 3. Teacher draws three columns on the board and labels them: Pens, Books, Bags. 4. Teacher demonstrates by picking one pen and placing it under the 'Pens' column on the table or chart. Children followed instruction and participated in activity	Organization, responsibility. Accuracy	Objects, Chart paper



Day 2 6/1/26	Circle time . Pass the ball -Team Circle Run	Gather children and make them stand in two parallel lines . then teacher will give instruction. Children feel excited and energetic while running and passing the ball. They enjoy waiting for their turn and cheering for their friends. The activity creates happiness, cooperation, and a sense of togetherness among students.		1 soft ball
	General Awareness C-1.3: Keeps school/classroom hygienic and organized. Segregates garbage appropriately. C-4.1: Begins to express their capabilities and shows interest with a view to contribute society -	Understanding types of waste Recognizes wet and dry waste in daily life. Show and tell activity, sorting waste pictures, story reference Take the children on a nature walk. Show them different plants and animals and explain the importance of our environment. Teach them that	Responsibility, Thinking skills	Picture cards, bins.



	when I grow up, I want to be a social worker.	if we pollute the environment or throw waste carelessly, it can have harmful effects on nature and all living beings. 		
	Language CG-5.1 Children develop a positive attitude towards productive work and service or seva. LO's: Helps teacher to create TLM.	Project-based Learning. Classifies waste Children make a project with the help of teacher (Different Types of Dustbins) so that they understand different types of waste to which we can reduce, recycle, and reuse. And also, about segregation of waste.  Differentiates wet and dry waste Sorting activity using bins, discussion linked to story	Responsibility, Decision making. Teamwork.	Wet & dry bins, flashcards
	Mathematics C-8.2 Identifies and extends simple patterns in their surroundings, shapes and numbers. LO: Students will record data using tally marks.	Counting pencils, shoes, preparing tally chart. 1. Divide students into small groups of 3-4. 2. Assign each group a task: count the number of pencils in their pencil box and the number of shoes in the classroom (or a designated area). 3. Give each group a tally chart paper with two columns: "Pencils" and "Shoes".	Observation, accuracy.	Pencil, Shoes, tally chart paper, Blackboard, Chalk, Worksheets



		4. Students will count the pencils and shoes, and for each item, they'll make a tally mark (I) in the corresponding column. 5. For every 5th item, they'll make a diagonal line (/) across the previous 4 tally marks to represent a group of 5. 6. Once they've finished counting, students will total up the tally marks and write the number in the chart. Teacher note: - Encourage students to work together and verify each other's counts. - Circulate around the groups to ensure they're using tally marks correctly. 		
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Day 3 7/1/26	Circle time Interaction with Learners	Children sit in a circle on mat and share their experience one by one about environment, save water and electricity. Children start sharing one by one • We should save water. My mom says if we don't close the tap properly, water will go waste. • We should turn off the lights when not in use too, to save electricity. And we should plant more trees to keep our air clean. • My dad says trees give us oxygen and help reduce pollution.	Sharing and care for nature.	Mat
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		We should also throw trash in the dustbin, not on the ground. If we all do these small things, our Earth will be a happy place. 		
	General Awareness C-7.1 Identifies and describes finer details of the objects, signs, places, common activities in the immediate environment and in the picture/models. (e.g. the big brown door in the small green house.)	Role play on throwing waste properly, discussion on consequences. Understands importance of using dustbins. 	Promotes general awareness	Props, chart, model of dustbin.
	Language C-10.4 Reads stories and passage in (L1) with accuracy and fluency with appropriate pauses and voice modulation. LO's: Reads short passages accurately and fluently with appropriate intonation, pauses and voice modulation. C-7.2 Makes casual connection (e.g. Abdul did not come to school because he was sick, the plant died because it has not rained.)	Understands waste disposal. Explains importance of proper waste disposal. If waste is not separated, it all ends up in one smelly pile which can never be recycled. Every city and town today has large piles of waste, called landfills. This waste pollutes water and land and causes many diseases. E.g. Dengue, Malaria, Typhoid etc.	Civic sense, Communication	Story cards, props



	Mathematics C-8.5 Recognises and uses numerals to represent quantities up to 99 with place value understanding. LO: Students will represent collected data in simple tables.	Making table for favourite fruit, colour, game.	Teamwork, cooperation.	Worksheets, Blackboard
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Day 4 8/1/26	Circle time Story Telling	Children will tell the story in Radio Station and then ask question related to it with peers. E.g.: One of child recites story of Raju and the visitor "The Earth" who has visited Raju's house and told him about the environment and his good deeds. Then teach him a mantra "Reduce, Reuse and Recycle".	Communication skill, Creativity and Imagination	Venue: Radio Station.
				
	General Awareness C-6.1: Shows care for and joy in engaging with all life forms. LO's: Enjoys going out for nature walks and observing plants and animals.	Environmental awareness Shows care for environment through actions The children went for a nature walk. They saw many plants and animals around them. They learned that trees give us fresh air and animals are part of our environment. The teacher told them to keep their surroundings clean. They understood that throwing waste here and there makes the	Teamwork, Care for nature	Nature



		environment dirty and causes diseases. They also learned that if we do not care for nature, plants and animals can get harmed. The children promised to use dustbins and keep their surroundings clean. 		
	Language C-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and the author want to say. LO,s: Interprets the motivation of the author to write the story and retell the story as if they were author.	Explanation of the story and interaction with students. Student discussion about Raju and visitor "The Earth". They narrate their own story to clean environment. About segregation of waste. Save water. Plant trees and how they compost the waste and can use it in soil.	Politeness and manners.	
	Mathematics C-8.7 (Extended from patterns/relations) Interprets information from visual representation. LO: Students will read and interpret pictographs.	Reading simple pictograph from worksheet.	Logical reasoning, analysis.	Worksheets, Charts



Day 5 9/1/26	Circle time Story Telling	Children will tell the story in Radio Station and then ask question related to it with peers. 	Communication skill, Creativity and Imagination	Venue: Radio Station.
	General Awareness C-4.1: Begins to express their capabilities and shows interest with a view to contribute society -when I grow up, I want to be a social worker	Recap through quiz, cleanliness pledge, worksheet Healthy habits Practices cleanliness and waste management habits "I promise to keep myself, my surroundings, and our planet clean. I'll reduce waste, reuse, and recycle. Let's keep India clean and green! 	Self-discipline, Responsibility	Worksheet, pledge chart
	Language C-10.5: Reads short stories and comprehend its meaning by identifying characters, storyline and what the author wanted to say-on their own. LO's: Reads and identifies characters plots, sequences, and point of view of the author.	Practices good habits Reflects learning and commits to cleanliness Recap, quiz, cleanliness promise. Activity  Dry waste and wet waste Pic a chit and read aloud then tell whether to put in dry dustbin or wet dust bin. Then consequences and effects.	Self-discipline, Responsibility. Promotes general awareness.	Worksheet, chart



	Mathematics C-8.1 & C-8.2 (Integration of grouping & patterns). LO: Students will create their own pictograph from class data.	Group activity: collect data (e.g., birthdays, favourite games).	Creativity, cooperation.	Chart paper, Colour pens
Day 6 10/1/26	Circle time	All the students stand in circle and pass the ball with music, when the music stops they share their good deeds. 	Respect for others feeling. Happiness.	Ball, Music
	Language: C-10.8: Writes a paragraph to express their understanding and experiences (L1). LO's: Write down short sentences when dictated.	No Bag Day Activity (Super Saturday) Draw and write a short paragraph on "Tree" Teacher Instructions: Tell children we will draw a tree and write 3-4 lines about it." Show a sample drawing of a tree. Revise a few words: tree, roots, trunk, leaves, fruits, birds. Write 2-3 simple sentences on the board. Children Will Do: Take a sheet and draw a tree. Color the tree neatly. Write 3-4 lines about the tree (using board help). Show their work to the teacher. .	Love and care for nature.	Chart paper, sample of tree . Blackboard
	Mathematics: C-8.2: Identifies and extends simple patterns in their	Sort and Count Activity Objective:	Logical Thinking Observation	Chart paper Pencil crayons



	surroundings, shapes and numbers. LO's: Students will record data using tally marks.	Children will sort objects and make a simple tally and table. Teacher Instructions: Bring or show pictures of objects (pencils, books, bags, erasers). Ask children to name the objects. Write object names on the board. Explain: "We will count how many of each object we have." Children Will Do: Sort objects into groups (all pencils together, all books together, etc.). Count each group. Write numbers in a table. Draw tally marks.	Accuracy Cooperation	
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Subject & Topic Wise Lesson Plan **Lesson plan sample for Preparatory stage**

The World Around Us (EVS)

Preparatory Stage, Sample Lesson Plan: Food

Start Date – End Date

Class- III **Section- _____**

From: (Start Date) **To:** (End Date)

Concepts: Food

- Sources of Food
- Types of Food
- Balanced Diet
- Different Methods of Cooking

Values

Nutritional Awareness

- The **student** identifies healthy and unhealthy foods.
- The **student** includes at least one healthy item in their lunch regularly.
- The **student** understands the idea of eating balanced meals.

Life Skills

Public Speaking

- The **student** speaks clearly in front of the class or small groups.
- The **student** shares ideas in short, simple sentences.
- The **student** uses an appropriate voice level when presenting.

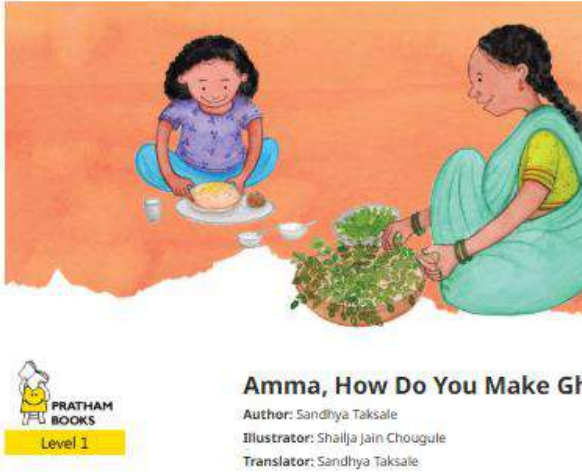


SDGs: 2 Zero Hunger

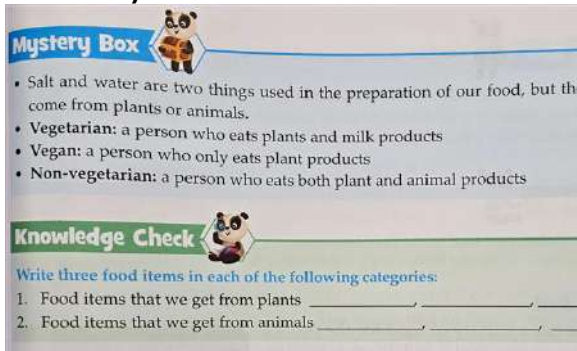


Pre-Vocational Skills:

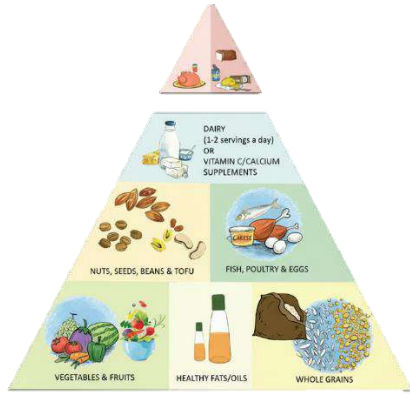
- **Nutrition Planning:** Creating balanced meal combinations
- **Food Safety:** Identifying fresh vs. spoiled food

<u>Day/ Date</u>	<u>Competency and Learning Outcomes</u>	<u>Experiences</u>	<u>Material Required</u>
Day 1 (Date)	• C-1.1: Observes and identifies natural components (plants and animals) • C-2.1: Identifies natural systems that support life (food sources) • C-4.5: Identifies needs of plants and animals and how they support human life Expected Learning Outcomes By the end of the lesson, students will be able to: • Identify foods obtained from plants and animals • Give everyday examples of plant-based and animal-based foods • Explain, in simple terms, how food reaches us from its source	Concept • Sources of food • Food from plants • Food from animals Learner's Engagement Activity: Step 1: Set the Context (5 minutes) The teacher begins by asking: • "What did you eat for breakfast today?" • "Do all foods come from the same place?" Students respond orally, and the teacher lists a few food items on the board. Step 2: Story Reading (10 minutes) • The teacher reads aloud the story "Amma, How Do You Make Ghee?" with expression. • While reading, the teacher pauses to show pictures or real objects (milk packet, butter).  Amma, How Do You Make Ghee? Author: Sandhya Taksale Illustrator: Shailja Jain Chougule Translator: Sandhya Taksale Story Link: https://storyweaver.org.in/en/stories/50301-amma-how-do-you-make-ghee Guided Questions: • Where does milk come from? • How does milk become ghee in the story? • Is milk from a plant or an animal? Step 3: Concept Building Discussion (10 minutes) The teacher explains:	• Real fruits and vegetables (apple, carrot, spinach, potato) • Milk packet / picture cards of eggs, honey, butter, paneer • Picture cards for sorting activity • Blackboard / chart paper



		- Some foods come from plants (fruits, vegetables, grains). - Some foods come from animals (milk, eggs, honey, meat). Using real objects, the teacher reinforces each example. Step 4: Sorting Activity (10 minutes) - Students are shown picture cards of different food items. - They classify them into two groups: Food from Plants Food from Animals - Students explain their choices orally. Teacher Talk (Suggested): “Plants and animals give us different kinds of food. We must respect nature and thank farmers and animals for the food we eat every day.” Home Engagement Students may draw one plant-based food and one animal-based food in their notebook or paste pictures.	
Day 2 (Date)	Competencies C-1.1: Observes and identifies natural components (plants and animals) C-2.1: Identifies natural systems that support life (food sources) Expected Learning Outcomes By the end of the lesson, students will be able to: - Identify foods obtained from plants and animals - Classify food items into plant-based and animal-based foods - Respond to oral questions using textbook visuals	Textbook-Based Learning (Pages 101–103) - Students open the textbook to the section “Sources of Food” - The teacher reads key lines aloud and explains them using simple examples - Picture discussion based on textbook visuals - Oral questioning to check understanding Classwork (Page No. 103 – Textbook / Notebook)  Topic: Sources of Food Sort and Write - Students write the given food items in two columns: - apple, milk, rice, egg, carrot, honey - Columns: - Food from Plants - Food from Animals Picture-Based Task - Students draw one plant-based food and one animal-based food - Colour and label the drawings Assessment Focus - Identification of food sources - Correct classification of food items	- EVS Textbook (Pages 101–103) - Blackboard - Notebook - Colour pencils / crayons



		Teacher Reflection (Optional) - Were students able to classify food correctly? - Which food examples were most familiar to students? - Which concept requires reinforcement in the next lesson?	
Day 3 (Date)	C-1.1: Observes and identifies food types C-4.1: Describes diversity in food habits C-6.2: Presents understanding using charts and discussions Expected Learning Outcomes - Identify different types of food based on their function - Classify foods into energy-giving, body-building, and protective foods - Explain how different foods help the body in different ways	Concept (Textbook-aligned) - Energy-giving foods - Body-building foods - Protective foods Experiential Learning Activity: Step 1: Recall (5 minutes) Teacher revisits Day 1 learning: “Yesterday we learnt where food comes from. Today, let’s find out what food does for our body.” Step 2: Introduction to Food Types (10 minutes) Exploring the Food Pyramid  Children will explore the food pyramid by classifying various food items they eat daily into different food groups. They will learn which foods give energy, which help in growth, and which are needed in smaller amounts for good health. Process / Steps: Introduction to the Food Pyramid: - Begin by showing a picture or chart of a food pyramid. - Explain that the pyramid shows how much of each type of food we should eat every day to stay healthy. Connect to Previous Learning: - Remind children of the story “<i>Amma, How Do You Make Ghee?</i>” and the dairy foods mentioned in it. - Say: “<i>We learnt that milk, butter, and cheese come from the dairy food</i>”	- Food pyramid chart - Flashcards of common food items - Chart paper and markers

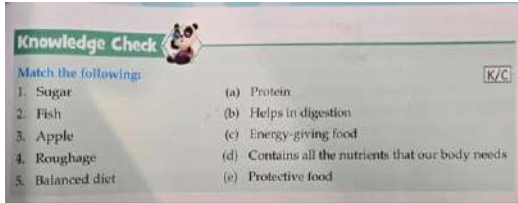
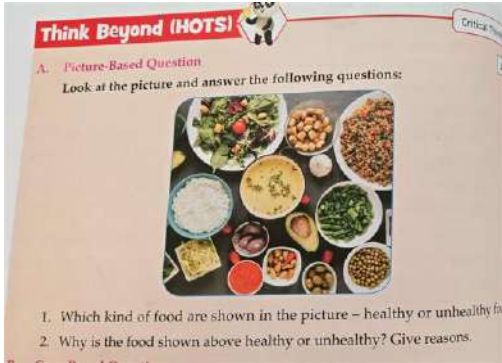


		group. But there are other groups too! Let's find out what they are." 3. Discuss the Main Food Groups: Write or display these on the board: • Fruits and Vegetables – bananas, apples, spinach, carrots • Grains – rice, wheat, oats, idli, roti • Nuts, Seeds, and Pulses – dal, almonds, peanuts • Dairy Foods – milk, curd, cheese, butter • Animal-based Foods – fish, eggs, chicken • Fats and Oils – ghee, oil, butter 4. Group Activity – Sorting Foods: ○ Provide children with pictures or names of commonly eaten local foods (like chapati, sambar, poha, dal, paneer, etc.). ○ Ask them to identify the main ingredient in each food and place it in the correct food group on a large food pyramid chart. ○ Example: Bread/roti → made from wheat → Grain Group Paneer → made from milk → Dairy Group 5. Class Discussion: Encourage students to talk about their favourite foods and identify which food groups they belong to. Discuss why it's important to eat from all groups and not just one type of food. Teacher Talk (Suggested Script): "Food gives us energy to play and learn. Some foods help us grow, and some keep us healthy. When we eat a variety of foods from all the groups, our body gets everything it needs. Let's make our own food pyramid with the foods we eat every day!" Using the food pyramid chart, the teacher explains: • Energy-giving foods help us play and work • Body-building foods help us grow • Protective foods keep us healthy Step 3: Group Sorting Activity (15 minutes) • Students are given food flashcards • In groups, they place the cards under the correct food type • Each group explains one example Teacher Talk: "When we eat different kinds of food, our body gets everything it needs."	
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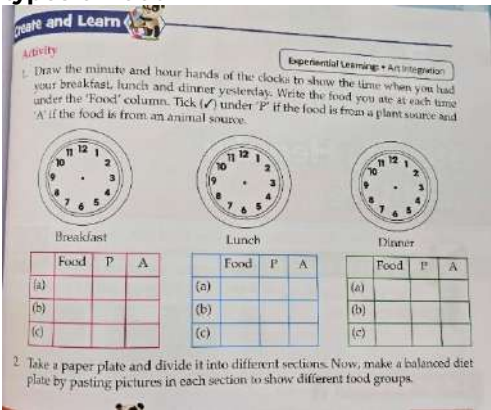


Day 4 (Date)	C-3.1: Describes basic health needs and protection C-4.7: Demonstrates healthy habits and responsible behaviour C-6.2: Presents understanding through drawings and discussions Expected Learning Outcomes By the end of the lesson, students will be able to: • Explain the meaning of a balanced diet in simple terms • Identify the importance of eating a variety of foods every day • Relate balanced eating habits to good health and energy	Concept (Textbook-aligned) • Balanced diet • Importance of eating all food groups Experiential Learning Activity: Healthy Plate Activity Step 1: Introduction and Recall (5 minutes) The teacher revisits the previous lesson on food types and asks: • “Which foods give us energy?” • “Which foods help us grow?” • “Which foods keep us healthy?” Step 2: Concept Explanation (5 minutes) Using the plate diagram, the teacher explains: • A balanced diet includes foods from all food groups in the right amount • Eating only one type of food does not keep us healthy Teacher Talk (Suggested): “When we eat different kinds of food, our body gets everything it needs to grow, stay active, and fight diseases.” Step 3: Guided Discussion (5 minutes) The teacher asks: • “What will happen if we eat only junk food every day?” • “What if we eat only rice or only sweets?” Students share responses, and the teacher links answers to health and energy. Step 4: Student Activity – Designing a Balanced Plate (15 minutes) • Students draw a plate in their notebooks • They divide the plate into sections and draw or write foods from different food groups • Teacher moves around the class, guiding and prompting students Step 5: Sharing and Reflection (5 minutes) • A few students share their balanced plates • Teacher reinforces the idea of variety and balance Classwork Topic: Balanced Diet 1. Draw and Label ○ Draw a plate in your notebook ○ Draw foods to show a balanced diet ✦ <i>Assessment Focus: Application of concept</i> ✦ <i>Creative + written work</i>	• Plate diagram (drawn on the board or chart) • Chart paper and sketch pens • Food picture cards (optional)
Day 5 (Date)	Competencies • C-3.1: Describes basic health needs and protection	Textbook Use • Pages 103–104: ○ Students read the section “Balanced Diet” from the textbook.	• EVS Textbook • Blackboard • Notebook

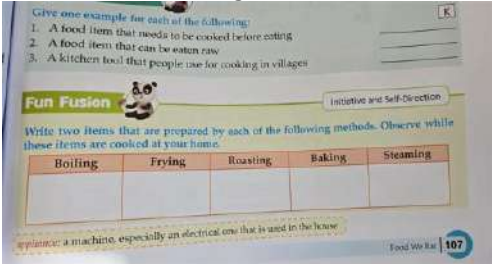


	• C-4.1: Identifies and classifies different types of food • C-6.2: Presents understanding through oral responses and written work Expected Learning Outcomes By the end of the lesson, students will be able to: • Identify different types of food based on their function • Classify foods into energy-giving, body-building, and protective foods	○ Teacher explains difficult words using simple, real-life examples. ○ Oral discussion based on textbook pictures to reinforce understanding of food groups and balance. • Page 105: ○ Picture-based discussion on Types of Food. ○ Students identify energy-giving, body-building, and protective foods shown in the textbook. • Page 110: ○ Visual-based revision of food groups and their functions. ○ Teacher connects textbook visuals to students' daily meals. Classwork (Textbook / Notebook) Topic: Types of Food 1. Match the Following ○ Rice → Energy-giving food ○ Milk → Body-building food ○ Fruits → Protective food  2. Fill in the Blanks ○ Energy-giving foods give us _____. ○ Protective foods keep us _____. Extension Activities • Students draw their own food pyramid and paste or draw pictures of foods they eat in each section. • Healthy Plate Activity: Students plan a balanced meal using items from all food groups. ★ Assessment Focus: Understanding food	• Chart paper (for food pyramid / healthy plate activity) • Colour pencils / crayons
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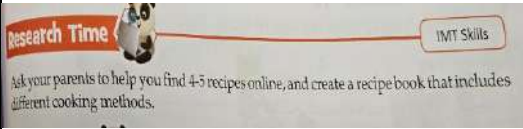


		functions ★ <i>Notebook / Worksheet</i> Teacher Reflection (Optional) - Were students able to explain balanced diet in their own words? - Did they include all food groups in their plates? - Which misconceptions need to be addressed in the next lesson?	
Day 6 (Date)	Competencies C-3.1: Describes basic health needs and protection C-4.7: Demonstrates healthy habits and responsible behaviour C-6.2: Presents understanding through drawings, charts, and oral explanations Expected Learning Outcomes By the end of the lesson, students will be able to: - Explain the importance of a balanced diet using their own examples - Identify whether daily meals include foods from all major food groups - Reflect on and suggest healthier food choices	Classwork: Students will complete the exercises on Page No. 111 of the EVS textbook, based on the concepts learned about balanced diet and types of food.  Home Engagement: Create a Weekly Meal Chart with Family Instructions for Students: - With the help of your parents or elders, make a chart for one week - Write or draw what you eat for: - Breakfast - Lunch - Dinner - Try to include foods from different food groups each day Parent Interaction: - Discuss with family members whether meals are balanced - Talk about adding fruits, vegetables, or milk if any food group is missing Follow-up in Class: - Students will share one day's meal from their chart - Teacher will guide a short discussion on healthy food choices	- EVS textbook - Chart paper - Colour pencils / crayons - Blackboard
Day 7 (Date)	C-6.1: Performs simple inquiry through observation and questioning C-2.2: Connects food practices to daily life and home experiences	Concept - Boiling - Steaming - Frying - Roasting - Baking Experiential Learning Activity: Game-Based	- Pictures/flashcard s showing boiling, steaming, frying, roasting, and baking - Blackboard / chart paper



	Expected Learning Outcomes By the end of the lesson, students will be able to: - Identify and name different methods of cooking food - Classify foods as raw or cooked - Give simple examples of foods prepared using different cooking methods	Learning – “Same but Different” Step 1: Introduction (5 minutes) The teacher shows pictures of foods such as corn, potato, egg, and rice and asks: “Can we eat this food raw?” “What happens when we cook it?” Step 2: Explaining Cooking Methods (10 minutes) Using pictures, the teacher explains each cooking method with simple examples: Boiling: Rice, potatoes Steaming: Idli, Momo Frying: Puri, pakora Roasting: Corn, peanuts Baking: Cake, biscuits Teacher Talk (Suggested): “Cooking makes food soft, tasty, and easy to digest. But some foods like fruits can be eaten raw.” Step 3: Game – Raw or Cooked? (10 minutes) - Students are divided into two teams - Teacher shows a food picture or names a food - Teams answer: - Is it raw or cooked? - Name one dish made using this food Step 4: Reflection Discussion (5 minutes) Teacher asks: “Why do we cook food?” “Can all foods be eaten raw?” “Which cooking method is used most at your home?” Textbook Use: - Students read the section “Different Methods of Cooking Food” - Teacher explains new words using pictures - Picture-based oral questions from the textbook Classwork: Students will fill page no. 107 of the textbook under the sections “Knowledge Check” and “Fun Fusion”, based on the lesson on Different Methods of Cooking. 	Picture cards of raw and cooked foods
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		Home Engagement: Page no. 111  or Observe and Record a Cooking Method at Home Instructions for Students: • With the help of an adult, observe one cooking method used at home • Write: ◦ Name of the cooking method (boiling/steaming/frying/roasting/baking) ◦ Name of the food prepared using this method • Draw a small picture of the food (optional) Parent Interaction: • Parents explain why that method is used for that food • Talk about safety while cooking Follow-up in Class: • Students share their observations in the next class • Teacher reinforces safety and hygiene practices Teacher Reflection (Optional) • Were students able to differentiate between raw and cooked foods? • Did they use correct cooking method names? • Which method needs further reinforcement?	
Day 8 (Date)	C-6.1: Performs simple inquiry through questioning and exploration C-6.2: Presents observations and understanding through drawings, charts, and oral explanations C-4.4: Demonstrates conservation practices and responsible behaviour Expected Learning Outcomes By the end of the lesson, students will be able to: • Apply their learning to make healthier daily food choices • Explain the journey of food from source to plate	Revision, Reflection, and Assessment Concept • Sources of food • Types of food • Cooking methods • Balanced diet Experiential Learning Activity Mini Project – “How Are Your Favourite Foods Made?” Step 1: Introduction and Recap (5 minutes) The teacher revises key concepts using quick oral questions: • “Where does our food come from?” • “What are the types of food?” • “Why is a balanced diet important?” Step 2: Project Explanation (5 minutes) The teacher explains the project using an example: • Chapati → wheat (plant) → grain (energy-giving food) → cooked by roasting	• Chart paper • Colour pencils / crayons • Blackboard



	Present their understanding confidently through drawings and oral sharing	Students are told they will trace their favourite food in a similar way. Step 3: Individual / Group Work (15 minutes) Students: - Choose one favourite food - Draw or write: - Source (plant / animal) - Type of food - Cooking method used - Decorate their chart neatly Step 4: Oral Presentation (10 minutes) - Students present their chart to the class - Peers listen and ask simple questions Teacher Talk (Suggested): "Every food we eat has a story. When we understand this story, we learn to respect food and avoid wasting it." Step 5: Reflection Discussion (5 minutes) "What new thing did you learn about food this week?" "How can we avoid wasting food at home?"	
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Subject & Topic Wise Lesson Plan

Class: - VI

From: (Start Date) **To:** (End Date)

Subject: Science

Name of the Chapter: - Separation of substances

No. of Periods: 8

Competency	C 1.1 - Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics
Learning Objectives	Students will be able to - - Identify the need for separation of substances. - Recognize the methods of separation of substances in everyday life. - Explain the methods of separating solids from solids, Sieving, handpicking. - Explain the process of evaporation and condensation. - Discuss the process of sedimentation, decantation, and filtration. - Prepare saturated solution.



Expected Learning Outcomes	At the end of this lesson, students will be able to: • Identify and apply combination of techniques for separating mixtures. • Demonstrate the process of sedimentation, decantation and filtration. • To understand the process of evaporation and condensation • Explain how these methods differ from one another. • Define solubility and insolubility. • Able to understand sieving, winnowing, handpicking.
Teaching methodology	• Demonstration for winnowing, sieving, handpicking and threshing. • Activity showing the solubility and insolubility. • Lab activity for demonstrating the process of evaporation and condensation. • Demonstrating the process of sedimentation, decantation and filtration.
Teaching Aids & Integration of Arts	• Interactive CD • Stainer, sieve, grains, filter paper, funnel, test tube, burner, salt, sugar, lemon, milk, oil. • Draw a neat and labelled diagram for sedimentation and decantation.
Connecting Previous Knowledge	• Students have basic knowledge about the filtration, soluble and insoluble substances, from Class V.
Content/ Teaching points	• Handpicking, winnowing, sieving, sedimentation decantation and filtration are some of the methods of separating substances from their mixtures. • Demonstrate the process of filtration, sedimentation, decantation, evaporation, condensation.

	• Soluble and insoluble materials. • Visualization of objects which are used in our daily life like Stainer.
Project/ Enrichment/ Experiential Learning Activity	• Find out the solubility of some liquids. Take five liquids like coconut oil/mustard oil, honey, milk, vinegar, lemon juice and mix each of them with (1 teaspoon) with a glass full of water and write your observations for each.
Skills Acquired	• Usage of sieve and strainer in day-to-day life. • Apply the knowledge of sedimentation in working of water filter.
Values Inculcated	• Learn to separate impurities from different types of mixtures.



Concept Map	
Class Work	Describe the process of sedimentation, decantation and filtration.
HomeWork	List out various methods of separation with examples.
Assessment / Periodic Assessment	- Emphasis on experiential learning and analyses the concept of separation of mixtures. - Problem solving ability.
Remedial Measures	Using Concept maps and demonstrating the activities.
Resources	NCERT Textbook, Dictionary, Black board, Chalk, Duster, Apparatus from lab.
Suggested References: Books/ References/ Websites	Cordova learning series science 6, New Science in everyday life – Oxford science education, https://www.youtube.com/watch?v=gmpSI4CJFUc https://www.youtube.com/watch?v=3dwwAhvh6iA



Subject & Topic Wise Pedagogical Plan

Class- VII

Subject: English

Name of the Chapter- (The Dairy of Space Traveller)

No. of Periods: - 5

Competency	C-3.2 Writes prose, poetry, and drama using appropriate style and language.
Learning Objectives	By the end of the lesson, students will be able to: • To develop an understanding of diary writing as a literary form. • To enhance creative and imaginative skills related to space exploration. • To improve reading comprehension and vocabulary. • To encourage students to express their ideas creatively.
Expected Learning Out comes	Understanding the Format of Diary Writing: • By recognizing the characteristics and structure of a diary entry. • Write a personal and imaginative diary entry in the context of space travel. • Enhance Creative and Descriptive Skills: • Use vivid and descriptive language to portray experiences and emotions. • Express their ideas creatively about space and exploration. • Develop Reading Comprehension: • Comprehend an example of a space travel diary and analyze its content.
Teaching methodology	Analytical Approach: • Lead a class discussion to analyze the diary entry. • Use guiding questions to help students identify descriptive language, feelings, and experiences. Creative Writing Exercise: • Use a guided brainstorming session to help students imagine their down space journey. • Encourage pair work or individual writing to foster creativity. • Incorporate prompts and vocabulary lists to support their writing.
Teaching Aids & Integration of Arts	Storytelling & Role Play: • Organize a role-play activity where students act as astronauts or space explorers, recounting their experiences. • Students can create monologues or dialogues based on their diary entries. • Poetry & Descriptive Language: • Students can compose poems or short descriptive pieces inspired by their space journey. • Use rhyming or poetic devices to enhance expressive language



Connecting Previous Knowledge	K-W-L Chart - Use a chart to list what students Know, what they Want to learn, and what they Learned about space and writing. Brainstorming Session: - Initiate a discussion where students share their existing knowledge about space, astronauts, and exploration. - Recap Previous Lessons: - Briefly review previous topics, such as planets, space technology, or personal diary writing, before diving into the new lesson.
Content/Teaching points	Understanding Diary Writing: - Definition and purpose of a diary as a personal record. - Characteristics of diary writing: informal tone, use of first person, expression of feelings and experiences. - Structure of a diary entry: date, salutation, body (describing experiences), closing. Space Exploration Concepts: - Basic understanding of space travel: spacecraft, astronauts, space stations. Sights and phenomena in space: planets, stars, Earth from space, moons, meteor showers. The physical environment of space: zero gravity, darkness, silence.

Project/Enrichment/Experiential Learning Activity	Create a Space Traveller's Diary - Students will be asked to write a detailed diary of their imagined first space journey. - Details: Include descriptions of the launch, space environment, sights of planets, feelings, and reflections. - Outcome: Enhances creative writing, descriptive skills, and imagination. 
Skills Acquired	Creative and Imaginative Skills: - Ability to visualize and imagine space travel experiences. - Expressing thoughts and feelings creatively through diary writing, art, and storytelling.
Values Inculcated	Curiosity and Wonder: Encourages students to develop a sense of curiosity about the universe and the mysteries of space.



	- Fosters a lifelong love for learning and exploration. - Promotes innovative thinking and the ability to envision new possibilities. Inspires students to think beyond the obvious and explore their creative potential.
Concept of Map/ Flow Chart	- Plan diary → Describe journey → Express feelings → Conclude - Students will create flow charts to outline their imagined space trip or the steps involved in preparing their diary entry. - Assists in understanding and presenting processes clearly.  
Class Work	Diary Entry Writing, Group Discussion Will ask to share your diary entries or maps with classmates.

Home Work	Draw and label a map of your imagined space trip
Periodic Assessment	Creative Writing Assignment - Students will be ask to write a diary entry describing a hypothetical first day in space. - Evaluation Criteria - Creativity, use of descriptive language, grammar, and vocabulary.
Remedial Measures	1. Additional Explanation and Clarification Provide simplified definitions and examples of diary writing and space-related vocabulary. Use visual aids like pictures, diagrams, and charts to make concepts clearer. 2. Extra Practice Offer supplementary worksheets focusing on basic diary writing, descriptive language, and space vocabulary. Use fill-in-the-blank and matching exercises for vocabulary reinforcement.
Resources	Notebooks, pens, coloured markers, or pencils for creative writing and illustrations.



Suggested References /Books/ Websites/ Videos	Creative Writing & Drawing: Encourage students to illustrate their diary entries—drawing the view from space, their spacecraft, or planets they visit. Use visual art to depict their imagined space journey, fostering creativity and visualization.
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Lesson Plan

Name of the Chapter- 1 Rational Numbers

Subject: MATHEMATICS

Class VIII A

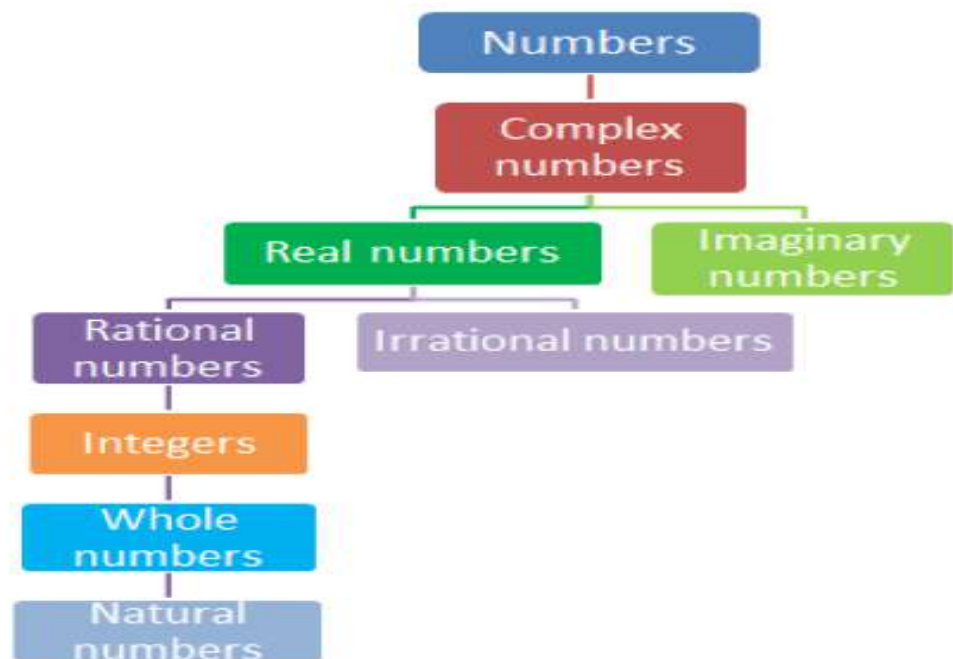
Month April

No. of periods 10

Learning Objectives	Students would be able to understand the application of Rational numbers in different areas likes: ❖ Understand the definition of rational numbers. ❖ Identify numerators and denominators in rational numbers. ❖ Recognize positive and negative rational numbers. ❖ Learn the standard form of a rational number. ❖ Perform operations (addition, subtraction, multiplication, division) on rational numbers. ❖ Understand and apply the properties of rational numbers: • Closure • Commutativity • Associativity • Distributive property • Identity elements • Inverse elements ❖ Develop logical reasoning and critical thinking through rational number problems.
Expected Learning Outcomes	The students will be able to ❖ Define rational numbers and express them in the form $\frac{p}{q}$. ❖ Identify rational numbers among various types of numbers. ❖ Compare and order rational numbers using appropriate methods. ❖ Perform arithmetic operations (addition, subtraction, multiplication, and division) on rational numbers. ❖ Simplify rational numbers to their standard form. ❖ Understand and apply the properties of rational numbers ❖ Find rational numbers between two given rational numbers. ❖ Solve real-life problems involving rational numbers.
Teaching methodology	❖ Inquiry-based learning ❖ Activity-based learning ❖ Concept mapping ❖ Demonstration method
Teaching Aids & Integration of Arts	❖ Flashcards ❖ Color-coded Grids ❖ Digital Tools ❖ Fraction Strips



Connecting Previous Knowledge	❖ Knowledge of Natural Numbers (1, 2, 3, ...) ❖ Understanding of Whole Numbers (0, 1, 2, 3, ...) ❖ Familiarity with Integers (... -3, -2, -1, 0, 1, 2, 3, ...) ❖ Basic concept of Fractions (like $\frac{1}{2}$, $\frac{3}{4}$, etc.) ❖ Ability to convert fractions to decimals and vice versa ❖ Understanding of equivalent fractions ❖ Experience with adding and subtracting fractions ❖ Performing basic arithmetic operations (addition, subtraction, multiplication, division) on number
Innovative Techniques: Blended Learning/Mind Map/ Flow Chart	
Content/ Teaching points	❖ Understanding and apply the definition of rational numbers ❖ Distinguish rational numbers from whole numbers, integers, natural numbers ❖ Perform basic operations (add, subtract, multiply, divide) with rational numbers ❖ Identify and apply properties of rational numbers in operations ❖ Encourage problem-solving using rational numbers in real life context



**Project/
Enrichment /
Experiential
Learning
Activity**

Rational Budget Shopping

Objective: Apply rational numbers to budgeting and spending.

Activity:

- Create a pretend shop with price tags as rational numbers (like Rs $1\frac{3}{4}$, Rs $2\frac{1}{2}$, etc.).
- Given students a budget (e.g., Rs 10) and ask them to “buy” items.
- They must calculate total cost and change and justify their choices.
- Can also add "Buy 2, get 1 half off" deals to practice mixed operations



Skills Acquired

- ❖ **Conceptual Understanding** of rational numbers and their properties
- ❖ **Skill to Simplify** rational numbers to standard form
- ❖ **Competence in Comparing** and ordering rational numbers
- ❖ **Fluency in Performing** operations (addition, subtraction, multiplication, division) on rational numbers
- ❖ **Application Skills** in solving real-life problems involving rational numbers
- ❖ **Logical Reasoning** while applying rules and properties of operations
- ❖ **Critical Thinking** in identifying and correcting errors in calculations
- ❖ **Analytical Skills** to find rational numbers between two given numbers
- ❖ **Communication Skills** when explaining concepts and steps to peers or teachers



	❖ Visualization Skills through plotting and modelling rational numbers
Values Inculcated	❖ Logical Thinking – Developing the habit of reasoning through mathematical rules and properties ❖ Accuracy – Learning the importance of being precise in calculations and simplification ❖ Patience and Perseverance – Taking time to understand and solve step-by-step problems ❖ Discipline – Following mathematical procedures and order of operations correctly ❖ Confidence – Gaining self-assurance through solving problems independently ❖ Curiosity – Encouraged to explore patterns and relationships between numbers ❖ Collaboration – Working with peers during group activities and discussions
Multiple Assessment / Periodic Assessment	❖ ASSESSMENT TECHNIQUE: Multiple choice questions (15 Marks) ❖ Game-Based Learning ❖ Peer Assessment
Class Work	Ex. 1.1 to 1.2 (60% questions from the exercises to be explained in the class)
Homework	Ex. 1.1 to 1.2 (40% questions from the exercises to be given as Homework) and few worksheets
Remedial Measures	❖ Revisit the concept of fractions and integers as a foundation for understanding rational numbers. ❖ Provide simple examples and explain how rational numbers include both positive and negative fractions. ❖ Offer additional practice on adding, subtracting, multiplying, and dividing rational numbers. ❖ Encourage students to work in pairs to solve problems, promoting peer learning. ❖ Taking extra classes and giving them more practice questions in the form of worksheet.
Resources/ Suggested Reference Books/ Websites/ Videos	Textbook, PPT, e-content, chalk board, smart board, videos Reference video link: 1. https://www.khanacademy.org/math/8th-grade-math 2. https://www.vedantu.com/revision-notes/cbse-class-8-maths-notes-chapter-1

**SAMPLE LESSON PLAN**

Chapter: - FORCE AND PRESSURE

Subject: - SCIENCE

Class: - VIII

Month:

No. of Periods: - 08

Competency	C-2.1 Describe one-dimension motion (uniform, non-uniform, horizontal, vertical) using physical measurement (position, speed, and change in speed) through mathematical and diagrammatic representation.
Learning Objectives	Students will be able to ➤ Understand the concept of force and pressure. ➤ Identify different effects of force. ➤ Explain contact and non-contact forces with examples. ➤ Understand the concept of pressure and its dependence on force and area. ➤ Relate pressure in daily life situations.
Expected Learning Outcomes	At the end of this lesson, students will be able to: ➤ Define force and pressure accurately (Remember) ➤ Describe effects of force using real-life examples (Understand) ➤ Apply pressure concept to explain sharp tools, wide straps, etc. (Apply) ➤ Compare and contrast different types of forces (Analyse) ➤ Reason and justify real-life phenomena using pressure concepts (Evaluate) ➤ Create models, posters, or mind maps on force and pressure (Create)
Teaching methodology	• Introduction Begin with real life questions: ➤ What happens when you push a door? ➤ Why does a sharp knife cut better than a blunt one? • Short discussion to activate prior knowledge related to motion and everyday experiences. • Explanation ➤ Explanation of force using examples of push and pull. ➤ Discussion on effects of force (change in shape, speed, direction). ➤ Explanation of types of forces using charts and demonstrations. ➤ Introduction of pressure with formula and daily-life examples. ➤ Use of diagrams, PPT, and demonstrations for conceptual clarity. • Guided Practice ▪ Teacher performs activities while students observe and respond: ➤ Balloon pressure activity ➤ Sponge squeezing activity ➤ Magnet demonstration ➤ Students answer oral questions with teacher support. ➤ Teacher guides students to classify forces and analyse observations.



	• Independent Practice ➤ Diagram drawing and labelling of forces and pressure examples. • Recap & Reinforcement ➤ Reinforcement through real-life examples and short videos/pictures. ➤ Quick recap through questioning and brainstorming. • Assessment ➤ Oral questioning during the lesson. ➤ Reasoning and application-based questions.
Teaching Aids & Integration of Arts	➤ Clay modelling showing change in shape ➤ Smart board / PPT ➤ Role play showing push and pull
Connecting Previous Knowledge	➤ Linking with prior knowledge of movement and objects ➤ Everyday experiences of pushing, pulling, squeezing ➤ Recall of motion concepts
Innovative Techniques: Blended Learning/Mind Map/ Flow Chart	
Content/ Teaching points	➤ Meaning of Force ➤ Effects of Force ➤ Contact Forces: Muscular, Friction ➤ Non-contact Forces: Magnetic, Gravitational, Electrostatic ➤ Meaning of Pressure ➤ Pressure in Liquids and Gases ➤ Applications of Pressure in daily life
Project/ Enrichment / Experiential Learning Activity	Activity Title: Exploring Pressure through Area of Contact Objective • To enable students to experience and understand that pressure depends on the area of contact. • To help students relate the concept of pressure to real-life situations. Materials Required ➤ Balloon ➤ Thick book



	➤ Pencil (sharp and blunt end) ➤ Flat surface or table Procedure ➤ The teacher divides the class into small groups. ➤ Each group is given a balloon. ➤ Students gently press the balloon with one finger and observe the effect. ➤ Next, students place a book on the balloon and press it lightly. ➤ Students then press the balloon using the blunt end of a pencil, followed by the sharp end. ➤ All observations are noted by students in their notebooks. ➤ The teacher facilitates discussion and links student observations to the scientific concept of pressure.
Skills Acquired	➤ Observation ➤ Logical reasoning ➤ Critical thinking ➤ Collaboration
Values Inculcated	➤ Scientific curiosity ➤ Team spirit ➤ Respect for natural laws ➤ Safety consciousness
Multiple Assessment / Periodic Assessment	MA-1
Class Work	➤ Define force and pressure (Remember) ➤ Explain effects of force (Understand) ➤ Diagram-based questions (Apply)
Homework	➤ Daily-life applications (Apply) ➤ Compare forces (Analyse) ➤ Reasoning questions (Evaluate)
Remedial Measures	➤ Peer learning ➤ Practice worksheets ➤ Re-teaching with activities
Resources/ Suggested References/ Books/ Websites/ Videos	➤ NCERT Books- VIII ➤ Oswaal /Xam Idea Science Class 8 ➤ Srijan Physics Class 8 (by S. C. Gupta)



THE ADITYA BIRLA PUBLIC SCHOOL

CBSE Affiliation no.

School Code

UDISE Code



Learner's Profile

(To be maintained by class teacher)



SESSION	CLASS/SECTION	CLASS TEACHER





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STUDENT'S DETAIL

Name of the Student: _____

Admission No. : _____ Date of Birth : DD _____ MM _____ YY _____

Mother's Name : _____

Father's Name: _____

Aadhar Card No. _____ Pen No. _____

Paste a
colored
Passport –
Size
Photograph

Session					
Class					
Attendance					

MY GOAL

MY STRENGTH	



ACTIVITY TRACKER

SESSION					
ASSEMBLY					
SPORTS					
LITERARY					
CULTURAL					
ABG COMPETITION					
OLYMPIADS					
CLUB					
EXHIBITION					
NOTICE BOARD					
INTERNATIONAL ACTIVITIES					



ASSESSMENT RECORD

CLASS/YEAR	PT-I	HALF YEARLY	PT-II	ANNUAL	PROJECT





OBSERVATION ➡ **REMEDIATION**

Recommendations/ Actions	Teacher Sign.



SELF AWARENESS

SEWA (Social Empowerment through Work Education & Action)

CLASS / YEAR	Activities Performed in clubs: Disaster Mngt, Eco, Rids, Literary, Consumer, Health & Wellness, ICT.

SOCIAL AWARENESS: EMPATHY/COMPASSIONATE/CARING/DISCIPLINE

INTERPERSONAL SKILLS/EFFECTIVE COMMUNICATION:

ATTITUDE TOWARDS ENVIRONMENT/CREATIVE THINKING



ADDITIONAL REMARKS



Declaration by Parents

We solemnly affirm and declare that the information provided herein is true to the best of my knowledge and belief.

We have carefully read and understood all the rules adverted in the School Almanac and undertake to abide by the same.

We also understand that the SMS sent from the school ID are purposeful and informative and wish to receive the same.

We also undertake that either one of us will sign all his/her leave applications, report cards. Our specimen signatures are as under.

I also here by give my consent for my ward's photograph to be used for student's ID Card/School E-Magazine/School website/sharing any achievement news in newspapers/any other school related purpose.

Father's Specimen Signature _____

Mother's Specimen Signature _____

*Affix Recent
Passport Size
Photograph*

*Affix Recent
Passport Size
Photograph*

Father's Passport size Photograph

Mother's Passport Size Photograph

SCHOOL ALMANAC

In my absence, I authorize Mr./Mrs. _____

to sign on our behalf. (Whose signature is below)

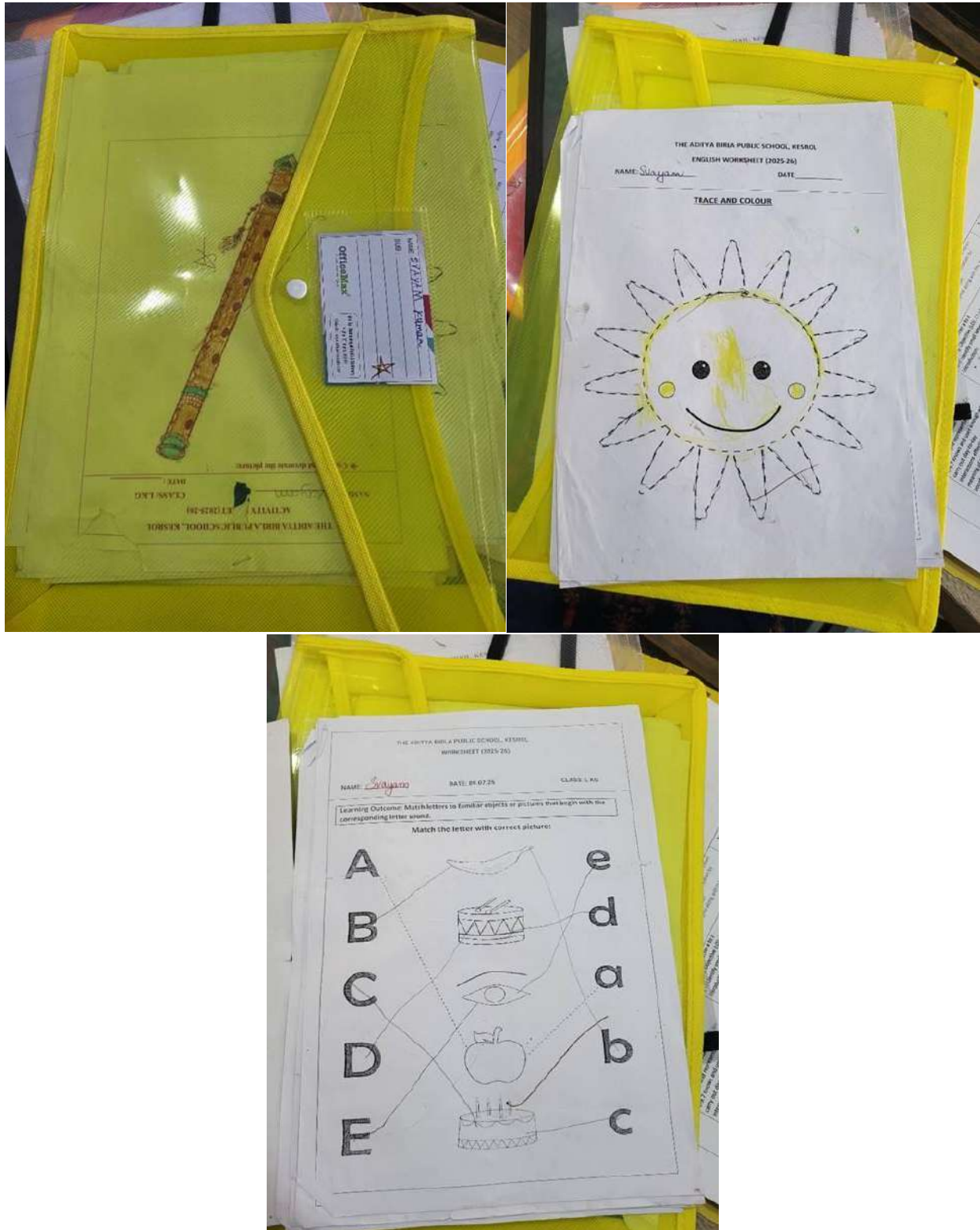
Specimen Signature _____

Phone No. _____



Portfolio Samples Foundational and Preparatory Stage

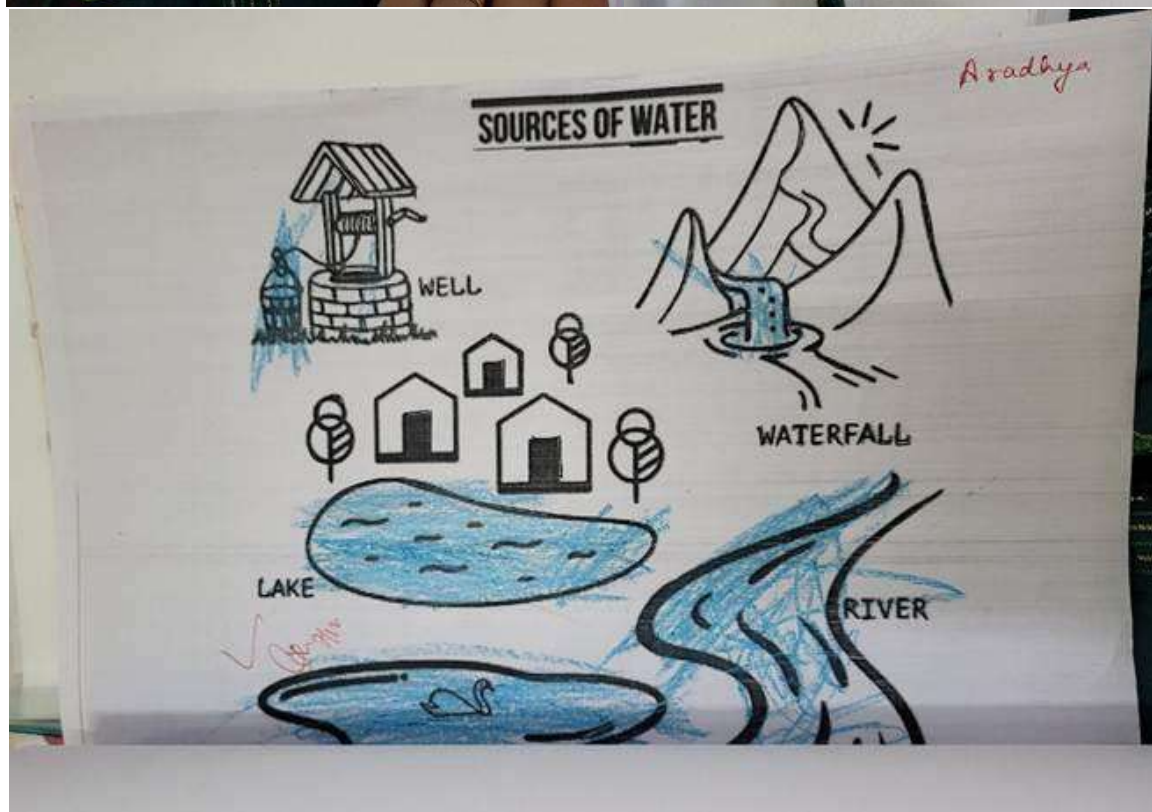
Sample 1





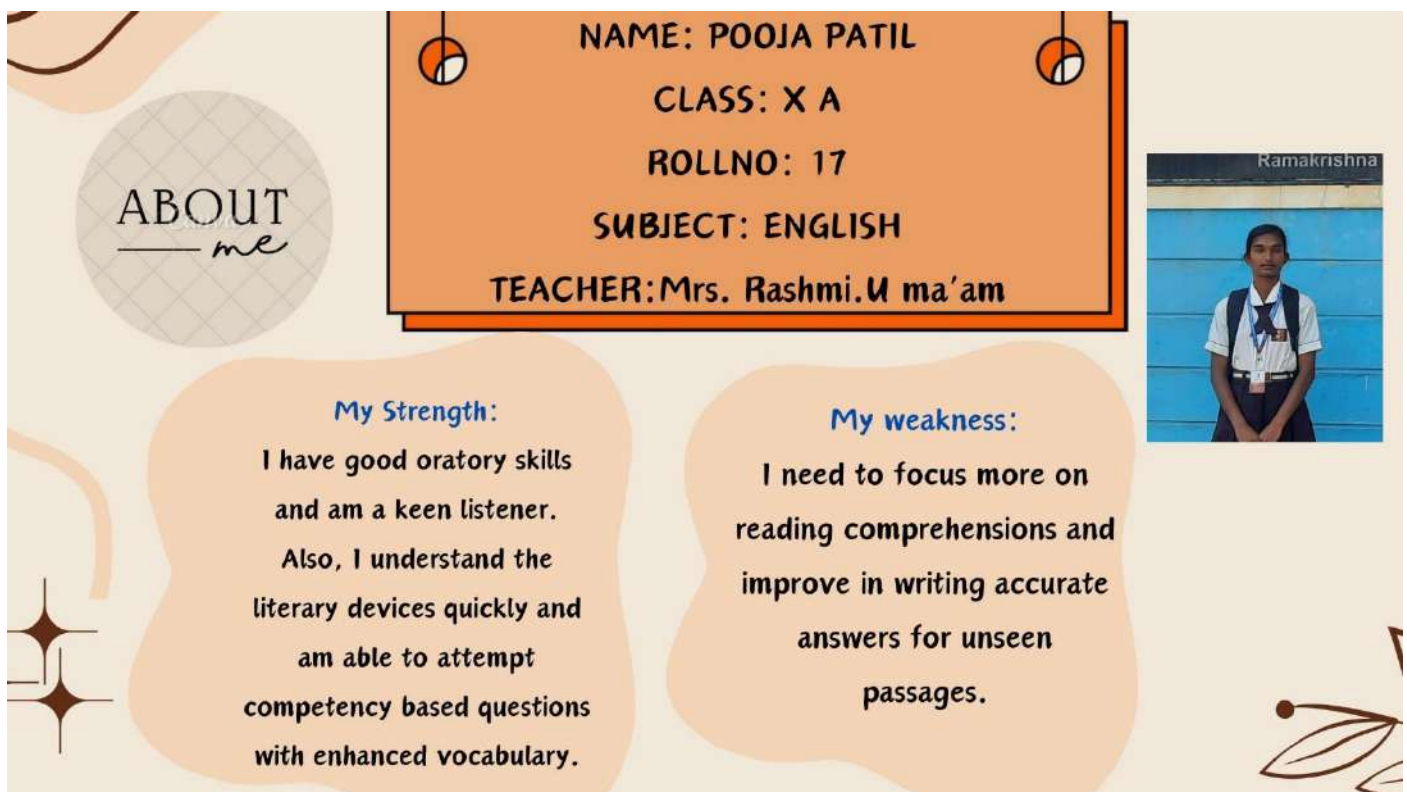
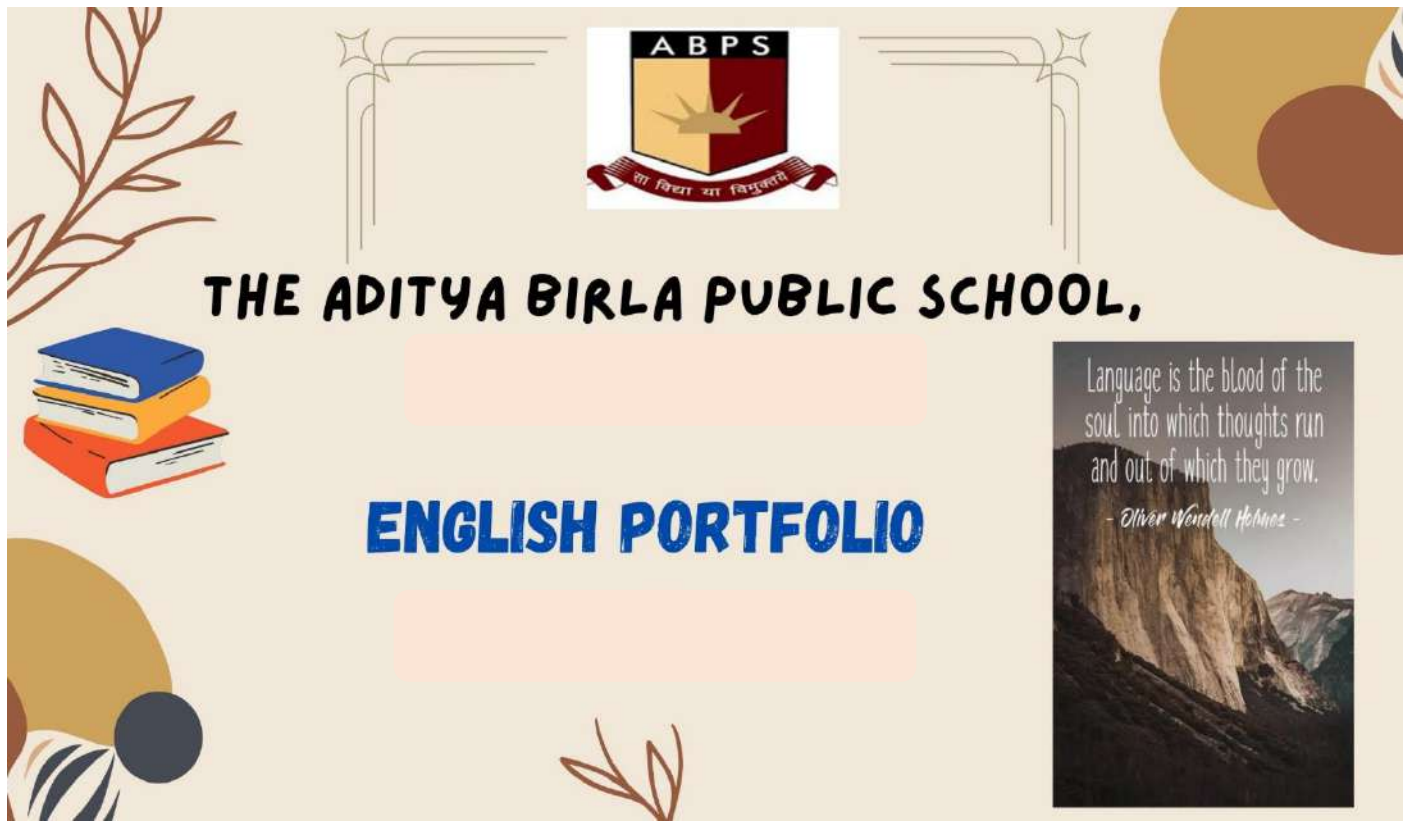
Sample 2







PORTFOLIO SAMPLE





~ INDEX ~

1. Strength
and
weakness

3. Experiential
learning

5. Peer
assessment

7. Other
participations and
achievements

2. Art
Integration
Project

4. Self
assessment

6. Book
lesson and other
classroom activities

8. Worksheets

- Art Integration Project on Exploring the language and costumes of Ladakh was given in form of scrapbook which made me to enhance creativity and gain knowledge about Ladakh's unique features. Moreover, I was appreciated by the teacher with a extraordinary remark for my beautiful creation of Ladakhi necklace worn by women.

ART INTEGRATION PROJECT





Experiential Learning



1. An experiential learning took place as I visited the post office to place a money order to one of my dearest ones, based on the lesson *A Letter to God*. This activity enhanced my financial literacy and social skills.

2. The lesson *The Black Aeroplane* teaches us how to face the adversities in life. As a part of it, a human aeroplane was formed by our classmates which made us to inculcate teamwork, collaboration and patience.

SELF ASSESSMENT

SL No.	Descriptors	Round1
1	Attaches a lot of importance to school Activities and programs	4
2	Shoulders responsibility happily	5
3	Takes cares of school property	5
4	Respect teachers and school rules	5
5	Sensitive and concerned about environmental degradation	5
6	Kind and helpful towards classmates, people of community	4
7	Experiments to find new solution	4
8	Analyzes and critically evaluate events on the basis of data and information	4
9	Questions and verifies knowledge	5
10	Will Disciplined, Punctual, Regularity, Attitude, Spoken English	4
11	Grand Total	45
12	Final score out of 5 (Grand Total /10)	4.5

Self-Assessment

Use the words to complete the table about Valli's feelings

Before the bus ride	During the journey	Return	After Bus ride
tormented	excited	excited	tormented
independent	worried	worried	independent
systematic	humorous	humorous	systematic
concerned	aggressive	aggressive	concerned
determined	cheerful	cheerful	determined
thoughtful	sad	sad	thoughtful
emotional			emotional



A self assessment task was given to analyse Valli's feelings from the lesson *Madam Rides the bus*.

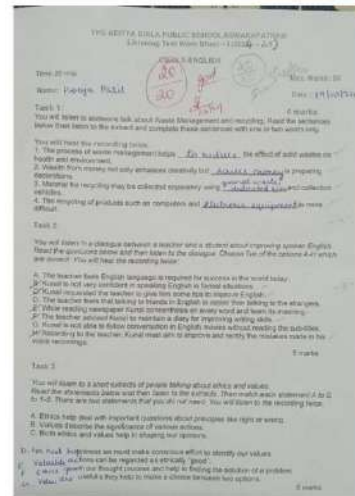
1	2	3	4	5
Poor	Fair	Average	Good	Excellent

Parameters:



PEER ASSESSMENT

SL. No.	Descriptors(Parameters for assessment)	Round- I
1.	Helps classmates in case of difficulties in academic and personal issues	4
2.	Seek feedback from teachers and peers for self-improvement	4
3.	Actively listens and pays attention to others	4
4.	Sees and appreciates other's point of view	4
5.	Demonstrates leadership skills, like responsibility, initiative etc	4
6.	Is optimistic	4
7.	If unsuccessful, gracefully takes the task again	5
8.	Supports and empathizes with others	5
9.	Politely declines –'say no', when he/she does not want to undertake a task	5
10.	Is innovative in ideas	5
Grand total by Self at the end of the term		44
Final score out of 5 (Grand Total /10)		4.4
Name of Peer		Yamun -a
Signature of Peer		Suvar



A listening task was given as a part of peer assessment where in I was assessed by my peer, Yamuna.



Grading scheme for assessment:

1	2	3	4	5
Poor	Fair	Average	Good	Excellent

CLASSROOM ACTIVITIES

1. Received valuable feedback and appreciation from the teacher for creative doodles, resulting in a more visually appealing composition.





CLASSROOM ACTIVITIES

1. Received valuable feedback and appreciation from the teacher for creative doodles, resulting in a more visually appealing composition.



Recognised by the teacher
for delivering flawless
speech on freedom fighter -
BAL GANGADHAR TILAK
based on the lesson **A
LONG TO FREEDOM.**



"Swaraj is my birthright and I shall have it.
No weapon can cut, no fire can burn it, no
water can wet it, no wind can dry it."

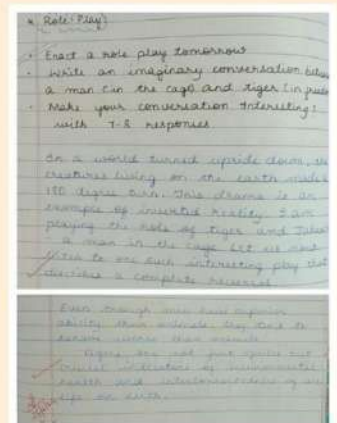
This speech was reproduced by Bal
Gangadhar Tilak, at Nasik on 17th May 1917,
at the first anniversary of Home Rule League.

He was called the father of Indian unrest and
was conferred with the title of Lokmanya.
Mahatma Gandhi called him the 'Maker of
Modern India' recognising his contributions
and sacrifices.

With his strong sense of realism, he came
forthwith the 4 program of Swadeshi, Boycott,
National education and Swarajya.

Keshav Gangadhar Tilak dreamt of
Independence even on his death bed and said
"Unless Swaraj is achieved, India will not
prosper."

Recognition by the teacher
for maintaining a diary record
for 7 days (8/8/24 -
15/8/24), based on the
lesson **THE DIARY OF
ANNE FRANK** enhancing my
writing skills and memory
management.



Role Play performed
with my peer, Jahnvi on
the poem "A TIGER IN
THE ZOO" enhancing
verbal and non verbal
communications.



My Recognised participations and Achievements IN ENGLISH

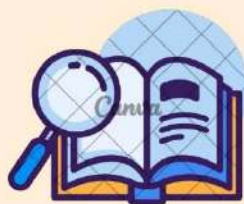


“

Commendation by the teacher for writing a book review on “HOW TO WIN FRIENDS AND INFLUENCE PEOPLE” by DALE CARNEGIE



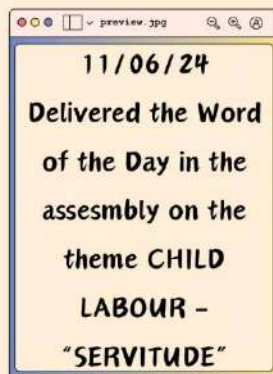
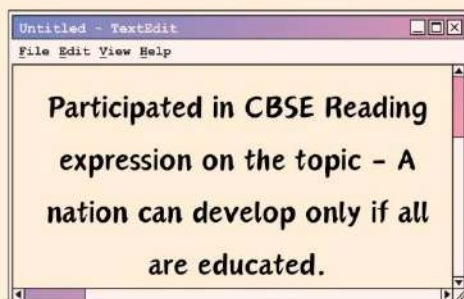
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“

Participated in the BOOKATHON 2023-24, diversifying genre and enhancing reading skills in the school premises.

”

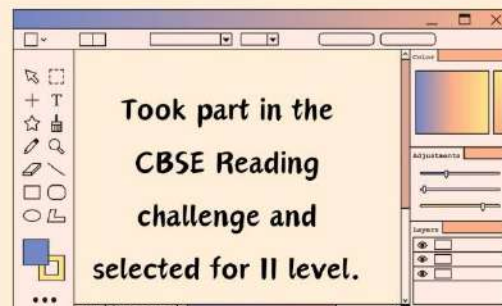


“

I was a part of skit performed by the HETITAGE CLUB on the account of WORD HERITAGE DAY on 17/04/24



”





I secured III place in Haveri
HUBKK 1239 Debate
competition on 06/08/23,
based on the topic
IMPACT OF FREEBIES ON
STATE ECONOMY



Appreciated by the teacher
for debating in the class on
the topic -
MEN ARE PRONE TO LOSE
JOBS IN FUTURE IF
WOMEN ARE EDUCATED.



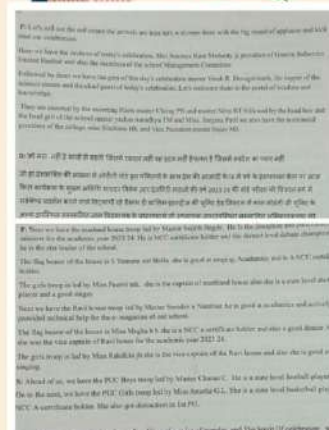
Received a certificate
of appreciation from
the ANUVRAT
CREATIVITY CONTEST
for excellent essay
writing capability.



As a part of peer mentoring, I
with my peer, Yamuna
narrated a story named THE
BED to class V on the
occasion of National Reading
Day 2024-25



I was given an opportunity to
host the school program on the
occasion of INDEPENDENCE
DAY 2024



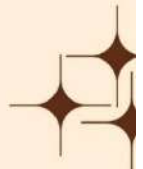
Valuable remarks by the
teacher for creating a book
report on the author JULIA
DONALDSON, engaging with
the author's works and gaining
a richer understanding of their
ideas.



On the account of National Reading Day 2023-24, I with my peer, Yamuna composed and presented a rap song to promote reading in the school premises.



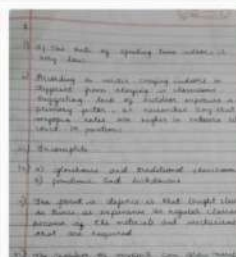
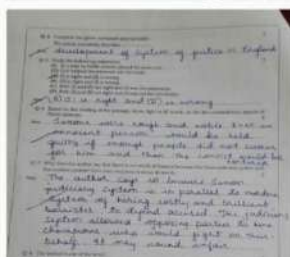
I collaborated with my peer, Yamuna and composed a poem related to AMANDA which enhanced the writing ability and encouraged exploration of new ideas.



WORKSHEETS



Worksheets that promoted better understanding, allowing for concentrated study on unseen passages.



PORTFOLIO

Links:

- https://youtu.be/tV42hodGE_g
- <https://youtu.be/Y63T0GnuGcY>
- <https://youtu.be/3y5fXZnsVdU>
- <https://youtu.be/A50RsTwWqRE>



Classroom Observation Format - Foundational & Preparatory stage "2026-2027"

Date of Observation: Class:

Name of the Teacher:

Name & Designation of the Observer:

Subject & Topic Observed:

S. No.	Classroom Observation	0	1	2	3	4
Lesson Planning & Learning Outcomes						
1	The teacher designs lesson plans that align with NCF competencies and expected learning outcomes.					
2	The teacher includes values, life skills, and hands-on experiential activities to make learning meaningful.					
3	The lesson content is differentiated to address the diverse learning needs, abilities, and interests of students.					
4	Learning experiences integrate Panchkoshas by supporting physical, emotional, intellectual, and creative growth.					
5	The lesson follows an experiential approach, connecting learning with real-world experiences.					
6	Thematic integration and arts integration is evident in the lesson, ensuring interdisciplinary connections.					
Classroom Engagement & Teaching Strategies						
7	The warm-up or introduction activity engages students and activates prior knowledge.					
8	Teaching incorporates verbal, visual, kinesthetic, and auditory methods to cater to different learning styles.					
9	The sequencing of learning activities follows the Panchpadi (five-step learning process), ensuring structured progression.					
10	Students are actively engaged through Guided Release of Responsibility (GRR), moving from guided to independent learning.					
11	The classroom provides opportunities for student choice, exploration, and access to learning corners.					
12	The teacher encourages students to think deeply and express their ideas through open-ended questioning.					
13	Students engage in collaborative learning through group activities, peer interactions, and cooperative tasks.					
Classroom Environment & Instructional Resources						
14	The classroom is set up for experiential learning with interactive stations, learning corners, and hands-on materials.					
15	Teaching incorporates storytelling, role play, music, visual arts, and movement-based learning.					
16	The teacher ensures inclusion and equal participation for all students through differentiated strategies.					
17	The teacher encourages students to keep trying, learn from mistakes, and reflect on their progress.					
18	The teacher helps students continue learning at home with play-based and extended activities.					
19	Digital tools like Jadui Pitara and other resources from the experiential curriculum are used effectively.					
20	Teacher sensitizes students for mutual respect & care for everything around us, or environmental care.					
21	The teacher includes a recap or reflection activity at the end of the lesson to reinforce key concepts.					
22	The teacher regularly uses formative and performance-based assessments to understand and support student learning.					
23	The teacher continuously tracks student progress through anecdotal records, portfolios, and reflective journals.					
Total						
Grand Total						



Comments by Vice-principal/ Principal:-----

NAME / SIGNATURE OF OBSERVER

Response/Acknowledgement of teacher:

NAME / SIGNATURE OF TEACHER

**Classroom Observation Format (VI -XII) - “2026-2027”**

S. No.	Observation Indicator	0	1	2	3	4
1	The teacher integrates class-level-appropriate learning outcomes and competencies based on the curricular goals of NCF 2023.					
2	Lesson content is relevant, and contextual, and fosters conceptual understanding rather than rote learning.					
3	Teaching methods incorporate experiential, inquiry-based, and multidisciplinary approaches.					
4	The teacher effectively engages students in active learning through discussions, problem-solving, and hands-on activities.					
5	Learning experiences promote preparatory, and secondary-stage competencies as outlined in NCF 2023.					
6	The teacher integrates storytelling, arts, culture, and local knowledge to make learning meaningful.					
7	The lesson encourages critical thinking, reasoning, and decision-making skills.					
8	The teacher facilitates learning through multiple modes—verbal, visual, kinesthetic, and digital.					
9	Classroom discussions promote dialogue, open-ended questioning, and deeper exploration of topics.					
10	The teacher ensures personalized and differentiated instruction to address diverse learning needs.					
11	Teaching promotes environmental awareness, sustainability, and social responsibility.					
12	The lesson incorporates universal human values, constitutional principles, and socio-emotional learning.					
13	Assessment is continuous, child-centric, and includes multiple tools like observation, projects, and self-reflection.					
14	The teacher integrates competency-based assessments rather than relying solely on traditional methods of assessment.					
15	The classroom environment supports collaboration through structured peer and group activities.					
16	The teacher uses digital and physical learning resources effectively, ensuring accessibility and engagement.					
17	The lesson plan follows an interdisciplinary approach by integrating subjects for holistic learning.					
18	Language and effective communication skills are enhanced through reading, writing, and discussion-based activities.					
19	The teacher provides constructive feedback to encourages self-improvement and motivation.					
20	The classroom is inclusive, ensuring the participation and engagement of all students.					
21	The teacher promotes personalized learning by guiding to take ownership of learning to innovate.					
22	The lesson structure follows the Panchpadi approach (Aditi, Bodh, Abhyas, Prayog, Prasara) where applicable.					
23	The teacher effectively transitions between activities, without deviating the focus on learning objectives.					



24	The application of learning extends beyond the classroom by giving home assignments with specific guidelines.					
25	The teacher demonstrates adaptability and flexibility in classroom interactions.					

Observation Details

Date of Observation: _____

Class: _____

Name of the Teacher: _____

Observer's Name & Designation: _____

Subject & Topic Observed: _____

Observation Indicators

Please rate each indicator on a scale of 0 to 4:

0 - Not Observed | 1 - Needs Improvement | 2 - Satisfactory | 3 - Good | 4 – Excellent

Total Score: _____

Grand Total: _____

Observer's Comments: _____

Observer's Name & Signature: _____

Date: _____

Teacher's Acknowledgment & Response:

Teacher's Name & Signature: _____

Date: _____





Annual Training Record

S. No.	Name of the Staff Member	Identified training needs as per job assigned	Name / Area of the Training Program	Training Dates	Venue



Almanac For School Activities (2026–27)

DATE	DAY	EVENT - APRIL 2026
1	Wednesday	School reopens (New session begins)
2	Thursday	
3	Friday	Good Friday - Holiday
4	Saturday	
5	Sunday	
6	Monday	Cyber Safety Awareness Programme Conserve to Preserve - Sanrakshan (Interhouse competition)
7	Tuesday	Counselling session Class I
8	Wednesday	World Health Day - Health & Wellness Club
9	Thursday	Road safety - Disaster & Management Club
10	Friday	Maths Throw Pick & sort Activity LKG-II Inter House carrom competition
11	Saturday	
12	Sunday	
13	Monday	Ambedkar Jayanti Assembly IX-X
14	Tuesday	Dr. Ambedkar Jayanti - Holiday
15	Wednesday	
16	Thursday	
17	Friday	
18	Saturday	Parents Orientation English Essay writing competition VI-VIII
19	Sunday	
20	Monday	
21	Tuesday	Weekly test I begins
22	Wednesday	World Earth Day - Eco Club, Number Week LKG-UKG English - Subject Enrichment activity VI-VIII, Bird Feeder Making- Eco Club
23	Thursday	EVS memory game I-II
24	Friday	Origami Activity Art Integration in Maths III-V
25	Saturday	Spell Bee Activity LKG-II, Best out of waste competition III-V, No fire cooking VI-VIII Summer Homework, Seed Bomb Making- Eco Club
26	Sunday	
27	Monday	
28	Tuesday	Weekly Test I ends Snippets on Energy Conservation - IX
29	Wednesday	
30	Thursday	

SUNDAY	04	WORKIN G DAYS	24	HOLIDAYS	02
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Almanac For School Activities (2026–27)

DATE	DAY	EVENT - MAY 2026
2	Saturday	
3	Sunday	
4	Monday	Summer vacation begins for Teachers
5	Tuesday	
6	Wednesday	
7	Thursday	
8	Friday	
9	Saturday	
10	Sunday	
11	Monday	
12	Tuesday	Buddh Purnima - Holiday
13	Wednesday	
14	Thursday	
15	Friday	
16	Saturday	
17	Sunday	
18	Monday	
19	Tuesday	
20	Wednesday	
21	Thursday	
22	Friday	
23	Saturday	
24	Sunday	
25	Monday	
26	Tuesday	
27	Wednesday	
28	Thursday	
29	Friday	
30	Saturday	
31	Sunday	

SUNDAY	05	WORKING DAYS	25	HOLIDAYS	01
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Almanac For School Activities (2026–27)

DATE	DAY	EVENT - JUNE 2026
1	Monday	
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	World Environment Day - Eco Club
6	Saturday	
7	Sunday	Eid-UI-Juha - Holiday
8	Monday	
9	Tuesday	
10	Wednesday	
11	Thursday	Kabir Jayanti - Holiday
12	Friday	World Day against child labor -Consumer club
13	Saturday	
14	Sunday	World Blood Donor Day - Heath & Wellness club
15	Monday	School reopens (New Academic session)
16	Tuesday	First day first hour safety hour-Special Assembly
17	Wednesday	
18	Thursday	
19	Friday	National Reading Day, Counselling Session - XI
20	Saturday	English Calligraphy competition III-V English Picture talk LKG-UKG, Quiz Quest - IX-XII
21	Sunday	International Yoga Day - Sports Club
22	Monday	
23	Tuesday	Rally on protest against adulteration of products - consumer club
24	Wednesday	
25	Thursday	Counselling session X & XII
26	Friday	Moharram - Holiday
27	Saturday	Safety coordination meeting, Selection of Prefectorial body - Sports Math Marathon VI-VIII, English Picture talk I-II, Number Ninjas III - V
28	Sunday	
29	Monday	Skill Session - Pottery - III
30	Tuesday	

SUNDAY	04	WORKING DAYS	23	HOLIDAYS	03
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Almanac for School Activities (2026-27)

DATE	DAY	EVENT - JULY 2026
1	Wednesday	
2	Thursday	
3	Friday	Investiture Ceremony, English poem recitation competition LKG-UKG
4	Saturday	English Essay writing competition IX-XII, Maths Throw, pick & sort I-II, Bulletin board decoration III-V Inter house Badminton competition VI-VIII
5	Sunday	
6	Monday	
7	Tuesday	Subject enrichment activity - Maths
8	Wednesday	
9	Thursday	EVS memory game LKG-UKG, Paper bag day activity III-V
10	Friday	Quiz Quest - III - V
11	Saturday	World Population Day-XI, Plantation Drive - Eco club English poem recitation competition I-II, Painting competition VI-VIII, Subject enrichment activity Hindi VI-VIII, safety audit , Fruit Fiesta - III - V
12	Sunday	
13	Monday	Weekly Test II begins
14	Tuesday	POCSO session- Health & wellness club
15	Wednesday	
16	Thursday	Counselling session-III
17	Friday	
18	Saturday	Hindi Poetry competition III-V, DEAR activity I-II Inter house Table Tennis competition VI-VIII, Interhouse Badminton competition IX-XII
19	Sunday	
20	Monday	Mock drill Evacuation process- Disaster Management club
21	Tuesday	
22	Wednesday	RIDS- Global Club Activity - Country of the month
23	Thursday	Weekly Test II ends
24	Friday	Computer coloring activity-Parts of computer I-II Interhouse Table Tennis competition IX-XII, Kargil Vijay Diwas- IX - Literary Club, Interhouse English Debate competition VI-VIII, Quiz Quest - VI-VIII
25	Saturday	PTM before PT-I
26	Sunday	
27	Monday	PT-I Begins
28	Tuesday	
29	Wednesday	Skill Session - Mask Making - IV
30	Thursday	School Foundation Day
31	Friday	Hindi Poem recitation competition Nur-UKG

SUNDAY	04	WORKING DAYS	27	HOLIDAYS	00
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Almanac for School Activities (2026-27)

DATE	DAY	EVENT - AUGUST 2026
1	Saturday	PT-I ends, Hindi poem recitation competition I-III Interhouse Basketball competition VI-XII (Boys), Marble Mania - VI-VIII
2	Sunday	
3	Monday	
4	Tuesday	RIDS- Global Club Activity- Famous Global Personalities wall
5	Wednesday	
6	Thursday	Hiroshima Day-IX
7	Friday	
8	Saturday	PTM after PT-I, Quit India movement-VIII-Disaster Management club Interhouse Basketball competition VI-XII (Girls), Block & Bloom Competition - IX-XII, Creating comic strip - III-V
9	Sunday	
10	Monday	
11	Tuesday	
12	Wednesday	Hareli - Holiday
13	Thursday	
14	Friday	Tear & Paste competition I-II, Inter house English Elocution competition IX-XII , Eco friendly Festival
15	Saturday	Independence Day
16	Sunday	
17	Monday	Eco -Rally
18	Tuesday	
19	Wednesday	RIDS- Global Club Activity - Traditional Dress Day
20	Thursday	
21	Friday	World Entrepreneur's Day, Ad Quest XI-XII
22	Saturday	Rakhi Making competition III-VIII, Role play-uses of computer I-II Interhouse football competition-VI-XII (Boys)
23	Sunday	
24	Monday	Skill Session - Block Painting - V
25	Tuesday	
26	Wednesday	EID-Milad - Holiday
27	Thursday	
28	Friday	Raksha Bandhan - Holiday
29	Saturday	Math Marathon activity III-V, DEAR Activity Hindi I-II Best out of waste competition IX-XII, National sports day- Sports club, Fruit Fiesta - VI-VIII
30	Sunday	International Olympic Day
31	Monday	

SUNDAY	05	WORKING DAYS	23	HOLIDAYS	03
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Almanac for School Activities (2026–27)

DATE	DAY	EVENT - SEPTEMBER 2026
1	Tuesday	
2	Wednesday	
3	Thursday	Special Assembly Janmashtami, Fancy dress LKG-II
4	Friday	Krishna Janmashtami- Holiday, Consumer literacy day
5	Saturday	Teachers day
6	Sunday	
7	Monday	Counselling session- VIII
8	Tuesday	International Literacy Day
9	Wednesday	
10	Thursday	RIDS- Global Club Activity - Fancy Dress – Say No to Plastic
11	Friday	
12	Saturday	
13	Sunday	
14	Monday	Haritalika Teej & Ganesh Chaturthi, Hindi Diwas
15	Tuesday	International Democracy Day, Engineers Day
16	Wednesday	
17	Thursday	Vishwakarma Jayanti, Ozone Day
18	Friday	Skill Session - Fabric Painting - VI Marble / Stone Painting - VII
19	Saturday	PTM before Half-yearly
20	Sunday	
21	Monday	Half Yearly begins, World Peace Day
22	Tuesday	
23	Wednesday	
24	Thursday	
25	Friday	
26	Saturday	Computer magic world activity oral I-II, Interhouse Volleyball competition VI-XII (Boys), Interhouse Kho-kho competition VI-XII (Girls)
27	Sunday	
28	Monday	RIDS- Global Club Activity - Fruit Fiesta - IX-XII
29	Tuesday	
30	Wednesday	Half Yearly ends

SUNDAY	04	WORKING DAYS	24	HOLIDAYS	02
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Almanac for School Activities (2026-27)

DATE	DAY	EVENT - OCTOBER 2026
1	Thursday	
2	Friday	Gandhi Jayanti - Holiday
3	Saturday	
4	Sunday	
5	Monday	
6	Tuesday	Subject Enrichment Activity- Consumer club
7	Wednesday	Valmiki Jayanti
8	Thursday	Indian Airforce Day- Global club, Creative Eco-Friendly Crafts: Paper bag Making
9	Friday	PTM after Half yearly
10	Saturday	Pitra Moksh Amavashya, Sandwich making activity I-II, Hindi Poem recitation competition VI-VIII, Interhouse cricket competition VI-XII, Safety coordination meeting
11	Sunday	
12	Monday	
13	Tuesday	RIDS - Global Club Activity - Speech - One World, One future
14	Wednesday	
15	Thursday	
16	Friday	Anti crackers & cleanliness campaign - Eco club, Junk Food awareness - Consumer club
17	Saturday	Inter House Story Fest - VI-VIII
18	Sunday	
19	Monday	Dussehra celebration-special assembly
20	Tuesday	Dussehra -Holiday
21	Wednesday	
22	Thursday	
23	Friday	
24	Saturday	Spell Bee competition VI-VIII, Paper lantern making activity III-V Interhouse English Elocution VI-VIII, Fun & food activity I-II
25	Sunday	
26	Monday	Weekly Test III begins
27	Tuesday	
28	Wednesday	Skill Session - Soap Making - VIII
29	Thursday	
30	Friday	
31	Saturday	Weekly Test III ends, National Unity Day

SUNDAY	04	WORKING DAYS	25	HOLIDAYS	02
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Almanac for School Activities (2026-27)

DATE	DAY	EVENT - NOVEMBER 2026
1	Sunday	State Foundation Day-Holiday
2	Monday	
3	Tuesday	
4	Wednesday	RIDS- Global Club Activity - Dance & Music from different countries
5	Thursday	
6	Friday	
7	Saturday	Green Day, Computer mouse activity I-II, Set Up a Composting Pit
8	Sunday	Deepawali
9	Monday	
10	Tuesday	
11	Wednesday	National Education Day, Subject enrichment activity- Science
12	Thursday	
13	Friday	English Diary making activity I-III, Dictionary making activity IV-V
14	Saturday	Children's Day & Alumni meet
15	Sunday	
16	Monday	Counselling session for Slow Bloomers (I-VIII)
17	Tuesday	Subject Enrichment Activity-Social Science
18	Wednesday	Athletics activity-Nursery
19	Thursday	Athletics activity-LKG
20	Friday	Athletics activity-UKG
21	Saturday	Athletics activity-I-III, Career path IX-XII, PPT making competition IX-XII - ICT Club, Best out of Waste: By using Jute Rope
22	Sunday	
23	Monday	Athletics activity-IV
24	Tuesday	Guru Nanak Jayanti - Holiday
25	Wednesday	Athletics activity-VIII-IX, Constitution Day activity VIII, Map work activity III-V
26	Thursday	Athletics activity-VI-VII, X-XII, Constitution Day- Disaster management club
27	Friday	Skill Session - Embroidery - IX Chocolate making - X
28	Saturday	Annual Sports Day(Final heats for different events)
29	Sunday	
30	Monday	PTM before PT-II

SUNDAY	05	WORKING DAYS	23	HOLIDAYS	02
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Almanac for School Activities (2026-27)

DATE	DAY	EVENT - DECEMBER 2026
1	Tuesday	PT-II begins, Safety coordination meeting
2	Wednesday	World's Aid's Day- Science VII
3	Thursday	
4	Friday	Navy Day-Cultural club
5	Saturday	Counselling session X & XII
6	Sunday	
7	Monday	PT-II ends
8	Tuesday	Pre Board X&XII begins
9	Wednesday	
10	Thursday	Human Rights Day
11	Friday	Card making competition I-II, EVS-leaf printing activity
12	Saturday	PTM after PT-II
13	Sunday	
14	Monday	
15	Tuesday	
16	Wednesday	Skill Session: Jewellery Making - XI Bakery - XII
17	Thursday	
18	Friday	Guru Ghasidas Jayanti - Holiday
19	Saturday	Nature Walk
20	Sunday	
21	Monday	
22	Tuesday	Pre Board X&XII ENDS, National Maths Day, Math quiz competition
23	Wednesday	
24	Thursday	
25	Friday	Christmas-Holiday
26	Saturday	
27	Sunday	
28	Monday	
29	Tuesday	
30	Wednesday	
31	Thursday	

SUNDAY	04	WORKING DAYS	25	HOLIDAYS	02
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Almanac for School Activities (2026-27)

DATE	DAY	EVENT - JANUARY 2027
1	Friday	New Year-Holiday
2	Saturday	
3	Sunday	
4	Monday	
5	Tuesday	Counselling Session X & XII (PTM)
6	Wednesday	
7	Thursday	
8	Friday	Visit to orphanage
9	Saturday	Kite making activity Nur-V, Kitchen garden activity VI-VIII, Walk to school/cycle Rally - Energy club
10	Sunday	Vishwa Hindi Diwas, National Youth Day
11	Monday	Practicals of Board XII begins
12	Tuesday	
13	Wednesday	
14	Thursday	Makarsakranti
15	Friday	Army Day
16	Saturday	Counselling Session VIII, Mock Parliament activity IX-X, EVS-Art competition I-II, Inter house Patriotic singing competition VI-IX
17	Sunday	
18	Monday	RIDS- Global Club Activity - Flag Making & meaning activity
19	Tuesday	
20	Wednesday	
21	Thursday	
22	Friday	
23	Saturday	Parakram Diwas-Literary club, EVS-Seed Art competition Nur-UKG Fancy dress competition LKG-II, Computer Practical-Magic world class I-II
24	Sunday	
25	Monday	
26	Tuesday	Republic Day
27	Wednesday	
28	Thursday	
29	Friday	English Picture talk-Nur-UKG
30	Saturday	Martyr's Day-Literary club
31	Sunday	

SUNDAY	05	WORKING DAYS	25	HOLIDAYS	01
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Almanac for School Activities (2026-27)

DATE	DAY	EVENT - FEBRUARY 2027
1	Monday	English Picture talk-I-II, Counselling session XI
2	Tuesday	
3	Wednesday	
4	Thursday	
5	Friday	English/Hindi-Word search Puzzle I-II, Maths count and match LKG-UKG
6	Saturday	Mahashivratri-Holiday
7	Sunday	
8	Monday	
9	Tuesday	
10	Wednesday	
11	Thursday	Vasant Panchmi
12	Friday	
13	Saturday	
14	Sunday	
15	Monday	Annual Exam begins
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	
20	Saturday	
21	Sunday	
22	Monday	
23	Tuesday	
24	Wednesday	
25	Thursday	
26	Friday	
27	Saturday	
28	Sunday	National Science Day- Energy Club

SUNDAY	04	WORKING DAYS	23	HOLIDAYS	01
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Almanac for School Activities (2026-27)

DATE	DAY	EVENT - MARCH 2027
1	Monday	
2	Tuesday	
3	Wednesday	Mahashivratri-Holiday
4	Thursday	
5	Friday	
6	Saturday	
7	Sunday	
8	Monday	International Women's Day
9	Tuesday	
10	Wednesday	Annual Exam ends
11	Thursday	
12	Friday	
13	Saturday	
14	Sunday	
15	Monday	
16	Tuesday	
17	Wednesday	
18	Thursday	
19	Friday	
20	Saturday	Answer sheet Display
21	Sunday	
22	Monday	Holi-Holiday
23	Tuesday	
24	Wednesday	
25	Thursday	PTM, Result Distribution
26	Friday	
27	Saturday	
28	Sunday	
29	Monday	
30	Tuesday	
31	Wednesday	

SUNDAY	04	WORKING DAYS	25	HOLIDAYS	02
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**THE ADITYA BIRLA PUBLIC SCHOOL
ECO CLUB
ACTION PLAN 2026-27**



SL	Activities	Teachers I/c	Class	Tentative Date/Month	Venue	Learning Outcomes
1	World Earth Day		III-XII	22nd/April		Learn how to reduce waste, recycle and conserve energy
2	Plastic free Friday		VI-VIII	22ndApril		Students understand the environmental impact of plastic pollution ,including harm to wildlife and ecosystem.
3	Seed Bomb Making		VI-VIII	26th /April		Learns how seed bombs help in biodiversity conservation, role of native plants in maintaining ecological balance
4	World Environment Day- Plantation Drive		IX-XII	5th/June		Understanding environmental issues, raising awareness about global challenges like climate change, deforestation, pollution and biodiversity loss.
5	World Blood Donor Day		IX-XII	14th/June		Understanding the importance of blood donation, promoting voluntary and unpaid donation
6	World Population Day		XI	11th July		Recognizing the patterns and trends in population growth, distribution and demographics, and their impact on global development
7	Hiroshima day		XII	6th August		Recognizing the immediate and long-term suffering endured by survivors who faced radiation sickness, loss of loved ones.
8	Eco friendly Festival		III-V	16 th/August		Understanding the environmental impact of traditional celebrations and importance of adopting eco-friendly alternatives



9	Eco –Rally		VI-VIII	23rd / August		Becomes aware of eco- friendly practices like reducing plastic use , tree planting and water conservation.
10	Fancy Dress – Say No to Plastic		III-V	5th/September		Environmental awareness, Fostering a sense of responsibility towards environmental conservation, creativity and innovation
11	Creative Eco-Friendly Crafts: Paper bag Making		VI-XII	11th/October		Enhances creativity and crafting skills through hands on work. Improves fine motor skills(cutting, folding, gluing)
12	Set Up a Composting Pit		V-VI	8th/November		learns about decomposable and non-decomposable waste, observe changes in organic matter over time
13	Best out of Waste: By using Jute Rope		XI-XII	22nd/November		Enhance hand –eye coordination and fine motor skills. Improve crafting & weaving techniques using jute rope.
14	Recycled Paper Making		XI-XII	13th/December		Learn about pulp formation, drying and pressing techniques
15	Nature Walk		IX-X	20th/December		Observe and identifies various species of birds ,insects, trees and flowers, learn about ecosystem interactions, food chains & natural cycles.
16	Litter Picking Walk		III-V	School Premises		Students recognize the impact of litter on ecosystem, develop responsibility and empathy

Principal

Activity Coordinator

Club I/C



 THE ADITYA BIRLA PUBLIC SCHOOL YUVA TOURISM CLUB SESSION: 2026-27 I/C 						
SL	Activities	Teachers I/C	Class	Date/Month	Venue	Learning Outcomes
1	Career talk - Tourism and hospitality		IX to XII	April		Students will understand the meaning and scope of the tourism and hospitality industry
2	Special Assembly -Promoting Unity in diversity through tourism		VII to X	June		Students will be able to explain the meaning and importance of tourism.
3	Craft Mela - Tourism: A Booster of Economy		XI & XII	July		Students will understand the meaning of tourism and economy and explain how tourism helps a country earn income.
4	Clay Modelling - Tourism and Environmental Sustainability		IX to XII	August		Students will be able to explain the concept of tourism and its interaction with the environment
5	Debate- Tourism for better Tomorrow		VII To IX	October		Students will gain clarity over sustainable and regenerative tourism
6	Podcast - Media and Tourism		IX & XI	December		Students will understand the role of media and journalism in the promotion of tourism.



Activity Assessment Sheet

[illegible]

Activity	In-charge
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Co-ordinator

Principal



Role of Foundational Teachers

SELF-REFLECTION CHECKLIST

Preparatory and Middle Stage Teachers
Classes: III to VIII

General Information:

- Date: _____
- School's Name: _____
- Grade Level: _____
- Subject/Topic: _____

1) Designing Learning Experiences

- ☐ I plan lessons with clearly defined learning outcomes aligned to curriculum expectations
- ☐ I design learning experiences that promote conceptual understanding rather than rote learning
- ☐ I incorporate inquiry, discussion, hands-on activities, and real-life connections
- ☐ I adapt lesson plans to address diverse learning needs and learning styles
- ☐ I reflect on lesson effectiveness and make changes based on student responses and outcomes

2) Knowledge & Understanding of Subject Matter

- ☐ I demonstrate strong understanding of the subject content I teach
- ☐ I link concepts across subjects where appropriate to support integrated learning
- ☐ I explain concepts using age-appropriate language and examples
- ☐ I address misconceptions through questioning and discussion
- ☐ I update my subject knowledge through reading, training, and professional learning

3) Strategies for Facilitating Learning

- ☐ I create a safe, inclusive, and respectful classroom environment
- ☐ I actively engage students through questioning, dialogue, and collaborative work
- ☐ I encourage critical thinking, reasoning, and expression of ideas
- ☐ I use a variety of teaching strategies suited to preparatory and middle stage learners
- ☐ I integrate appropriate use of teaching aids, resources, and technology

Assessment & Feedback

- ☐ I use assessment as a tool for learning and not only for grading
- ☐ I employ a balance of formative and summative assessment practices
- ☐ I provide timely, specific, and constructive feedback to students
- ☐ I use assessment evidence to modify my teaching strategies
- ☐ I encourage students to reflect on their own learning and progress

4) Interpersonal Relationships

- ☐ I build positive and respectful relationships with students
- ☐ I communicate expectations clearly and listen to student perspectives
- ☐ I collaborate with colleagues for academic planning and student support
- ☐ I communicate constructively with parents and guardians when required
- ☐ I contribute to a culture of trust and mutual respect in school

Classroom Management & Well-Being

- ☐ I establish clear classroom routines and expectations
- ☐ I manage behaviour in a fair, calm, and age-appropriate manner
- ☐ I promote emotional well-being and sensitivity to student needs
- ☐ I encourage responsibility, self-discipline, and cooperation
- ☐ I ensure effective use of instructional time



Values & Life Skills

- ☐ I integrate values such as respect, empathy, honesty, and responsibility in daily teaching
- ☐ I encourage teamwork, leadership, and problem-solving skills
- ☐ I model ethical behaviour and positive attitudes
- ☐ I create opportunities for students to practice decision-making and reflection
- ☐ I support students in becoming confident and responsible learners

5) Professional Development

- ☐ I regularly reflect on my teaching practices
- ☐ I seek feedback from peers, mentors, or students
- ☐ I participate actively in professional development programmes
- ☐ I apply new learning to improve classroom practices
- ☐ I take responsibility for my continuous professional growth

6) Contribution to School Development

- ☐ I actively contribute to school initiatives and academic programmes
- ☐ I support school goals and policies
- ☐ I collaborate in planning, review, and improvement processes
- ☐ I contribute positively to the school's learning culture
- ☐ I support mentoring and peer learning when opportunities arise

Self-Reflection Summary

After completing the checklist:

Strengths:

- _____

Areas for Growth:

- _____

Action Steps for Next Term/Year:

- _____

*This checklist is for teacher's self-use only.



THE ADITYA BIRLA PUBLIC SCHOOL



HEALTH & PHYSICAL EDUCATION RECORD

SESSION

CLASS/SECTION

CLASS TEACHER



MAINSTREAMING HEALTH AND PHYSICAL EDUCATION
OVERALL OBJECTIVES OF HEALTH AND PHYSICAL EDUCATION:

1. To develop awareness regarding the importance of physical fitness in individual and social life including Life Skills
2. To bring the overall awareness of values with regard to personal health and fitness, and to inculcate among students the desired habits and attitudes towards health to raise their health status*
3. To make the pupils physically, mentally and emotionally fit and to develop such personal and social qualities that will help them to be good human beings*
4. To take action individually and collectively to protect and promote (i) own health (ii) health of family members: and (iii) health of the surrounding community and seeking help when required from available community resources*
5. To develop interest in exercise, sports and games for self-satisfaction and make it a part of life
6. To enable an individual to enhance inner qualities - self-mastery, discipline, courage, confidence and efficiency*
7. To enable an individual to display a sense of responsibility, patriotism, self-sacrifice and service to the community *
8. To develop awareness of the importance of self-defence*
9. To create awareness among children about rules of safety in appropriate hazardous situations to avoid accidents and injuries.
10. To acquaint them with first-aid measures about common sickness and injuries*
11. To help children learn correct postural habits in standing, walking, running, sitting and other basic movements so as to avoid postural defects and physical deformities*
12. To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, Red Cross, Scouts and Guides etc*
13. To inculcate values and skills in children in order to promote self-control, concentration, peace and relaxation to avoid the ill effects of stress, strain and fatigue of routine everyday life*
14. To address the physical, psycho-social needs of CWSN (Children with Special Needs) in an integrated fashion*
15. To seek in instilling self-worth thus helping students to become confident, assertive, emotionally stable, independent and self-controlled*
16. To help release of emotional stress, anxiety and tension, leading to a reduced risk of depression*
17. To help strengthen peer relationships, social bonding, buddy mentorship and team camaraderie
18. To develop more positive attitude towards challenges, winning and losing, thus preparing students for life and for the workplace*

*** Values Integrated across HPE**

MAINSTREAMING HPE

1. With the above objectives in mind, the CBSE in consultation with MHRD and Ministry of Sports, Govt. of India has attempted to integrate and mainstream Health and Physical Education across the secondary and senior secondary levels. This is to ensure that the Physical Education component which will continue to be assessed internally, is taken up as a cross-curricular, interdisciplinary discipline across the four strands.
2. Mainstreaming would require the coming together of the Class Teacher, PE teacher and teachers of other disciplines.
3. The mandatory nature of this discipline needs all students to participate in an innovative way



through the strands detailed hereafter.

4. It will be mandatory for the **school to upload a report of work accomplished across the strands of grade X and XII in the prescribed manner, for enabling students to sit for the Board exam.**
5. The stipulation is to ensure all schools take this aspect seriously so as to ensure lasting and lifelong benefits for their students.
6. **The following subjects of internal assessment are being subsumed in Health and Physical Education from session 2018-19 onwards:**

Class IX-X

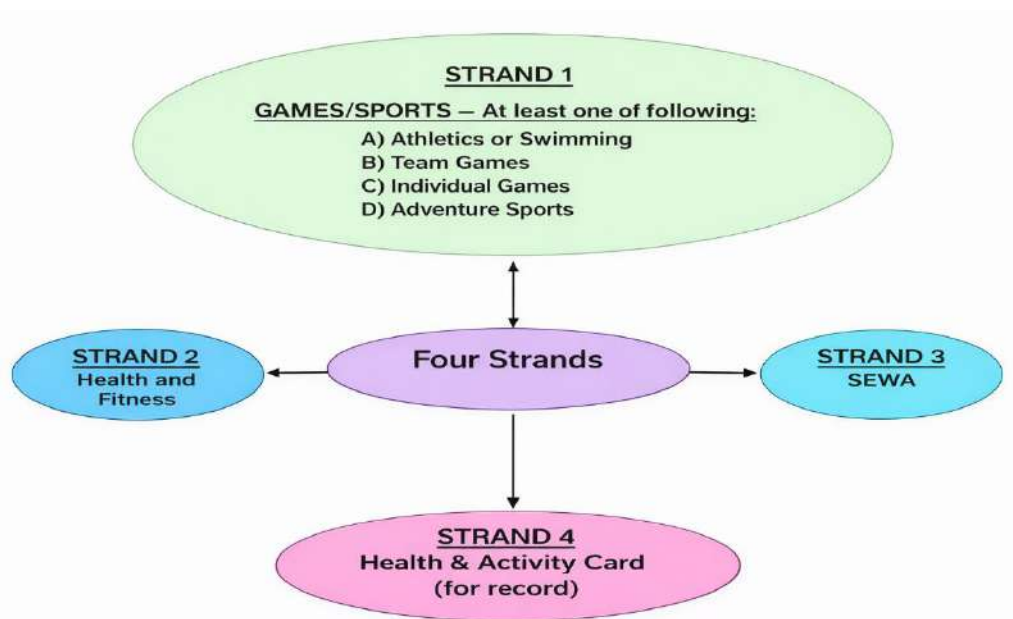
- i. Work Education (500)
- ii. Health and Physical Education (506)

Class XI-XII

- i. Work Experience (500)
- ii. Physical and Health Education (502)

As the above subjects of internal assessment have been subsumed in Health and Physical Education, so the schools should not allocate any period to these above-mentioned subjects from session 2018-19 onwards. The same periods should be allocated to Health and Physical Education.

FOUR STRANDS



2.1 Introduction

1. The new format of HPE envisions that each student will undertake activities categorized under four strands.
2. The work education aspect of the syllabus is subsumed under this format, hence there will be no need to take it up as a separate subject.
3. This format is to be compulsorily implemented for classes IX, X, XI and first half of the year for class XII.
4. **This is an essential requirement for writing the Board examination.**
5. Unless schools undertake HPE seriously and are ready with records of all strands as well as Health and Activity Cards for all students, they will not be allowed to register their candidates for Board examinations.
6. All schools need to fill in the HPE School Report for the ongoing session before registering their candidates in classes IX and XI. The report should reflect the activities undertaken under each strand separately for each class right from class IX to XII. The format of the HPE School Report is given in the Annexure.
7. No theory classes will be taken as a part of this format.
8. The class teacher will be responsible for ensuring that each child participates in all strands.
9. The class teacher will also guide and facilitate strand 3 and strand 4.
10. In the absence of a sports/games teacher, the class teacher may facilitate strands 1 and 2 also and ensure that all children participate in the games/sports of their choice.



11. Internal assessment is to be jointly done by the class teacher and the sports/games teacher.
12. From Strand 1, at least one activity is to be taken up by each student as a class or as an individual. The choice will be left to the students and the class teacher will facilitate each child to decide, based upon the sports facilities available at the school. Schools are encouraged to provide more options by adding to the infrastructure each year.
13. Children are free to choose more than one activity from strand 1, as long as the school sports infrastructure supports it.
14. Children are also free to change their choices during the course of a year.
15. A class as a whole could be encouraged to take up any one team game and/or invasion game, by delineating the role of each student of the class. Roles should be decided by students among themselves. Roles could include player, captain, umpire, cheer leaders, commentators, event manager, coach, organizers, reporters for school magazines, etc.
16. The Board will be inspecting records for strands 1 and 2 such as attendance and participation by all students. Evidence such as Portfolios, Journals, Essays, Video recordings etc. in case of SEWA may be kept ready for scrutiny by the CBSE at any time during the year.
17. Schools are encouraged to place the activities they undertake under various strands on their own website under the 'Sports Corner' which should be updated at regular intervals.

Strand	Marks	Periods (Approx)	Levels	Teachers Responsible
1. GAMES A) Athletics/ Swimming B) Team Games C) Individual Games/ Activity D) Adventure Sports	50 Marks	90 periods	Up to 25 marks: Learning 26-40 marks: Proficiency 41-50 marks: Advanced	PE TEACHER CLASS TEACHER & SCOUT & GUIDE TEACHER
2. Health and Fitness	25 Marks	50 periods	Up to 12 marks: Learning 13-20 marks: Proficiency 21-25 marks: Advanced	ART, DANCE, MUSIC, WELLNESS TEACHERS
3. SEWA	25 Marks	50 periods	Up to 12 marks: Learning 13-20 marks: Proficiency 21-25 marks: Advanced	ALL CLUBS
4. Health and Activity Card	No Marks	10 periods		WELLNESS TEACHER
Total	100 Marks	200 Periods		

Any one or more games or activities out of Athletics/ Swimming, Team Games, Individual Games and Adventure Sports must be taken up by each student as an individual, or as a class team or as a school team.

3.1 ATHLETICS / SWIMMING

3.1.1 Example Activities (illustrative only): Track and field events that require physical strength, speed/skill, such as, racing against own best timing and with others over different distances; relay races; marathons, cross country running, race walking, throwing for distance and aiming onto/at targets; jumping for height; jumping for distance; swimming against own best timing and with others, over different distances.

3.1.2 Inclusion: Allow students to use standing starts or rolling starts if using a wheelchair. Use visual signs to start races so that students with hearing impairments can be involved. The students must find unique and creative ways to include CWSN who are their classmates. Though a few of the strategies for inclusion have been outlined for some games in boxes attached below, if movement is not possible at all, then aided umpiring



or aided cheering should be considered for CWSN. If some learning is possible, let the CWSN learn about the intricacies of the game. If they are interested in artwork or music, let them create their own version of the game in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

3.1.3 Life Skills Imbided/ Acquired:

- Learning the techniques
- Learning about sports/games through other formats such as fine arts

3.1.4 Outcomes/ Values imbided:

- Going further, higher, faster
- Being able to set and meet personal targets
- Being able to focus, concentrate and practise to improve
- A commitment to training and an ability to set and meet personal targets
- Learning as a team and from others

3.2 TEAM GAMES

3.2.1 Examples of team games (illustrative only):

- **Invasion Games:** Basketball, Hockey, Kabaddi, Netball, Gallery, Football, Water Polo, Judo, Karate/ Self Defence
- **Net Games:** Lawn Tennis, Table Tennis, Badminton, Squash, Volleyball
- **Inning Games:** Cricket, Kho-Kho, Rounders, Softball, Stoolball
- **Target Games:** Archery, Boccia, Bowls, Golf

3.2.2 Inclusion: Use bright colours which will help the participation of students with vision impairment. The teacher has to modify each skill as per the percentage of impairment of the child. The students must find unique and creative ways to include CWSN who are their classmates. Though a few of the strategies for inclusion have been outlined for some games in boxes attached below, if movement is not possible at all, then aided umpiring or aided cheering should be considered for CWSN. If some learning is possible, let the CWSN learn about the intricacies of the game. If they are interested in artwork or music, let them create their own version of the game in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

3.2.3 Life Skills Imbided/ Acquired:

- Cooperating with others to use individual skills and team strategies to beat the opposition and win the game (Interpersonal and Intrapersonal Skills)
- Playing individually or with a partner and strategizing to beat the opponent and win the game (Critical Thinking, Decision Making)
- Using individual skills and team strategies to cooperate with others to score points and win the game (Creative and Critical Thinking)
- Competing individually or as a team to score the most points (as in archery) or the least number of points (as in golf) and win the game
- Understanding that including all is more important than winning (Intrapersonal Skills)
- Learning about sports/games through other formats such as fine arts (Creative Thinking)

3.2.4 Outcomes/ Values Imbided:

- Team spirit and loyalty
- Sportsmanship
- Communicating with others
- Competing and winning fairly
- Fraternity

3.3 INDIVIDUAL GAMES

3.3.1 Example Activities (only illustrative):

 Gymnastics, Skating, Judo, Wrestling, Boxing, Fencing, etc.

3.3.2 Inclusion: Efforts should be made that each child participates. Let each child choose a sport of his/her liking and modify the activity as per his/her requirement. Use visual signs to start game so that students with hearing impairments can be involved. The students must find unique and creative ways to include CWSN who are their classmates. Though a few of the strategies for inclusion have been outlined for some games in boxes attached below, if movement is not possible at all, then aided umpiring or aided cheering should be considered for CWSN. If some learning is possible, let the CWSN learn about the intricacies of the game. If they are interested in artwork or music, let them create their own version of the game in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

3.3.3 Life Skill Imbided/ Acquired:

- Learning to Excel, Self-Awareness, Empathy
- Learning about sports/games through other formats such as fine arts



3.3.4 Outcomes/ Values Imbided:

- Taking responsibility for one's involvement in activity (Self-Awareness)
- Personal satisfaction, self-reliance and self-accountability
- Improved self-esteem and confidence
- A desire to compete with oneself

3.4 ADVENTURE SPORTS

3.4.1 Example Activities (illustrative only): Trekking; Nature Bathing (walking in natural surroundings, such as forests, mountains, alongside rivers, etc.), wall/rock climbing; rappelling; camping; rafting; mountain biking; skiing; personal survival and lifesaving, first-aid, etc.

3.4.2 Inclusion: Provide a buddy to help the Child with Special Needs to do the activity or to accomplish as much of the given task as possible. Include students by using a wheelchair, if required. The students must find unique and creative ways to include CWSN who are their classmates. If some learning is possible, let the CWSN learn about the natural surroundings. Teach them survival skills specifically adapted to them. If they are interested in artwork or music, let them create their own version of the adventure sports in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

3.4.3 Life Skills Imbided/ Acquired:

- Solving problems and having the courage to overcome fear/ anxieties in challenging situations and environments (Problem Solving, Decision Making)
- Team spirit (Interpersonal and Intrapersonal Skills)
- Courage

3.4.4 Outcomes/ Values Imbided:

- Sense of achievement and satisfaction
- Closeness to nature
- Knowing one's own limitations and taking risks safely
- Nature bathing

STRAND 2: HEALTH AND FITNESS

4.1 Exemplar Activities (illustrative only): It should be ensured that all students participate in Mass P.T. / Yoga. Any other activity, which leads to a connection of the physical body with the mind and with the inner workings of the body, and also leads to an improvement in overall health and fitness, can also be taken up, such as Aerobics, Dance, Calisthenics, Jogging, Cross Country Run, working out using weights/gym equipment, Tai-Chi etc. Children who are ready for it, may, in addition, also participate in learning the nuances of meditation and its impact on stress management.

4.2 Inclusion: Efforts should be made that each child participates. Modify the activity as per his/her requirement. Classmates can come up with creative ways for inclusion. If movement is not possible at all, then aided movement can be considered for CWSN (Children with Special Needs). If some learning is possible, let the CWSN learn about the intricacies of the activity. Meditation can be taken up. If they are interested in artwork or music, let them create their own version of the game in art or music or any other form. Students are free to innovate their own mechanisms for inclusion under the guidance of their class teachers.

4.3 Life Skills Imbided/ Acquired:

Exercising regularly and safely for personal well-being

4.4 Outcomes/ Values Imbided:

- A commitment to exercising safely and effectively for the benefit of personal health and wellness.
- Learning about how body responds to health and fitness interventions.
- An understanding of the connection with the inner workings of the body and how the body responds to external stimuli.

STRAND 3: SEWA (Social Empowerment through Work Education and Action)

5.1 Introduction

Several years ago, the noted educationist *Paulo Freire* pointed out that there is no such thing as neutral education. Any education, to be meaningful, has to fit into the context of the society in which it is given and which is relevant to the times. In the context of the multiplicity and the rapidity of the changes that are taking place, the students need to know and understand the contexts in which they are living today and the demands that will be made on them, in the immediate future, to fit into the changing patterns of society. SEWA aims to develop a whole person in their intellectual, personal, social, emotional, and social growth. Learners engaged in this program are expected to be lifelong learners and through experiential learning develop as active citizens and caring and compassionate humans. The experiential and constructive modes of learning emphasize the immediate personal experience of the learner and view learning as a process. SEWA takes learning beyond the walls of the classroom and sometimes even beyond the boundaries of the school, building bridges with the authentic and real world in meaningful and positive ways. The following may be noted with regard to SEWA:



- SEWA is an integral component of HPE.
- This aspect aims to focus on the mental/emotional and social health of the child
- All students of classes IX to XII (for XII, only till end of the first semester/ term) will participate in SEWA program around the year.

5.2 Objective:

There is an urgent need to foster strong mental and social health amongst today's children so that they can connect with their peers, their elders, the community, the environment, etc. The main objective of the SEWA projects is to direct children's mind in constructive activities with positive outcomes through the facilitation of creative and critical thinking. This would help them to develop self-confidence and self-esteem. Another objective of this programme is to underline the significance of the interdependence of all human beings and our dependence on the environment in this shrinking global village. Students must acknowledge that they have a responsibility towards the less privileged, the disadvantaged, the CWSN (Divyang), the society, and the environment. The principle of giving to society has to become second nature to them.

5.3 The SEWA Philosophy

SEWA is all about social or community service; it can include environmental, civic responsibilities or democracy or health and fitness related projects, international and other projects too, as long as the project is able to connect the child to his surroundings or to a cause, and is able to generate a sense of responsibility towards it (even if it is towards health and fitness of the class itself). The Social Empowerment component to a large extent inspires SEWA philosophy, which in the Indian environment refers to the concept of service to the community.

5.4 Note to Class Teachers

SEWA has been designed to integrate social awareness into the regular curriculum of the students. The teacher must be careful in facilitating the child's activities so as to provide a suitable learning environment. This in turn would also give a boost to a positive school environment.

The teachers need to create opportunities for students to engage with learning activities to develop core competencies such as:

- a) Social Awareness, Self-Awareness and Empathy b) Self-Management and Leadership Skills
- c) Creative and Critical Thinking d) Interpersonal Skills and Effective Communication Skills
- e) Responsible Decision-making through Problem Solving

The teachers need to be open-minded about errors committed by learners while implementing the SEWA programme. The learners may find themselves in ambiguous situations and sometimes suffer from moral conflicts. As adults, we need to facilitate the widening of the scope for the learner so that they find alternative ways of making informed decisions. Here, one cannot undermine the responsibility of the school as a community.

Thus, one can develop and establish a caring community encouraging collaborative learning activities by weaving Self-empowerment into their daily school activities.

5.5 The learning outcomes expected to be developed and fostered through participation in SEWA are experiential:

The Learner:

- Develops Life Skills of **Self-Awareness and Empathy**. *
- Develops Creative and Critical Thinking Skills. *
- Becomes a **caring and compassionate** individual. *
- Responds as a socially empowered change maker. *
- Acquires the skills to be an active leader and initiator of change.
- Plans, implements and delivers projects connected to the real world.
- Visualizes and participates in a world going beyond the classroom and often/sometimes beyond the boundaries of the school.
- Formulates strategies to deliver meaningful programs and projects
- Critiques premises as a **reflective enquirer**.
- Demonstrates fair play and **non-judgmental ethical behaviour**. *
- Actively engages in SEWA activities as an individual and at a team level.
- Participates in various activities in **age-appropriate ways across disciplines**.
- Selects and applies skills, facts and compositional ideas.
- **Competes with oneself** to improve **self-performance** and **evaluate strategies** for further enhancement. *
- Knows, understands and applies rules.

* **Integrated values across HPE**



The integrated SEWA program helps to acquire the following learning skills:

- Plan, initiate and implement activities
- Learn to work in teams and collaborate through organizing activities/events in terms of skills, interest, motivation and professional growth
- Identify and nurture areas of strength and identify areas requiring further growth
- Engage with issues of social concern in the community, society, state and nation
- Develop new life skills and strategies and become lifelong learners.

5.6 Guidelines for Schools

- School can Design and announce school SEWA policy.
- School can also decide on yearly focus theme for SEWA and class-wise sub themes.
- Each class as a whole can decide to take up one SEWA activity for the entire year
- The choice of activity can be left to the students of the class, with guidance and facilitation by the class teacher and will depend upon the school policy too.
- Schools are encouraged to allow children to suggest SEWA themes for the year.
- Once a SEWA activity is decided for a particular school/class/year, the class students themselves will decide upon the role of each student of the class.
- Orient parents about SEWA and seek support from stakeholders.
- Appoint School SEWA Mentor and Class-wise SEWA Mentors, if required. Mentors could also be from amongst the parents or teachers.
- Arrange administrative support for the activities involving government and outside agencies.
- Dedicate day/s for SEWA exhibition or presentation day at the end of the year or as suitable.
- Ensure that each child in a class actively participates in his/her assigned role of SEWA.
- Arrange training and create support structure for all involved as required.
- Ensure 100% dedicated involvement.

5.7 Guidelines for Students

- Discuss how they can improve/impact the community/ environment/ health and fitness of the students and choose the focus area for the project.
- Brainstorm and create mind-maps on the chosen area
- Identify the causes they want to support and choose one/or more ways of carrying it forward.
- Outline the objectives of the projects they have chosen and present plans for the implementation as well as ways of measuring the success of the project.
- Assign roles to each member of the class community by consensus. Ensure each and every child is included.

Learn to research on the chosen area of SEWA

- Seek guidance from the teacher when they need it.
- Learn how to plan, implement, review and take responsibility for their decisions.
- Examine the effect of their intervention and support for the causes they have chosen and present them to the rest of the class/school.
- Capture the hours spent as well as documents as evidence wherever required in the student Portfolio/dossier
- Share the impact of the SEWA work undertaken as Power Point with the school community and as part of a special exhibition at the end of the year, clearly highlighting the role of each student in the class.

5.8 What forms a Social Empowerment activity?

The activities conducted 'in school' as part of Eco-clubs, Sports Club, Literacy Clubs or 'out of school' as community outreach activities etc. can be considered as Social Empowerment activities. It may range from a small role as 'volunteer' and a 'contributor' to running an entire project over the year. Social Empowerment activities are bound to germinate some thought process in young minds.

The class may decide to take up any innovative social empowerment activity every year; students may decide the role of each child; at the end of each year the class as a whole may present its project report. Even sports activities can be taken up as a SEWA project by the class. Some of the activities under sports that can be taken up are as follows (illustrative list):

- Organizing sports meet for CWSN (Children with Special Needs)
- Planning, organizing and delivering a League tournament (Basketball, Cricket, Football)
- Planning and holding a friendly cricket match between alumni and the current grade XI and XII
- Organizing sports competition for primary school
- Organized Inter-class/ Inter-school sporting activities (basketball, volleyball, swimming, hockey, netball, squash, cricket and boxing)
- Long distance runs (half and full marathons) for a cause
- Researching on Yoga, Running/Jogging, Dance, Trekking/ Hiking/Biking/Cycling, Camping, Military training as part of planned projects.

There are multiple other possibilities of projects that can be taken up under SEWA, such as (illustrative list):

- Organizing a fund-raising Musical Extravaganza for school



- Holding an Art Exhibition for fund raising
- Inviting professionals from industry to develop career pathways (App on mobile)
- Running school cafe with focus on nutrition
- School gardening project
- Collaborating as part of Photography Club and create Exhibitions across the city with a social message.
- Projects on social awareness or cross curricular themes initiated, planned and implemented by students with teacher as initiator.
- As volunteer for **'in school activities'** such as organizing a school-based event based on Life Skills.
- Participating or volunteering in Youth Parliament or mock UN Sessions
- Activities from 'Revised School Health Manual (**see under Resources**)
- Life Skills Activities (Creative and Critical Thinking, Problem Solving and Decision Making, Effective Communication, Self Awareness and Empathy) (**see under Resources**)
- 'Buddies' or 'Peer Mentors' for **Adolescence Education, School Health Program, Life Skills Program** etc.
- Anti Bullying or Anti Ragging Committee and awareness raising
- As volunteer for charities **'outside of school'** such as orphanages, old-age homes
- Collecting and distributing used and unused books and clothes to the underprivileged
- **Volunteer work** with stray animals and organizations connected with the same cause
- Helping to raise funds for beneficiaries involving natural disasters (flood, earthquake victims)
- Adopting an old age home for interactive activities
- Adopting an orphanage for conducting joyful activities
- **Online volunteering** for counselling peers for raising awareness regarding career pathways.
- **Enrichment Activities** of different Ministries can be taken up in project mode, such as **Swachhta Abhiyan for neighbouring community, Ek Bharat Shrestha Bharat** (up to Oct 2018), **Paryatan Parv – creating awareness about historical sites and tourist spots in your city**, etc.
- Organising and volunteering for various 'in-school activities' and Language Club, Theatre and Dramatics Club, Social Science Club, Dance club, Science Club, Science Fairs, Heritage Club, Nature Clubs.

5.9 Activities complying with SEWA Criteria

SEWA activities require involvement and interaction. When students assume a passive role and no contributory service is performed, it cannot be defined as a SEWA activity/project.

Activities which do NOT fall under SEWA:

- An activity through which a student attains financial or some other type of benefit (unless this benefit is passed on in full to a worthy cause).
- Getting involved in effortless, monotonous, and repetitive work – like returning library books to the shelves.
- Work experience that only benefits an individual student
- Activities that cause division among different groups in the community.
- Activities with a bias to any religion or cultural sector which may hurt the sentiment of any other person in any form.
- Regular recreational or community activities of a temporary nature - like a visit to a museum, the theatre, concert, sports event unless it clearly inspires work in a related activity in which a student is already engaged.
- Any unsupervised or recorded activity where there is no guide or responsible adult onsite to evaluate and confirm student performance and evaluate accordingly.

5.10 Guidelines for Class Teacher/Mentor for conduct of SEWA

- Support students in identification and selection of the causes they want to support and take up as projects, brainstorm and create mind-maps.
- Provide supervision, consultation, guidance to students and create support structures required whenever they need it, including for research.
- Intervene positively to ensure participation of each and every child in the class, including CWSN
- Guide students on how to plan, implement, review and take responsibility for their decisions.
- Guide students on upkeep of Portfolio/dossier, making a report, analysing data, creating presentations, video films, channels on social media, websites.
- Plan and prepare SEWA exhibition or presentation day at the end of the year.

5.11 Procedures

1. Fill out a My SEWA promise form. The description of the activity needs to be in complete simple sentences and describe the SEWA activity intended to be taken up by the class.
2. Each student in consultation with the teacher and parents decide and create an hourly schedule of activities in accordance with role assigned. This form must be signed by a parent and submitted before the activity begins to the school's SEWA Mentor.
3. Fill out 'Reflective Musings' at the end of every 4 hours given to the project and keep attaching it to the SEWA dossier. (The time is given in hours and not in periods with the intention that if the child does any



additional work outside school hours, it can be reflected here).

4. SEWA hours will be accounted for both in school as well as out of school activities, provided they are agreed upon by the mentor.

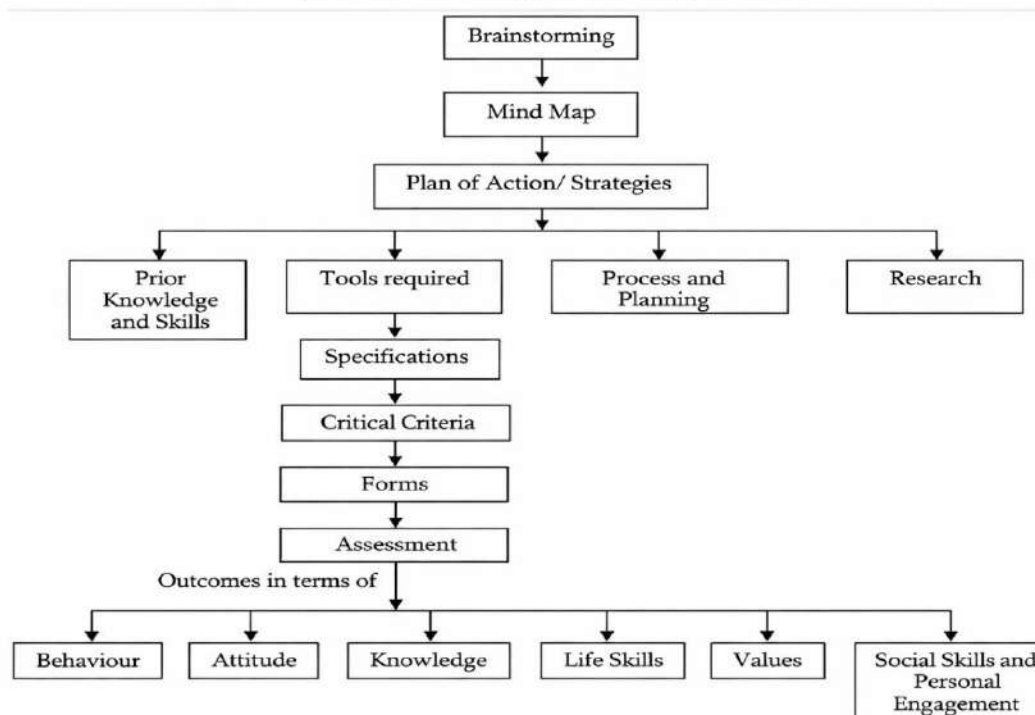
5. It is expected from SEWA volunteers that they would be honest in recording their activities.

6. Complete your SEWA classes/periods before the last date.

7. All the forms must be completed and signed and attached with relevant evidence, together with a Self-Appraisal Form for classes IX-XII and a summary list of the SEWA projects/hours as items of SEWA dossier/scrapbook.

8. The visual evidence (photographs, videos, etc.), testimonials and certifications must be there to support the project

5.16 Illustrative Flow Chart for Conducting a Project/Report/Event (Can be Quarterly/ Bi-Annual / Annual)



TRANSACTIONAL STRATEGIES FOR THE STRANDS OF HPE **(Except Health and Activity Record)**

The cross-cutting themes of the transactional strategy are as follows:

- Transacting it through cross curricular linkages cutting across subjects, thus creating interest and motivation, enhancing physical fitness levels thus leading to overall health.
- Enhancing Life Skills such as creative and critical thinking, problem solving and decision making, interpersonal and Intrapersonal skills, empathy and self-awareness, effective communication and collaboration and teamwork.
- Focus on inclusion

The ways of transaction across the curriculum would include:

- Recognition of HPE as a compulsory component across stages beginning with pre-primary, primary, upper primary, secondary and senior.
- The CBSE in its previous circulars and advisories has already mandated at least forty-five to sixty minutes of compulsory transaction on a daily basis.
- PE has been an integral theme of the **Comprehensive School Health Manuals** (brought out in four volumes by the Board in 2005, revised in 2010). (Available under Resources)
- Resources for transacting PE by providing linkages across subjects at the Pre-primary, and Primary level are already available in **Physical Education Cards** brought out for teachers and



students. (Available under Resources)

- PE Cards are also available for differently abled children as PEC ability cards and also for secondary level (SPEC). (Available under Resources)

- **Life Skills Manuals** for Primary, Middle and Secondary have activities and themes for transaction of PE across classes in age-appropriate ways. (Available under Resources)

Specific transactional methodology for Class IX – XII

- Students should select the activities they want to pursue further whether as specialists or for personal enjoyment.
- If students are to prepare themselves for using their leisure time effectively, they will need to acquire the knowledge and skills of a broad range of activities, sports and games so that they are able to make truly informed choices about the activities they want to get involved in as part of their own healthy lifestyle management. Therefore, facilitate sports/games/health and fitness/SEWA activities by discussing with students about the knowledge, attributes, skills, strategies and / or compositional knowledge required to meet the outcomes of the activity and involve students as performers and officials, judges and/or referees.
- Inter-class/ school games, competitions and performances must be encouraged and used as opportunities for assessing students using the continuous and comprehensive assessment framework. All schools cannot include every physical activity within its timetable.
- The list of physical activities available to young people these days is vast and ranges from the very traditional, indigenous games of our country to the increasingly popular games and pastimes of the west. Combinations of activities chosen must take the choices of the students into account.
- **Schools may add their own games, sports and activities to the relevant category**
- Schools may choose the activities they wish to include depending on the infrastructure and expertise available as well as interest of their students.
- In classes IX and X, whereas all students are expected to involve themselves in games, activities and sports, it is possible that some of them may choose to excel in areas of their interest. It is therefore, recommended that such students be permitted to pursue **one activity out of the strands over each year**. This will allow for specialization whilst still providing breadth to their learning.
- As far as PE is concerned, there is a need to create a skilled class of PE educators or trainers through the TOT, cascade model, a beginning of which was made by CBSE in the PEC program. (Physical Education Cards) PE cards are age-appropriate tools for implementing the PE curriculum using a cross-curricular approach.

Assessment for the Strands

- The strands conceptualized will be assessed internally through a blended approach of self-assessment and teacher assessment.
- Students will be assessed in each of the strands on the basis of evidence such as - direct observation, checklists, and/or use of video. In case of SEWA Projects Students plan and conduct projects and communicate their findings. Evidence in this case can include journals, diaries, essays, laboratory reports, oral presentations and/or the use of video, etc.

Maximum marks allotted for each strand are given in table 1.1. SEWA can be assessed on the basis of the rubric developed by the class teacher for the project chosen by the class for that year. Each game/ sports/ activity should broadly be assessed on the basis of following criteria and marks should be given accordingly:

- Participation in game/ sports/ SEWA/ activity
- Basic Knowledge & understanding of the game/ sports/ SEWA/ activity
- Skills learnt/ development or enhancement of skills of game/ sports/ SEWA/ activity
- Motivation to excel
- Improvement in performance (competing with self)
- Team spirit
- Development/ enhancement of
- Organizational skills for game/ sports/ SEWA/ activity
- Leadership skills/ qualities
- **Sensitivity towards**
 - CWSN (children with special needs) / inclusion in team
 - Sensitivity towards gender in team



SL.	NAMES OF THE STUDENTS	PAGE NO.
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
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16		
17		
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19		
20		
21		
22		
23		
24		
25		



CLASS ASSEMBLY/NOTICE BOARD/ ACTIVITIES

MONTH & THEME	TEAM/INDIVIDUAL PARTICIPATION IN ACTIVITIES	OBSERVATIONS & REMARKS
APRIL (EARTH DAY)		
JUNE (WOMEN EMPOWERMENT)		
JULY (ENVIRONMENT)		
AUGUST (PATRIOTISM)		
SEPTEMBER (COMMUNAL HARMONY)		
OCTOBER (CULTURE, FESTIVALS)		
NOVEMBER (OUR HERITAGE)		
DECEMBER (SERVICE)		
JANUARY (SAFETY)		
FEBRUARY (HEALTHY LIVING & FITNESS)		
MARCH (PROTECTION TO WORLD WILDLIFE)		

Class teacher



HEALTH AND ACTIVITY CARD

GENERAL INFORMATION



NAME OF THE STUDENT: _____

AADHAR No. _____

ADMISSION NO. _____ DATE OF BIRTH _____

MALE/FEMALE _____ BLOOD GROUP _____

WEIGHT (Kg) 1. TERM – I _____ HEIGHT (cm) 1. TERM – I _____ BMI 1. TERM – I _____

2. TERM – II _____ 2. TERM – II _____ 2. TERM – II _____

MOTHER'S NAME _____

FATHER'S NAME _____

ADDRESS _____

PHONE NUMBER _____

Paste a coloured
Passport-Size
Photograph in
the Summer
School Uniform

COUNSELLING SESSIONS:

SL.	ACTIVITIES	LEARNING OUTCOME
1		
2		
3		
4		



HEALTH AND ACTIVITY RECORD

Components	Parameters	Class 9th	Class 10th	Class 11th	Class 12th
Vision	RE/ LE				
Ears	Left/ Right				
Teeth Occlusion	Caries/ Tonsils/ Gums				
General Body Measurements	Height				
	Weight				
Circumferences	Hip				
	Waist				
Health Status	Pulse				
	Blood Pressure				
Posture Evaluation	If any: Head/Forward/Sunken Chest/ Round Shoulders/ Kyphosis/Lordosis/ Abdominal Ptois/Body Lean/Tilted Head/Shoulders Uneven/Scoliosis/Flat Feet/ Knock Knees/ Bowlegs				
Sporting Activities (HPE) (For details, see HPE manual available on CBSE website www.cbseacademic.in)	Strand 1: Any one of following: 1. Athletics/ Swimming 2. Team Game 3. Individual Game Adventure Sports				
	Strand 2: Health and Fitness <i>(Mass PT. Yoga, Dance, Calisthenics, Jogging, Cross Country Run, Working outs using weights/gym equipment, Tai-Chi etc)</i>				
	Strand 3: SEWA				

*The circumference measurement of hip and waist of girls must be taken only by lady teachers



HEALTH AND ACTIVITY RECORD

Fitness Components	Fitness Parameters		Test Name	What does it Measure	Class 9th	Class 10th	Class 11th	Class 12th
Health Components	Body Composition		BMI	Body Mass Index for specific Age and Gender				
	Muscular Strength	Core	Partial Curl up	Abdominal Muscular Endurance				
		Upper Body						
	Flexibility		Push Up	Muscular Endurance				
	Endurance		Sit and Reach	Measures the flexibility of the lower back and hamstring muscles				
	Balance	Static Balance	600 Meter Run	Cardiovascular Fitness/ Cardiovascular Endurance				
			Flamingo Balance Test	Ability to balance successfully on a single leg				
Skill Component	Agility		Shuttle Run	Test of speed and				



ents				agility				
	Speed		Sprint/Dash	Determines acceleration and Speed				
	Power		Standing Vertical Jump	Measures the Leg Muscle Power				
	Coordination		Plate Tapping	Tests speed and coordination of limb movement				
			Alternative Hand Wall Toss test	Measures hand-eye coordination				

Highlighted tests are mandatory. Details regarding how to conduct tests are available at <https://schoolfitness.kheloindia.gov.in/UploadedFiles/SampleData/AdminManual.pdf>

Mainstreaming Health and Physical Education

Health and Physical Education is concerned with the total health of the learner and the community. Besides physical health, it includes mental and emotional health of the learners. Health is often a state of physical, mental, emotional, social and spiritual well-being and not merely the absence of disease or infirmity

The aim of Mainstreaming Health and Physical Education is to enable the student to attain an optimum state of health, by incorporating each of the aforementioned aspects.

A comprehensive view of Health and Physical Education includes and encompasses the three areas of Health Education, Physical Education and Yoga as integral to achieving holistic health (physical, mental, intellectual, emotional, social and spiritual). Given the interdisciplinary nature of this subject, it needs to be transacted in innovative ways across the curriculum.



DISTRIBUTION OF MARKS FOR INTERNAL ASSESSMENT

Strand	Marks	Periods (Approx)	Levels [*]
1. GAMES			Up to 25 marks: Learning
A) Athletics/ Swimming	} 50 marks	90 periods	
B) Team Games			26-40 marks: Proficiency
C) Individual Games/ Activity			
D) Adventure Sports			41-50 marks: Advanced
E) Indigenous Games			
2. Health and Fitness	25 Marks	50 periods	Up to 12 marks: Learning
			13-20 marks: Proficiency
			21-25 marks: Advanced
3. SEWA	25 Marks	50 periods	Up to 12 marks: Learning
			13-20 marks: Proficiency
			21-25 marks: Advanced
4. Health and Activity Card	No Marks	10 periods	-
Total	100 Marks	200 Periods	-

*The grades/levels obtained under the first three Stands will be reflected in the report card

SCHOOL NAME

MENTOR OBSERVATION

Attendance:

.....
.....

Involvement:

.....
.....

Regularity:

.....



Commitment:

Additional Comments:

.....
.....
.....
.....

SCHOOL NAME
MY SEWA PROMISE FORM

Dear Student,

SEWA is a firm step to prepare you for life. It is a voluntary project experience. You have to complete my SEWA Promise Form and obtain prior approval for the activity /project. Selection of a SEWA activity, development, implementation of the proposal and evaluation of the activity is the responsibility of each student. Signature of the parent indicates review and approval of this proposal.

Student's Name: **Class:**

BRIEF DESCRIPTION OF THE ACTIVITY

Duration [Days and Time].....Estimated Hours

..... Name of Mentor Teacher

.....
.....

Student Signature:

Date.....

Parent Signature.....

Date.....



SCHOOL NAME
SEWA HOUR LOG

STUDENT NAME: _____

PROJECT: _____

Date	Activity	Hours	Mentor's Signature

SCHOOL NAME
SEWA HOURLY SCHEDULE

Hour Count	Date and Day	Proposed activity plan
Hour 1		
Hour 2		



Hour 3		
Hour 4		
Hour 5		
Hour 6		

SEWA SELF APPRAISAL FORM

The following questions should be addressed at the end of each activity/project. These are guiding questions. Candidates can either answer on this form or write a reflective, continuous text incorporating responses to these questions.

My Name_____

My Activity / Project_____

My Commitment Towards the Project/ Activity

This Activity/ Project has been a great learning experience because

I initially felt that the project could not have achieved its outcomes because

The project has definitely changed me as a person in terms of behaviour, attitude and life skills because

The details of the beneficiary(ies). Any significant comment received from them; please quote

The challenges I faced and the things I might do differently next time so as to improve.



Format of Syllabus Completion Session:

Class:

Date:

Name of Exam: Half Yearly Exam/Annual Examination/Periodic Test

S.NO.	NAME OF SUBJECT	TEST/EXAMINATION SYLLABUS	TEST/EXAMINATION PORTION LEFT	PLEASE SPECIFY DATE FOR ITS COMPLETION	SUBJECT TEACHERSIGN
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Class Teacher

Coordinator



Change in Syllabus (CBSE/STATE/ICSE)

SESSION:

DATE:

CLASS:

SUBJECT:

SUBJECT TEACHER(S):

<u>S.</u> <u>NO.</u>	Chapter(s)/ Units(s)	Change in syllabus/conte nt (in Present Session)	Deleted/Omitted portion (if any in comparison to previous session)	Added portion (if any in comparison to previous session)	Change in Practicals / Internal Assessment
1					
2.					
3.					
4.					
5.					

SIGN:

SUBJECT TEACHER

COORDINATOR



Parent Teacher Student Association

S.No.	Class & Sec.	Parent's Name & Phone No.	NE/E Location Name	Student Name & Phone No.	NE/E Location Name	Sign. CT
1	LKG A					
2	LKG B					
3	UKG A					
4	UKG B					
5	I A					
6	I B					
7	II A					
8	II B					
9	III A					
10	III B					
11	IV A					
12	IV B					
13	V A					
14	V B					
15	VI A					
16	VI B					
17	VII A					
18	VII B					
19	VIII A					
20	VIII B					
21	IX A					
22	IX B					
23	X A					
24	X B					
25	XI A					
26	XI B					
27	XII A					
28	XII B					

Almanac: Parent-Teacher Communication (Format)

Date:[illegible]



Parent Teacher Meeting Record (Format)

Date & Day:

Information about assessment/exam/event 20__- 20__.

*School leader may customise the agenda as per requirement.

S.NO.	STUDENT'S NAME	PARENT'S NAME	SIGN

CT Sign

WC Sign

Exam I/C

VP/HM/PRINCIPAL



Weekly Planner (Nursery-UKG)

Class:
(From).....(To).....

Date:
Theme:.....

Domains	Monday	Tuesday	Wednesday	Thursday	Friday
Circle Time					
L1					
L2					
Math					
Outdoor/Indoor game					
Arts and craft					
Stories & Rhymes					

(Principal's Remarks & Signature)

Note: This weekly planner is designed for parents. Schools are encouraged to use this format to share weekly activities with parents, as appropriate.



School Management Committee Members

Sl. No.	SMC Portfolio	Designation	Name
1.	Chairman	Unit Head	
2.	Manager	FH-HR	
3.	Member	FH-Finance	
4.	Secretary (Ex-Officio)	Principal, ABPS	
5.	Member	Principal/Headmistress Other School	
6.	Member	Nodal Person	
7.	Member	Principal- ABPS Group School	
8.	Parents Representative	Primary Section	
9.	Parents Representative	Middle Section	
10.	Parents Representative	Sr. Secondary Section	
11.	Sr. Teacher Representative	Nominated by Principal	
12.	Sr. Teacher Representative	Nominated by Principal	

*50% Female Members.

Principal



Staff Details List

SN	Name of the School	Location	Unit	Business	Board	Name of The Teacher/Staff	Total teaching experience (Years)	Position	Date ofJoining the School	Date ofJoining the ABG School	Any Equivalence to Job Band used for deciding Comp/Benefits	Date of Birth	Qualification	Subjects taught in school	Grade(Pre-primary, Primary, Middle School, Secondary, Senior Secondary)



Progression of Life skills from Nursery to Grade V

No.	Core Skills	Nursery	L.K.G.	U.K.G.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1	Critical Thinking	Observation and Description	Simple, Comparison	Sequencing, Classification	Cause and Effect	Inference	Analysing Information	Research Skills (inquiry-based approach)	Ethical Awareness and reasoning
2	Communication Skills	Basic Speaking Skills	Active Listening	Sharing Ideas	Respectful Communication	Presentation Skills	Public Speaking	Debating	Feedback
3	Creative Thinking	Creative Play	Questioning and Curiosity	Imagination and Storytelling	Expanding Ideas	Divergent Thinking/ Brainstorming	Innovation and Invention	Project-Based Learning	Prototyping and Testing
4	Decision Making	Making Simple Choices	Consequence Awareness	Considering Alternatives	Prioritisation	Independent Decision Making	Risk Assessment	Reflection and Evaluation	Ethical Considerations
5	Problem-Solving	Recognise Problem	Defining Problems	Trial and Error	Independent Problem Solving	Multiple Solutions	Analysing Problem	Evaluate the solution	Complex Problems
6	Coping with Stress	Identifying stressors(Separation Anxiety)	Comforting routines	Recognising stress signs	Calming Strategies	Healthy Coping Mechanisms	Positive Self-Talk	Peer Support	Social Support
7	Coping with Emotions	Identifying Emotions	Expressing Emotions	Emotional Regulation	Seeking Comfort	Understanding Others' Emotions	Conflict Resolution Skills	Emotional Resilience/persistence/ Perspective-Taking	Self-Reflection
8	Interpersonal Skills	Basic social interaction	Cooperative Play	Social Play	Respecting Boundaries	Politeness and Manners	Peer Influence Awareness	Peer Collaboration	Peer Mentoring
9	Flexibility	Adjusting to changes	Following expected conventions	Cultivating Resilience	Building Social Bonds	Versatility	Spontaneity	Proactive Adaptation	Readiness for Adaptive Solutions
10	Productivity and Accountability	Staying focused	Strengthening concentration	Exploratory Learning	Basic Planning	Task Management Flexibility	Take Ownership	Self-Reflective Improvement	Time Management Proficiency



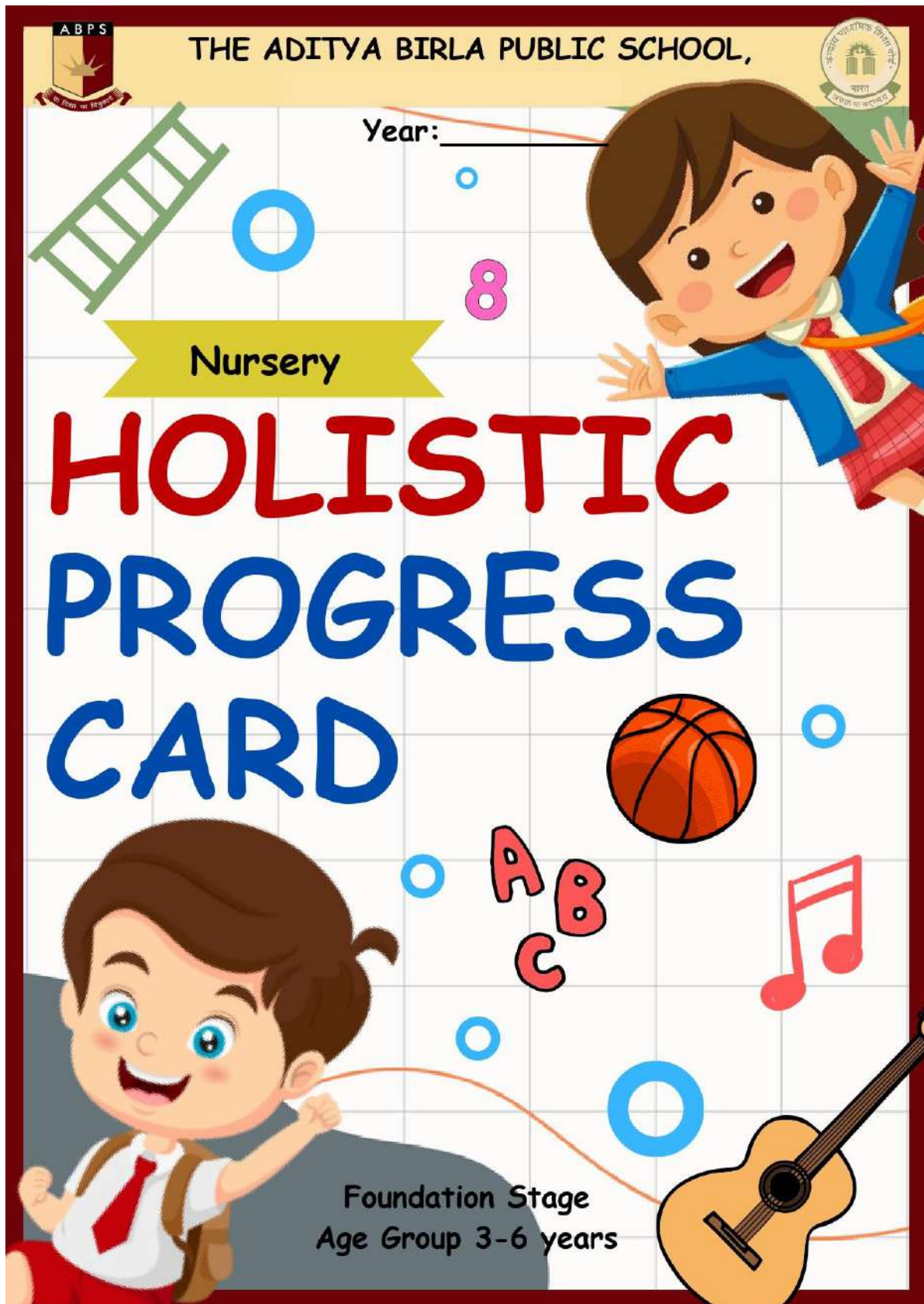
Progression of Values from Nursery to Grade V

No.	Core Values	Nursery	L.K.G.	U.K.G.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
1	Self-Awareness	Self-Description	Self-esteem	Awareness of self and others	Self-discipline	Self-regulation	Self-reliance	Self-reflection	Social Awareness
2	Respect	Respect for elders	Respect for all life forms	Honesty and truth	Respecting differences	Respect for self	Gratitude and humility	Respect for Diversity	Inclusion
3	Love, Care, and Share	Sharing and Caring	Cooperation	Friendship	Resilience	Service to others	Collaboration	Kindness and forgiveness	Empathy
4	Responsibility	Responsibility towards self	Responsibility towards others	Responsibility towards class & school	Responsible Leadership	Responsibility towards environment	Responsibility towards community	Social responsibility	Civic responsibility
5	Safety	Personal Safety Basic rules	Safety Circle	Safety of others	Empowerment and Assertiveness	First Aid Basics	Basic safety Protocols	Cyber Safety	Safety laws
6	Wellbeing	Physical activities	Physical games	Breathing Exercises	Yoga Strength and flexibility	Meditation	Mental well-being for self	Mental wellbeing for others	Sports
7	Health and Hygiene	Personal hygiene, Germ Awareness	Hygiene etiquette	Clean surroundings	Classroom	School	Sustainable Cleanliness	Hygienic responsibility	Clean Environment Pollution Awareness
8	Nutritional Eating	Eating etiquette	Healthy Eating	Mindful eating	Knowing about food ingredients	Kitchen Garden And	Nutritional Awareness	Balanced Diet	Food Preparation
9	Appreciation for beauty and aesthetics	Express through arts	Appreciating arts	Appreciating creative ideas	Aesthetic expression in ideas, feelings, and emotions	Aesthetic expressions in day-to-day act	Balance and beauty in nature	Respect and care for harmony	Takes inspiration from other's



Holistic Progress Card Samples
(For Foundational and Preparatory Stage)

Class: Nursery





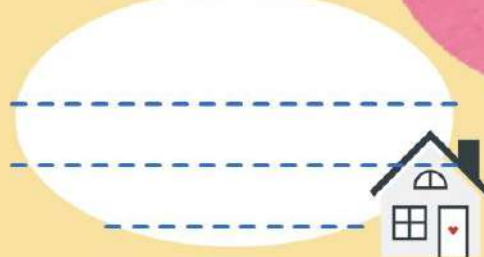
ME AND MY SURROUNDINGS

This is me

I am _____
years old

My birthday
is on _____

I live in



I want to be a

when I grow up

- _____
- _____
- _____

are my friends

My favourites

Colour : _____

Flower : _____

Food : _____

Sports : _____

Animal : _____

Subject : _____

Category	Term 1	Term 2
Height (Cm)		
Weight (Kg)		



COMPETENCIES		TERM 1			TERM 2		
PHYSICAL DEVELOPMENT	CG-1: Children develop habits that keep them healthy and safe.						
	C 1.1 - Shows a liking for and understanding of nutritious food and does not waste food.						
	C 1.3 - Keeps school/classroom hygienic and organized.						
	CG-2: Children develop sharpness in sensorial perceptions.						
	C 2.1 - Differentiates between shapes colour and their shades.						
	C 2.2 - Develops visual memory for symbols and representations.						
	CG-3: Children develop a fit and flexible body.						
	C 3.2 - Shows balance, coordination, and flexibility in various physical activities.						
	C 3.3 - Shows precision and control in working with their hands and fingers.						
	C 3.4 - Shows strength and endurance in carrying, walking and running.						
SOCIO EMOTIONAL & ETHICAL DEVELOPMENT	CG-4: Children develop emotional intelligence i.e., the ability to understand and manage their own emotions and response positively to social norm.						
	C 4.1 - Starts recognizing 'self' as an individual belonging to a family and community.						
	C 4.3 - Interacts comfortably with other children and adults.						
	C 4.4 - Shows cooperative behavior with other children.						
	C 4.5 - Understands and responds positively to social norms in the classroom and school.						
	CG-6: Children develop a positive regard for the natural environment around them.						
	C 6.1 - Shows care for and joy in engaging with all life forms.						



COMPETENCIES		TERM 1			TERM 2		
COGNITIVE DEVELOPMENT	CG-7: Children make sense of world around through observation and logical thinking .						
	C 7.1 - Observes & understands different categories of objects and relationships between them.						
	CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities shapes and measures.						
	C 8.2 - Identifies and extends simple patterns in their surroundings, shapes, and numbers.						
	C 8.3 - Counts up to 99 both forwards and backwards and in groups of 10s and 20s.						
	C 8.5 - Recognises and uses numerals to represent quantities up to 99 with understanding of decimal place value system.						
	C 8.8 - Selects appropriate tools and units to perform simple measurements of length, weight and volume of objects in their immediate environment.						
	C 8.9 - Selects appropriate tools and units to perform simple measurements of length, weight, and volume of objects in their immediate environment.						
	C 8.11 - Performs simple transactions using money up to INR 100.						
	C 8.12 - Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements.						
LANGUAGE AND LITERACY DEVELOPMENT	CG-9: Children develop effective communication skills for day-to-day interactions in two languages.						
	C 9.1 - Listens to and appreciates simple songs ,rhymes & poems.						
	C 9.3 - Converses fluently and can hold a meaningful conversation.						
	C 9.5 - Comprehends narrated readout stories and identifies characters storyline and what the author wants to say.						



COMPETENCIES		TERM 1			TERM 2		
LANGUAGE AND LITERACY DEVELOPMENT	CG-10: Children develop fluency in reading and writing in language 1(L1).						
	C 10.1 - Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables in L1.						
	C 10.3 - Recognises all the letters of alphabet (forms of Akshara) of the script and uses this knowledge to read and write.						
	C 10.5 - Reads short stories and comprehends its meaning -by identifying characters , storyline and what the author wanted to say-on their own L1.						
	C 10.8 - Writes a paragraph to express their understanding and experiences (L1).						
AESTHETIC & CULTURAL DEVELOPMENT	CG-12: Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.						
	C 12.1 - Explores and plays with a variety of material and tools to create two dimensional and three-dimensional artwork in varying sizes.						
	C 12.2 - Explores place with own voice, body spaces and a variety of objects to create music role play dance and movement.						
POSITIVE LEARNING HABITS	CG-13: Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.						
	C 13.1 - Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals.						
	C 13.2 - Memory and mental flexibility, Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self control (to resist impulsive actions or responses) that would assist them in learning in structured environments.						
	C 13.3 - Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions						
	C 13.4 - Classroom norms- adults and follows norms with agency and understanding.						



Assessment Rubrics



Level	Icon	Interpretation
Beginner		Tries to achieve the Competency and associated Learning Outcomes with a lot of support from teachers.
Progressing		Achieves the Competency and associated Learning Outcomes with occasional/some support from teachers.
Proficient		Achieves the Competency and associated Learning Outcomes on his/her own.

Self - Assessment

Self reflection on inter - disciplinary activity done by the child. Example, Clay work, drawing, playing a game, colouring, puppet making, model making etc

Aspects	Reflections
Activities that I enjoy the most	
Activities that I find difficult to do	
Activities that I enjoy doing with my friends	

Peer - Assessment

Peer feedback from classmate(s):

Collaborative games/activity such as coloring together, playing a game etc, done in pair/groups



Aspects	Assessment
Helps in completing task/activity	  
Likes to play with others	  
Shares stationary (crayons, glue, chalk with classmates)	  



Parent's Feedback

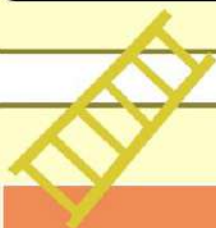


Aspects	Feedback
My child enjoys participating in...	
My child can be supported for...	
I would also like to share...	
Have I completed age-appropriate vaccination schedule for my child?	



Learner's profile by the teacher

Teacher must present a narrative summary of a child, highlighting the students challenges and suggestions for improvement.



Principal	Class Teacher	Parent



Foundation Stage
Age Group 3-6 years

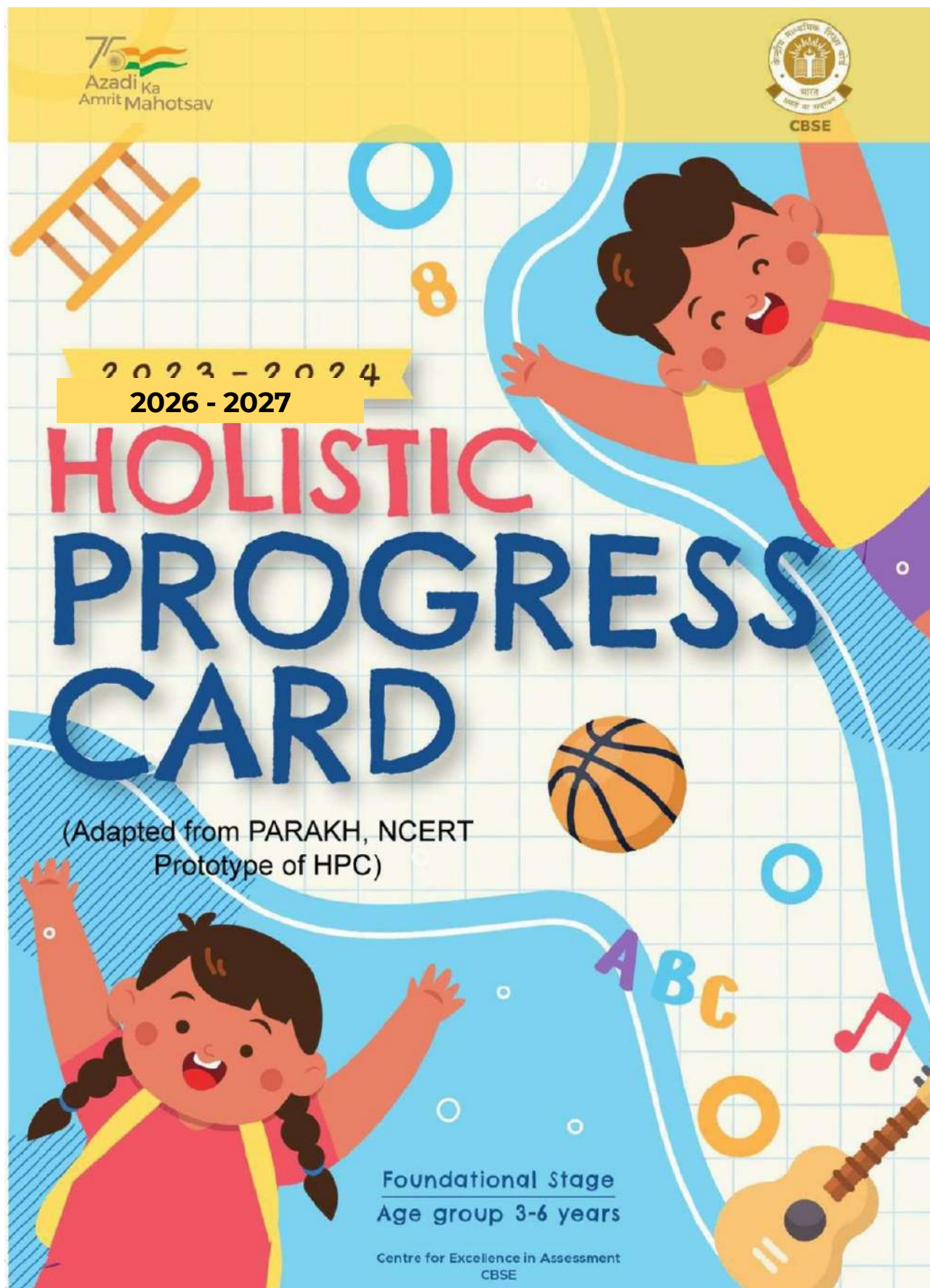


**"ALL CHILDREN ARE UNIQUE
AND HAVE A DIFFERENT WAY
AND PACE OF LEARNING"**

NATIONAL CURRICULUM FRAMEWORK FOR
FOUNDATION STAGE



Centre for Excellence in Assessment
CBSE





All about me

My name is Ruhi Srivastava

Things I like Colouring, playing with blocks, bananas

I live in _____ address of the child _____

My birthday 25.01.2020

My friends are Ishika

My favourite:

colours green, yellow, pink

foods banana, cheela and chhole

games free play corner, blocks, colouring

animals dogs

TERM 1

My height is 6.5 hand spans.

My weight is 14.5 kgs.

TERM 2

My height is 7 hand spans.

My weight is 17 kgs.



A glimpse of myself



A glimpse of my family



images are samples only, every child must have freedom to express themselves creatively.

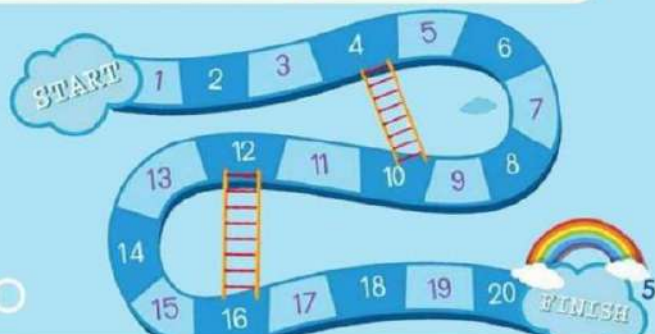
Note: Paste a photo or draw a picture of you and your family in the given space above.



Competencies		Term 1	Term 2
Physical Development	Curriculum Goal 1 - Children develop habits that keep them healthy & safe		
	C-1.1: Shows a liking for and understanding of nutritious food and does not waste food		
	C-1.2: Practices basic self-care and hygiene		
	C-1.6: Understands unsafe situations and asks for help		
	Curriculum Goal 2 - Children develop sharpness in sensorial perceptions		
	C-2.1: Differentiates between shapes, colours, and their shades		
	C-2.4: Differentiates multiple smells and tastes		
	C-2.5: Develops discrimination in the sense of touch		
	Curriculum Goal 3 - Children develop a fit and flexible body		
	C-3.2: Shows balance, coordination and flexibility in various physical activities		
Socio-emotional & ethical development	C-3.3: Shows precision and control in working with their hands and fingers		
	C-3.4: Shows strength and endurance in carrying, walking and running		
	Curriculum Goal 4 - Children develop emotional intelligence		
	C-4.1: Starts recognising 'self' as an individual belong to a family and community		
	C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately		
	C-4.3: Interacts comfortably with other children and adults		
	C-4.6: Shows kindness and helpfulness to others (including animals, plants) when they are in need		



Socio-emotional & ethical development	Competencies	Term 1	Term 2
	Curriculum Goal 5 - Children develop a positive attitude towards productive work and service or 'Seva'		
	C-5.1: Demonstrates willingness and participation in age-appropriate physical work towards helping		
	Curriculum Goal 6 - Children develop a positive regard for the natural environment around them		
	C-6.1: Shows care for and joy in engaging with all life forms		
Cognitive development	Curriculum Goal 7 - Children make sense of world around through observation and logical thinking		
	C-7.1: Observes and understands different categories of objects and relationships between them		
	C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis		
	Curriculum Goal 8 - Children develop mathematical understanding and abilities to recognise the world through quantities, shapes, and measures		
	C-8.1: Sorts objects into groups and sub-group based on more than one property		
	C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers		
	C-8.5: Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system		
	C-8.8: Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space		





Cognitive development	Competencies	Term 1	Term 2
	C-8.13: Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements		
Language and literacy development	Curriculum Goal 9 - Children develop effective communication skills for day-to-day interactions in two languages		
	C-9.1: Listens to and appreciates simple songs, rhymes, and poems		
	C-9.3: Converses fluently and can hold a meaningful conversation		
	C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others		
	C-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say		
	Curriculum Goal 10 - Children develop fluency in reading and writing in Language 1		
	C-10.1: Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables in L1		
	C-10.2: Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks		
	C-10.3: Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words		



Competencies				Term 1	Term 2
Language and literacy development	C-10.4: Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation			😊	☀️
	C-10.5: Reads short stories and comprehends its meaning - by identifying characters, storyline and what the author wanted to say- on their own (L1)			😊	☀️
Aesthetic & cultural development	Curriculum Goal 12 - Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways				
	C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes			🌸	🌸
	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement			😊	☀️
	C-12.3: Innovates and works imaginatively to express ideas and emotions through the arts author wants to say			☀️	🌸
Positive learning habits	Curriculum Goal 13 - Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom				
	C-13.1: Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals			😊	☀️
	C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions			☀️	🌸



Learner's profile by the teacher

Teacher must present a narrative summary of the child, highlighting the strengths, challenges and suggestions for improvement.

Ruhi is an enthusiastic learner. She is a keen observer who enjoys helping others. Ruhi actively participates in class discussions and listens to others with patience. She is creative and is able to express her ideas and experiences through art really well. Conversing with her peers and making more friends may help Ruhi feel more comfortable and emotionally settled in the class.

Suggestions:

- Having conversations with Ruhi and encouraging her to express her feelings, thoughts and ideas to others.
- Provide some story books (can be picture books or one liner), encouraging Ruhi to explore and enjoy the stories (without external pressure).

Parent's feedback

Aspect	Term 1	Term 2
My child enjoys participating in...	TO BE FILLED BY PARENTS	
My child can be supported for...	TO BE FILLED BY PARENTS	
I would also like to share ...	TO BE FILLED BY PARENTS	
Have I completed age appropriate vaccination schedule for my child?	TO BE FILLED BY PARENTS	



Self-Assessment

Self reflection on inter-disciplinary activity done by the child. Example: Clay work, drawing, playing a game, colouring, puppet-making, model making, etc.

The teacher must help the children to fill this sheet:

(For young children, teachers may fill based on observation and discussion)

	Term 1	Term 2
1. Activities that i enjoy the most	TO BE FILLED BY TEACHER	
2. Activities that i find difficult to do	TO BE FILLED BY TEACHER	
3. Activities that i enjoy doing with my friends	TO BE FILLED BY TEACHER	

Peer-Assessment

Peer feedback from classmate(s)

Collaborative game/activity such as colouring together, playing a game, etc. done in pairs/ groups

	Term 1	Term 2
1. Helps in completing task/activity.	  	  
2. Likes to play with others	  	  
3. Shares stationery (crayons/ glue/chalk) with classmates	  	  



Learner's portfolio

NOTE: Paste pictures/ display selected work done by student in various experiential and inter-disciplinary tasks done in class.

TO BE FILLED BY TEACHER FROM PORTFOLIO OF CHILD

Signature with date

Term	Parent/Guardian	Class Teacher	Principal
Term 1	BY PARENTS	BY TEACHER	BY PRINCIPAL
Term 2	BY PARENTS	BY TEACHER	BY PRINCIPAL



Holistic Progress Card

This card is an individualised and a holistic representation of a student's progress. This is an exemplar card based on the National Curriculum Framework for Foundational Stage (NCFFS 2022), prepared for Foundational Stage (Age group 3-6yrs). CBSE affiliated schools may adapt / adopt the card as per their context

Note for Teachers:

1. The curriculum goals are to be observed with the use of activity-based and experiential learning pedagogy by the teacher to enable a child to develop competencies.
2. The card is a combination of a child's own expression of self, teacher assessment and peer assessment.
3. The card provides disaggregated reporting unlike a single score or letter grade in a subject area. It is to be filled in at the end of each term.

The competencies are to be interpreted at various levels on the basis of the following description:

Level	Interpretation
 Beginner	Tries to achieve the competency and associated Learning Outcomes with a lot of support from teachers.
 Progressing	Achieves the Competency and associated Learning Outcomes with occasional/some support from teachers.
 Proficient	Achieves the Competency and associated Learning Outcomes on his/her own.

The level of attainment can be depicted by using any neutral icon such as flower, tree, smiley, etc.





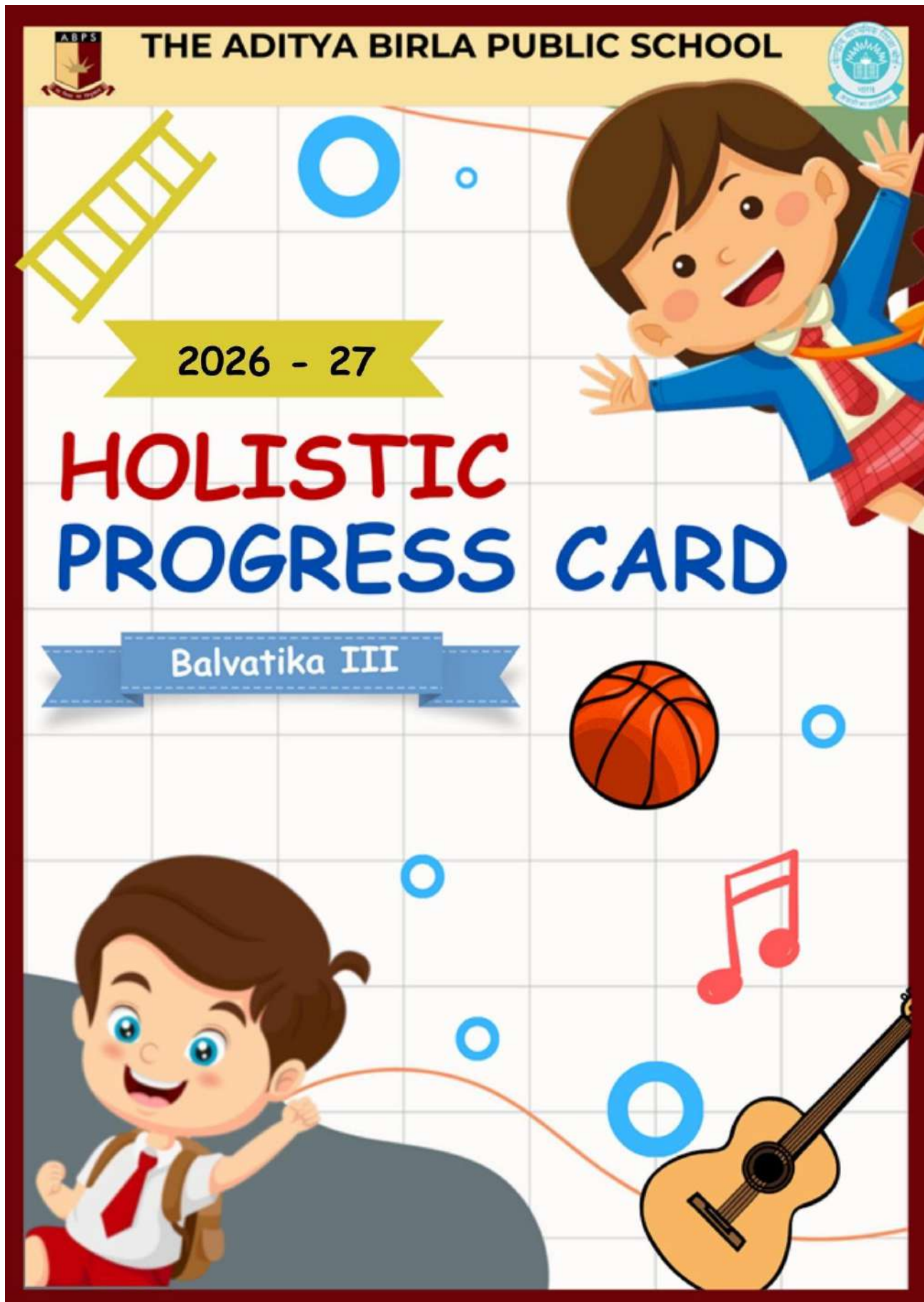
**ALL CHILDREN ARE UNIQUE
AND HAVE A DIFFERENT WAY
AND PACE OF LEARNING**

- National Curriculum Framework for
Foundational Stage 2022



Foundational Stage
Age group 3-6 years

Centre for Excellence in Assessment
CBSE





Me and My Surroundings

MYSELF



I am _____
years old



My
Birthday
is on _____



I live in _____



My Name is: _____

My Favourites

Colour : _____

Food : _____

Animal : _____

Games : _____

My friends

Category	Term 1	Term 2
Height (Cm)		
Weight (Kg)		





Domains	Competencies	TERM- I			TERM-II		
Physical Domain	Curricular Goal 1- Children develop habits that keeps them healthy and safe.						
	C-1.1 Shows a liking for and understanding of nutritious food and does not waste food						
	C-1.2 Practices basic self-care and hygiene						
	C-1.3 Keeps school/classroom hygienic and organised						
	C-1.5 Shows awareness of safety in movements (walking, running,, cycling) & acts appropriately						
	C.G.-2 - Children develops sharpness in sensorial perceptions.						
	C-2.1 Differentiates between shapes, colours & their shades						
	C-2.2 Develops visual memory for symbols and representations						
	C-2.5 Develops discrimination in the sense of touch						
	C.G. -3- Children develop a fit and flexible body.						
	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities						
	C-3.2 Shows balance, coordination and flexibility in various physical activities (Yoga/exercises/sports activities)						
	C-3.3 Shows precision & control in working with their hands and fingers						
	C-3.4 Shows strength and endurance in carrying, walking and running						
	CG-4- Children develop emotional intelligence i.e the ability to understand and manage their own emotions, and responds positively to social norms.						
	C-4.1 Starts recognising 'self'' as an individual belonging to a family and community						



Domains	Competencies	TERM- I			TERM-II		
Socio-Emotional and Ethical Development	C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately						
	C-4.3 Interacts comfortably with other children and adults						
	C-4.5 Understands and responds positively to social norms in the classroom and school						
	CG-5- Children develop a positive attitude towards productive work and service or 'Seva'						
	C-5.1 Demonstrates willingness and participation in age appropriate physical work towards helping others						
	CG-6- Children develop a positive regard for natural environment around them						
	C-6.1 Shows care for and joy in engaging with all life forms						
Cognitive Development	CG-7- Children make sense of world around through observation and logical thinking						
	C-7.1 Observes and understands different categories of objects and relationships between them						
	C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis						
	CG-8- Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures.						
	C-8.1 Sorts objects into groups and sub groups based on more than one property						
	C-8.2 Identifies and extends simple patterns in their surroundings, shapes and numbers						
	C-8.3 Counts upto 99 both forwards and backwards and in groups of 10s and 20s						
	C-8.4: Arrange numbers upto 99 in ascending and descending order						
	C-8.5 : Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system						
							



Domains	Competencies	TERM- I			TERM-II		
Cognitive Development	C-8.6 Performs addition and subtraction of 2 digit numbers fluently using flexible strategies of composition and decomposition						
	C-8.7 Recognises multiplication as repeated addition and division as equal sharing						
	C-8.8 Recognises, makes and classifies basic geometric shapes and their observable properties and understands and explains the relative relations of objects in space						
	C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment						
	C-8.10 Performs simple measurements of time in minutes, hours, days, weeks and months						
	C-8.12 Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space and measurements.						
Language and Literacy Development	CG-9 - Children develop effective communication skills for day-to-day interactions in two languages.						
	C-9.1 : Listens to and appreciates simple songs, rhymes and poems						
	C-9.3 Converses fluently and can hold a meaningful conversation						
	C-9.4 Understands oral instructions for a complete task and gives clear oral instructions for the same to others						
	C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say						
	CG-10 - Children develop fluency in reading and writing in language 1						
	C-10.1 Develops phonological awareness and blends phonemes/syllables into words and segment words into phonemes/syllables in L1						
	C-10.3 : Recognises all the letters of the alphabet (forms of akshara) of the script(L1) and uses this knowledge to read and write words						
	C-10.4 Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation						
	C-10.5 : Reads short stories and comprehends its meaning- by identifying characters, storyline and what the author wanted to say- on their own(L1)						



Domains	Competencies	TERM- I			TERM-II		
	C-10.8 Writes a paragraph to express their understanding and experiences						
	CG-11- Children begin to read and write in language 2						
	C-11.1 Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables						
Aesthetic and Cultural development	CG-12- Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways						
	C-12.1 Explores and plays with a variety of materials and tools to create two dimensional and three dimensional artworks in varying sizes						
	C-12.2 Explores and plays with own voice, body, spaces and a variety of objects to create music, role-play, dance and movements						
Positive Learning Habits	CG-13- Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom						
	C-13.1 Attention and intentional action: Acquires skills to plan, focus attention and direct activities to achieve specific goals						
	C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility and self control that would assist them in learning in structured environment						



Assessment Rubrics

Level	Icon	Interpretation
Beginner		Tries to achieve the Competency and associated Learning Outcomes with a lot of support from teachers.
Progressing		Achieves the Competency and associated Learning Outcomes with occasional/some support from teachers.
Proficient		Achieves the Competency and associated Learning Outcomes on his/her own.



Learner's profile by the teacher



Self - Assessment



Aspects	Term 1	Term 2
Activities that I enjoy the most		
Activities that I find difficult to do		
Activities that I enjoy doing with my friends		



Peer - Assessment



Aspects	Term 1	Term 2
Helps in completing task/activity	  	  
Likes to play with others	  	  
Shares stationary (crayons, glue, chalk with classmates)	  	  



Parent's Feedback



Aspects	Term 1	Term 2
My child enjoys participating in		
My child can be supported for		
I would also like to share		
Has he / she completed age-appropriate vaccination schedule for my child?		

Signature of the concerned

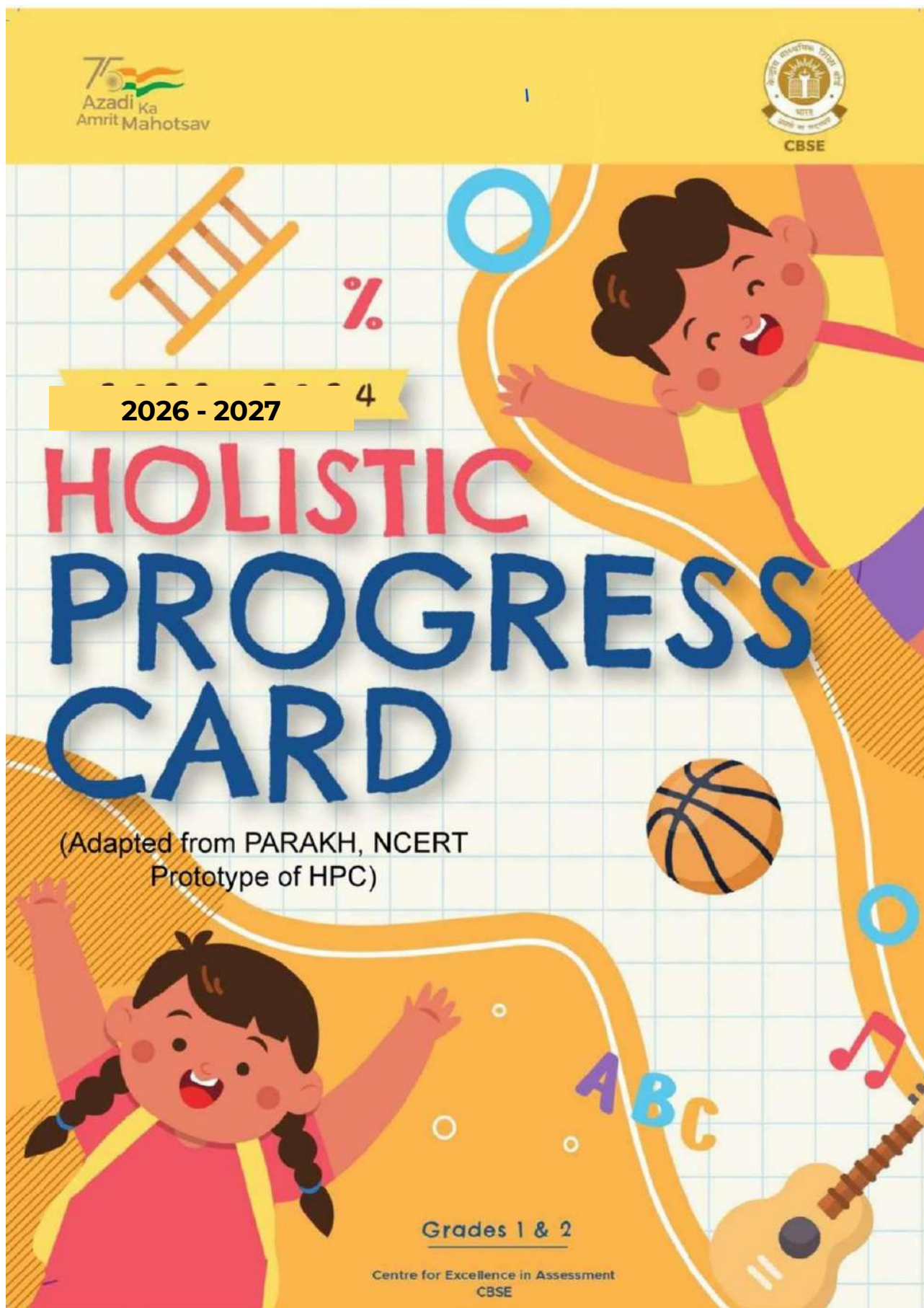
	Class Teacher	Principal	Parent
Term 1			
Term 2			

"ALL CHILDREN ARE UNIQUE
AND HAVE A DIFFERENT WAY
AND PACE OF LEARNING"





Class: I





All about me



My name is Savya K

Things I like Playing with clay, outdoor play, solving puzzles

I live in _____address of the child_____

My birthday 13.01.2018

My friends are Adit, Hitanshi, Mayank

My favourite:

colours green, yellow, pink

foods idli, paratha, banana

games building blocks, throw and catch

animals cow, bird, squirrel

TERM 1

My height is 7.5 hand spans.

My weight is 19 kgs.

TERM 2

My height is 8.5 hand spans.

My weight is 22 kgs.





A glimpse of myself



A glimpse of my family



images are samples only, every child must have freedom to express themselves creatively.

Note: Paste a photo or draw a picture of you and your family in the given space above.

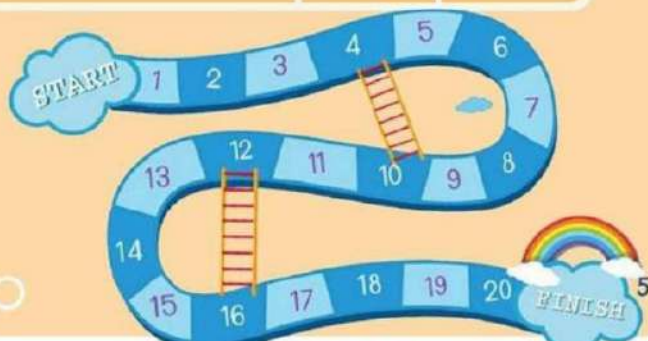




Competencies		Term 1	Term 2
Physical Development	Curriculum Goal 1 - Children develop habits that keep them healthy & safe		
	C-1.1: Shows a liking for and understanding of nutritious food and does not waste food		
	C-1.2: Practices basic self-care and hygiene		
	C-1.6: Understands unsafe situations and asks for help		
	Curriculum Goal 2 - Children develop sharpness in sensorial perceptions		
	C-2.1: Differentiates between shapes, colours, and their shades		
	C-2.5: Develops discrimination in the sense of touch		
	C-2.6: Begins integrating sensorial perceptions to get a holistic awareness of experiences		
	Curriculum Goal 3 - Children develop a fit and flexible body		
	C-3.2: Shows balance, coordination and flexibility in various physical activities		
	C-3.3: Shows precision and control in working with their hands and fingers		
	C-3.4: Shows strength and endurance in carrying, walking and running		
Socio-emotional & ethical development	Curriculum Goal 4 - Children develop emotional intelligence		
	C-4.1: Starts recognising 'self' as an individual belong to a family and community		
	C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately		
	C-4.3: Interacts comfortably with other children and adults		
	C-4.6: Shows kindness and helpfulness to others (including animals, plants) when they are in need		



	Competencies	Term 1	Term 2
	Curriculum Goal 5 - Children develop a positive attitude towards productive work and service or 'Seva'		
Socio-emotional & ethical development	C-5.1: Demonstrates willingness and participation in age-appropriate physical work towards helping others		
	Curriculum Goal 6 - Children develop a positive regard for the natural environment around them		
	C-6.1: Shows care for and joy in engaging with all life forms		
Cognitive development	Curriculum Goal 7 - Children make sense of world around through observation and logical thinking		
	C-7.1: Observes and understands different categories of objects and relationships between them		
	C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis		
	Curriculum Goal 8 - Children develop mathematical understanding and abilities to recognise the world through quantities, shapes, and measures		
	C-8.1: Sorts objects into groups and sub-group based on more than one property		
	C-8.2: Identifies and extends simple patterns in their surroundings, shapes, and numbers		
	C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s		
	C-8.5: Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system		
	C-8.6: Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition		





Competencies		Term 1	Term 2
Cognitive development	C-8.8: Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space		
	C-8.13: Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements		
Language and literacy development	Curriculum Goal 9 - Children develop effective communication skills for day-to-day interactions in two languages		
	C-9.1: Listens to and appreciates simple songs, rhymes, and poems		
	C-9.3: Converses fluently and can hold a meaningful conversation		
	C-9.4: Understands oral instructions for a complex task and gives clear oral instructions for the same to others		
	C-9.5: Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say		
	Curriculum Goal 10 - Children develop fluency in reading and writing in Language I		
	C-10.3: Recognises all the letters of the alphabet (forms of akshara) of the script (L1) and uses this knowledge to read and write words		
	C-10.4: Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation		
	C-10.5: Reads short stories and comprehends its meaning - by identifying characters, storyline and what the author wanted to say- on their own (L1)		



ABC			
Competencies		Term 1	Term 2
Language and literacy development	C-10.6: Reads short poems and begins to appreciate the poem for its choice of words and imagination		
	C-10.7: Reads and comprehends meaning of short news items, instructions and recipes, and publicity material		
	Curriculum Goal 11 - Children begin to read and write in Language 2		
	C-11.2: Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script, and uses this knowledge to read and write simple words and sentences		
Aesthetic & cultural development	Curriculum Goal 12 - Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways		
	C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes		
	C-12.2: Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance, and movement		
	C-12.3: Innovates and works imaginatively to express ideas and emotions through the arts		
Positive learning habits	Curriculum Goal 13 - Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom		
	C-13.1: Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals		
	C-13.3: Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders and explores using various senses, tinkers with objects, asks questions		



Learner's profile by the teacher

Teacher must present a narrative summary of the child, highlighting the strengths, challenges and suggestions for improvement.

Savya K. is a very active and friendly child. He enjoys talking, playing, and helping others. He likes fun activities and always joins in with excitement.

Savya is good at speaking and solving puzzles. He understands things quickly and enjoys learning in a fun way. He also enjoys listening to and reading short poems. He is curious about new words and likes to use his imagination.

Suggestions:

- He may benefit from engaging activities like role-play, storytelling, and discussions about poems to help him understand and enjoy the beauty of words.
- Encouraging him to express his thoughts about a poem's meaning and how it makes him feel will further build his appreciation for language.
- He may enjoy math more if he gets more chances to use it in real life, like in shopping or games.

Parent's feedback

Aspect	Term 1	Term 2
My child enjoys participating in...	TO BE FILLED BY PARENTS	
My child can be supported for...	TO BE FILLED BY PARENTS	
I would also like to share ...	TO BE FILLED BY PARENTS	
Have I completed age appropriate vaccination schedule for my child?	TO BE FILLED BY PARENTS	



Self-Assessment

Self reflection on inter-disciplinary activity done by the child. Example: Clay work, drawing, playing a game, colouring, puppet-making, model making, etc.

The teacher must help the children to fill this sheet:

(For young children, teachers may fill based on observation and discussion)

	Term 1	Term 2
1. Activities that i enjoy the most	TO BE FILLED BY TEACHER	
2. Activities that i find difficult to do	TO BE FILLED BY TEACHER	
3. Activities that i enjoy doing with my friends	TO BE FILLED BY TEACHER	

Peer-Assessment

Peer feedback from classmate(s)

Collaborative game/activity such as colouring together, playing a game, etc. done in pairs/ groups

	Term 1	Term 2
1. Helps in completing task/activity.	  	  
2. Likes to play with others	  	  
3. Shares stationery (crayons/ glue/chalk) with classmates	  	  



Learner's portfolio

NOTE: Paste pictures/ display selected work done by student in various experiential and inter- disciplinary tasks done in class.

TO BE FILLED BY TEACHER FROM PORTFOLIO OF CHILD

Signature with date

Term	Parent/Guardian	Class Teacher	Principal
Term 1	BY PARENTS	BY TEACHER	BY PRINCIPAL
Term 2	BY PARENTS	BY TEACHER	BY PRINCIPAL



Holistic Progress Card

This card is an individualised and a holistic representation of a student's progress. This is an exemplar card based on the National Curriculum Framework for Foundational Stage (NCFFS 2022), prepared for Grades 1 & 2. CBSE affiliated schools may adapt / adopt the card as per their context

Note for Teachers:

1. The curriculum goals are to be observed with the use of activity-based and experiential learning pedagogy by the teacher to enable a child to develop competencies.
2. The card is a combination of a child's own expression of self, teacher assessment and peer assessment.
3. The card provides disaggregated reporting unlike a single score or letter grade in a subject area. It is to be filled in at the end of each term.

The competencies are to be interpreted at various levels on the basis of the following description:



Level	Interpretation
Beginner	Tries to achieve the competency and associated Learning Outcomes with a lot of support from teachers.
Progressing	Achieves the Competency and associated Learning Outcomes with occasional/some support from teachers.
Proficient	Achieves the Competency and associated Learning Outcomes on his/her own.

The level of attainment can be depicted by using any neutral icon such as flower, tree, smiley, etc.





75
Azadi Ka
Amrit Mahotsav



**ALL CHILDREN ARE UNIQUE
AND HAVE A DIFFERENT WAY
AND PACE OF LEARNING**

- National Curriculum Framework for
Foundational Stage 2022



Grades 1 & 2

Centre for Excellence in Assessment
CBSE





Me and My Surroundings

MYSELF

I am _____
years old

My
Birthday
is on _____



I live in _____



My Name is: _____

My Favourites

Colour : _____

Food : _____

Animal : _____

Games : _____

My friends

Category	Term 1	Term 2
Height (Cm)		
Weight (Kg)		



Domains	Competencies	TERM- I			TERM-II		
Physical Domain	Curricular Goal 1- Children develop habits that keeps them healthy and safe.						
	C-1.1 Shows a liking for and understanding of nutritious food and does not waste food						
	C-1.2 Practices basic self-care and hygiene						
	C-1.3 Keeps school/classroom hygienic and organised						
	C-1.5 Shows awareness of safety in movements (walking, running,, cycling) & acts appropriately						
	C.G.-2 - Children develops sharpness in sensorial perceptions.						
	C-2.1 Differentiates between shapes, colours & their shades						
	C-2.5 Develops discrimination in the sense of touch						
	C-2.6 Begins integrating sensorial perceptions to get a holistic awareness of their experiences						
	C.G. -3- Children develop a fit and flexible body.						
	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities						
	C-3.2 Shows balance, coordination and flexibility in various physical activities (Yoga/exercises/sports activities)						
	C-3.3 Shows precision & control in working with their hands and fingers						
	C-3.4 Shows strength and endurance in carrying, walking and running						
Socio-Emotional and Ethical Development	CG-4- Children develop emotional intelligence i.e the ability to understand and manage their own emotions, and responds positively to social norms.						
	C-4.1 Starts recognising 'self' as an individual belonging to a family and community						
	C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately						
	C-4.4 Shows cooperative behaviour with other children						
	C-4.5 Understands and responds positively to social norms in the classroom and school						



Domains	Competencies	TERM- I			TERM-II		
Socio-Emotional and Ethical Development	CG-5- Children develop a positive attitude towards productive work and service or 'Seva'						
	C-5.1 Demonstrates willingness and participation in age appropriate physical work towards helping others						
	CG-6- Children develop a positive regard for natural environment around them						
	C-6.1 Shows care for and joy in engaging with all life forms						
Cognitive Development	CG-7- Children make sense of world around through observation and logical thinking						
	C-7.1 Observes and understands different categories of objects and relationships between them						
	C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis						
	CG-8- Children develop mathematical understanding and abilities to recognise the world through quantities, shapes and measures.						
	C-8.1 Sorts objects into groups and sub groups based on more than one property						
	C-8.2 Identifies and extends simple patterns in their surroundings, shapes and numbers						
	C-8.3 Counts upto 99 both forwards and backwards and in groups of 10s and 20s						
	C-8.4: Arrange numbers upto 99 in ascending and descending order						
	C-8.5 : Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system						
	C-8.6 Performs addition and subtraction of 2 digit numbers fluently using flexible strategies of composition and decomposition						
	C-8.8 Recognises, makes and classifies basic geometric shapes and their observable properties and understands and explains the relative relations of objects in space						



Domains	Competencies	TERM- I			TERM-II		
Cognitive Development	C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment						
	C-8.10 Performs simple measurements of time in minutes, hours, days, weeks and months						
	C-8.11 Performs simple transactions using money up to INR 100						
Language and Literacy Development	CG-9 - Children develop effective communication skills for day-today interactions in two languages.						
	C-9.1 : Listens to and appreciates simple songs, rhymes and poems						
	C-9.3 Converses fluently and can hold a meaningful conversation						
	C-9.4 Understands oral instructions for a complete task and gives clear oral instructions for the same to others						
	C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say						
	CG-10 - Children develop fluency in reading and writing in language 1						
	C-10.3 : Recognises all the letters of the alphabet (forms of akshara) of the script(L1) and uses this knowledge to read and write words						
	C-10.4 Reads stories and passages (in L1) with accuracy and fluency with appropriate pauses and voice modulation						
	C-10.5 : Reads short stories and comprehends its meaning- by identifying characters, storyline and what the author wanted to say- on their own(L1)						
	C-10.8 : Writes a paragraph to express their understanding and experiences						
	CG-11- Children begin to read and write in language 2						
	C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words and sentences						



Domains	Competencies	TERM- I			TERM-II		
Aesthetic and Cultural development	CG-12- Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways						
	C-12.1 Explores and plays with a variety of materials and tools to create two dimensional and three dimensional artworks in varying sizes						
	C-12.2 Explores and plays with own voice, body, spaces and a variety of objects to create music, role-play, dance and movements						
Positive Learning Habits	CG-13-Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.						
	C-13.1 Attention and intentional action: Acquires skills to plan, focus attention and direct activities to achieve specific goals						
	C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility(to sustain or shift attention appropriately) and self control(to resist impulsive actions or responses) that would assist them in learning in structured environment						



Assessment Rubrics

Level	Icon	Interpretation
Beginner		Tries to achieve the Competency and associated Learning Outcomes with a lot of support from teachers.
Progressing		Achieves the Competency and associated Learning Outcomes with occasional/some support from teachers.
Proficient		Achieves the Competency and associated Learning Outcomes on his/her own.



Learner's profile by the teacher



Self - Assessment



Aspects	Term 1	Term 2
Activities that I enjoy the most		
Activities that I find difficult to do		
Activities that I enjoy doing with my friends		



Peer - Assessment



Aspects	Term 1	Term 2
Helps in completing task/activity		
Likes to play with others		
Shares stationary (crayons, glue, chalk with classmates)		



Parent's Feedback



Aspects	Term 1	Term 2
My child enjoys participating in		
My child can be supported for		
I would also like to share		
Has he/she completed age-appropriate vaccination schedule for my child?		

Signature of the concerned

	Class Teacher	Principal	Parent/Guardian
Term 1			
Term 2			

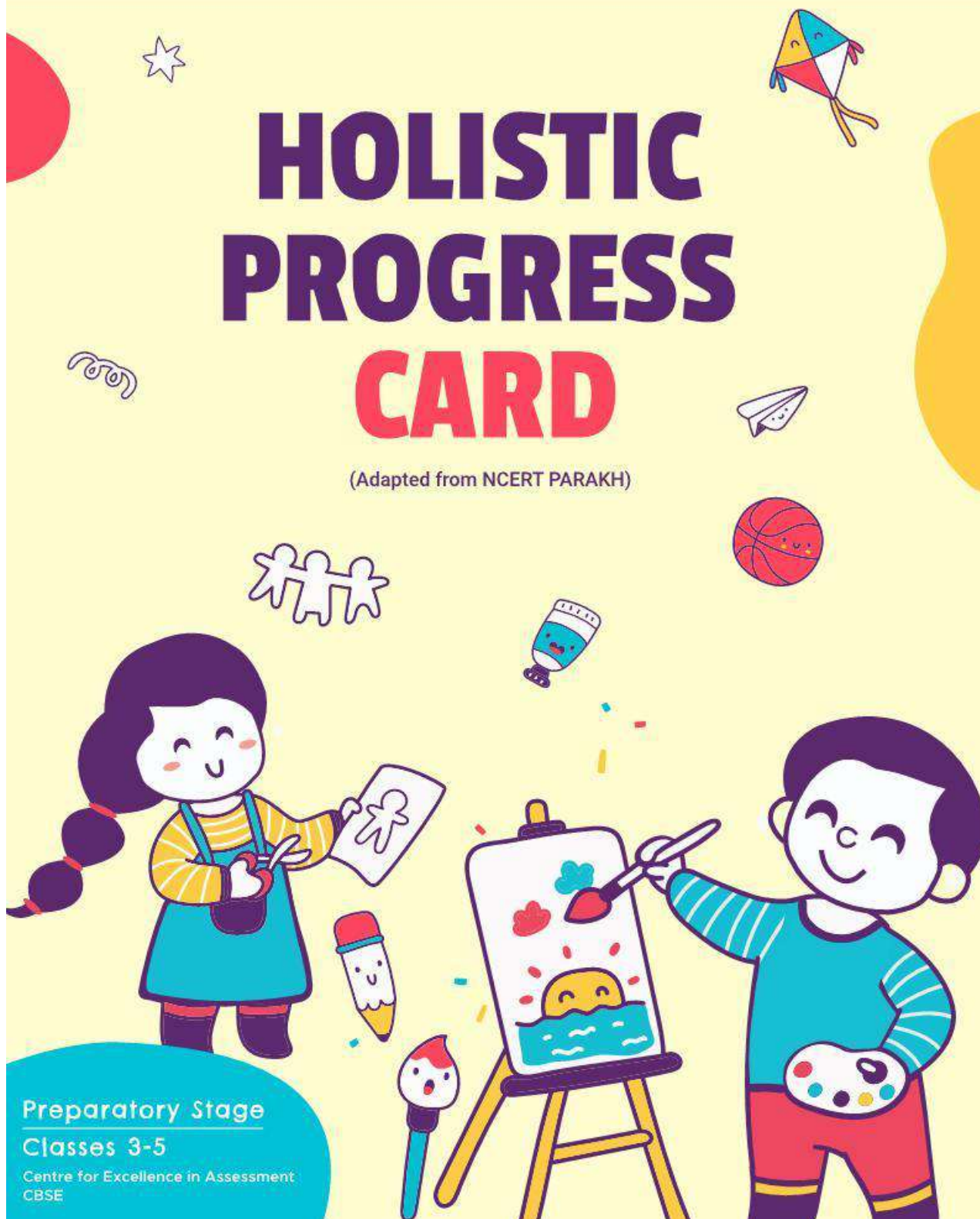
"ALL CHILDREN ARE UNIQUE
AND HAVE A DIFFERENT WAY
AND PACE OF LEARNING"





HOLISTIC PROGRESS CARD

(Adapted from NCERT PARAKH)



Preparatory Stage
Classes 3-5

Centre for Excellence in Assessment
CBSE



GENERAL INFORMATION

Name and Address of the School

.....

UDISE Code

--	--	--	--	--	--	--	--	--	--

Teacher Code

--	--	--

STUDENT'S INFORMATION

(To be filled by the teacher in consultation with the parent/caregiver)

Name of the Learner:

APAAR ID/PEN (Whichever applicable):

Registration/Admission Number:

Roll No:

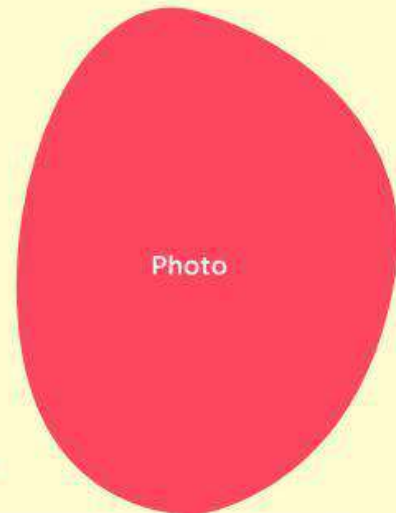
Class & Section:

Date of Birth:

Class Teacher:

Name of Guardian 1:

Name of Guardian 2:



Months	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.
No. of working days												
No. of days attended												
% Attendance												

1.



Part A : Learner's Insights



This is me:

Learner can draw/paste a picture of self.

This is my family:

Learner can draw/paste a picture of family members.



2.



All about me:

My height is:

_____ cm/inches on _____

_____ cm/inches on _____

My weight is:

_____ kg on _____

_____ kg on _____

My favourite book/poem/
song/story is:

My favourite people are:

I do not like:

How do I cope with it?

I love to eat:

I love to participate in:

I want to know more about:



How do I feel at school?

Tick the appropriate option for each sentence

Term 1

No.		Yes	Sometimes	No	Not Sure
1.	I can talk about how I feel (happy, confident, upset, angry etc).				
2.	In a difficult situation, I am able to stay calm.				
3.	I understand how my friends feel.				
4.	When someone is sad, I can make them feel better.				
5.	I feel _____ at school (curious, happy, safe, confident, excited etc).				

Term 2

No.		Yes	Sometimes	No	Not Sure
1.	I can talk about how I feel (happy, confident, upset, angry etc.).				
2.	In a difficult situation, I am able to stay calm.				
3.	I understand how my friends feel				
4.	When someone is sad, I can make them feel better				
5.	I feel _____ at school (curious, happy, safe, confident, excited etc).				





PART B: RECORDS OF PROGRESS

LANGUAGE-R1 (Please specify): _____

Curricular Goals	Competencies	Term 1	Term 2
CG 1 Develops oral language skills using complex sentence structures to understand and communicate ideas coherently.	C1.1	Converses fluently and meaningfully in different contexts.	
	C1.2	Summarises core ideas from material read out in class.	
	C1.3	Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, class debates).	
CG 2 Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry).	C2.1	Applies varied comprehension strategies (inferring, predicting, visualising) to understand different texts.	
	C2.2	Understands main ideas and draws essential conclusions from the material read.	
CG 3 Develops the ability to write simple and compound sentence structures to express their understanding and experiences.	C3.1	Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning, and ending, and forming paragraphs.	
	C3.2	Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on a reading of a text.	
	C3.3	Creates posters, invites, simple poems, stories, and dialogues with appropriate information and purpose.	
	C3.4	Uses appropriate grammar and structure in their writing.	
CG 4 Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources.	C4.1	Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts.	
	C4.2	Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas.	
CG 5 Develops interest and preferences in reading.	C5.1	Borrows books from the library regularly to read at home.	
	C5.2	Demonstrates interest in reading books from the library.	





Teacher's Observations:

Term 1

Term 2





LANGUAGE-R2 (Please specify): _____

Curricular Goals	Competencies	Term 1	Term 2
CG 1 Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas.	C1.1 Listens to poems, stories, and conversations and locates important ideas in them.		
	C1.2 Comprehends narrated/read out stories and identifies characters, storyline, and key aspects.		
	C1.3 Converses meaningfully and coherently.		
	C1.4 Makes oral presentations and participates in group discussions.		
CG 2 Develops fluency in reading and the ability to read with comprehension.	C2.1 Develops phonological awareness further by blending phonemes/ syllables into words and segmenting words into phonemes/ syllables.		
	C2.2 Examines the basic structure of the text and recognises words and sentences in print and basic punctuation marks.		
	C2.3 Reads stories and passages fluently and accurately with appropriate pauses.		
	C2.4 Comprehends the meaning of stories, poems, and story posters.		
	C2.5 Demonstrates interest in picking up and reading a variety of children's books.		
CG 3 Develops the ability to express understanding, experiences, feelings, and ideas in writing.	C3.1 Writes a paragraph to express understanding and experiences.		
	C3.2 Creates simple posters, invites, and instructions with appropriate information and purpose.		
	C3.3 Writes stories, poems, and conversations based on imagination and experiences.		
CG 4 Develops a wide range of vocabulary in various contexts and through different sources.	C4.1 Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts or other content areas.		





Teacher's Observations:

Term 1

Term 2





MATHEMATICS

Curricular Goals	Competencies	Term 1	Term 2
CG 1 Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences.	C1.1 Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers.		
	C1.2 Represents and compares commonly used fractions in daily life (such as $\frac{1}{2}$, $\frac{1}{4}$, etc.) as parts of unit wholes, as locations on number lines, and as divisions of whole numbers.		
	C1.3 Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10×10 (pahade) and applies the four basic operations on whole numbers to solve daily life problems.		
	C1.4 Recognises, describes, and extends simple number patterns such as odd numbers, even numbers, square numbers, cubes, powers of 2, powers of 10, and Virahanka–Fibonacci numbers.		
CG 2 Analyses the characteristics and properties of two and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry.	C2.1 Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes/properties.		
	C2.2 Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (nagri naksha).		
	C2.3 Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes.		
	C2.4 Discovers, recognises, describes, and extends patterns in 2D and 3D shapes.		





Curricular Goals	Competencies		Term 1	Term 2
CG 3 Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to distance, length, weight, area, volume, and time using non standard and standard units.	C3.1	Measures in non-standard and standard units and evaluates the need for standard units.		
	C3.2	Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured.		
	C3.3	Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement.		
	C3.4	Understands the definition and formula for the area of a square or rectangle as length times breadth.		
	C3.5	Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight and volume and verifies the same using standard units.		
	C3.6	Deduces that shapes having equal areas can have different perimeters and shapes having equal perimeters can have different areas.		
	C3.7	Evaluates the conservation of attributes like length and volume and solves daily-life problems related to them.		
CG 4 Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking.	C4.1	Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares).		
	C4.2	Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations (e.g., how to make a committee of two people from a group of five people).		
	C4.3	Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper pencil calculation, in accordance with the context.		





CG 5 Knows and appreciates the development in India of the decimal place value system that is used around the world today.	C5.1	Understands the development of zero in India and the Indian place value system for writing numerals, the history of its transmission to the world, and its modern impact on our lives and in all technology.		
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Teacher's Observations:

Term 1

Term 2





THE WORLD AROUND US

Curricular Goals	Competencies	Term 1	Term 2
CG 1 Explores and engages with the natural and socio-cultural environment in their surroundings.	C1.1 Observes and identifies the natural (insects, plants, birds, animals, geographical features, sun and moon, stars, planets, natural resources) and social (houses, relationships) components in their immediate environment.		
	C1.2 Describes relationships (including between humans and animals/ nature) and traditions (art forms, celebrations, festivals) in the family and community.		
	C1.3 Asks questions and makes predictions about simple patterns (season change, food chain, phases of the moon, movement of stars and planets, shapes of trees, plants, leaves, and flowers, rituals, celebrations) observed in the immediate environment.		
	C1.4 Explains the functioning of local institutions (family, school, bank/post office, market, and panchayat) in different forms (story, drawing, tabulating data, reports), and analyses their roles.		
	C1.5 Uses local materials to create simple objects (family tree, envelopes, origami animals) on their own for display or use in classroom processes.		
CG 2 Understands the interdependence in their environment through observation and experiences, developing the basis for appreciation of the idea of 'Vasudhaiva Kutumbakam'.	C2.1 Identifies natural and humanmade systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home).		
	C2.2 Describes the relationship between the natural environment and cultural practices in immediate environment (nature of work, food, festivals, traditions).		
	C2.3 Connects changes in the environment and the lives of family and community, as communicated by elders and through local stories (changes in occupation, food habits, resources, celebrations, communication).		





Curricular Goals	Competencies	Term 1	Term 2
CG 3 Explains how to ensure the safety of self and others in different (normal as well as emergency) situations.	C3.1	Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations, abuse, and unsafe situations) of humans, birds, and animals.	
	C3.2	Discusses how to prepare for emergency situations (smoke, fire, small injuries, burns, electrical safety, unseasonal rains, fallen trees) based on discussions with family and community, or personal experiences.	
	C3.3	Develops simple labels and slogans, and participates in roleplay on safety and protection in the local environment to be displayed/done in school and locality.	
CG 4 Develops sensitivity towards social and natural environment.	C4.1	Observes and describes diversity among plants, and birds and animals in immediate environment (shape, sounds, food habits, growth, habitat).	
	C4.2	Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvest and sowing).	
	C4.3	Describes usage of natural resources in their immediate environment.	
	C4.4	Demonstrates how natural resources can be shared, maintained, and conserved (trees, use of rainwater, benefits of millets).	
	C4.5	Identifies needs of plants, birds, and animals, and how they can be supported (water, soil, food, care).	
	C4.6	Identifies the needs of people in different situations – in terms of access to resources, equal opportunities, work distribution, and shelter.	
	C4.7	Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural environments and that help our society function smoothly (using dustbins, standing in queues, conserving water, using public transportation, keeping one's environment clean, always helping others in need regardless of background).	





Curricular Goals	Competencies		Term 1	Term 2
CG 5 Develops the ability to read and interpret simple maps.	C5.1	Explains a line drawing of their school, village, and ward.		
	C5.2	Draws a sketch of their school, village, and ward using symbols and directions.		
	C5.3	Reads simple maps of city, state, and country to identify natural and humanmade features (well, lake, post office, school, hospital) with reference to symbols and directions.		
CG 6 Uses data and information from various sources to investigate questions related to their immediate environment.	C6.1	Performs simple inquiry related to specific questions independently or in groups.		
	C6.2	Presents observations and findings through different creative modes (drawing, diagram, poem, play, skit, oral and written expression).		
CG 7 Gains foundational familiarity with basic concepts and methods from the natural sciences (life sciences, physical sciences, and earth and space.	C7.1	Gains familiarity with using the scientific method in investigations, as well as familiarity with other crosscutting concepts such as energy, matter, and systems that apply across the domains of science and engineering.		
	C7.2	Gains familiarity with disciplinary core ideas in the natural sciences, as well as in engineering, technology, and applications of science, which reflect the content that will be learned across subject areas in later Grades.		

Teacher's Observations:

Term 1

Term 2



ARTS EDUCATION

Curricular Goals	Competencies		Term 1	Term 2
CG 1 Develops an enjoyment of the Arts and exercises their creativity and imagination in Visual and Performing Arts activities.	C1.1	Creates and presents a variety of artwork to communicate their ideas and emotions in any of the Visual and Performing Art forms (emphasis on variety in Music, painting, drawing, crafts, Drama, Dance and Movement, and local Art forms).		
	C1.2	Describes the varied materials, tools, and processes used in the Visual and Performing Arts and demonstrates familiarity with some of these in their own artwork [e.g., identifies and names some musical instruments and demonstrates simple beats on a <i>dholak</i> , <i>khanjira</i> , bells, utensils, or one's own body (clapping, tapping, making different sounds using mouth and voice)].		
	C1.3	Creates artworks collaboratively and shares own thoughts and feelings while responding to arts and culture in their surroundings.		

Teacher's Observations:

Term 1

Term 2



PHYSICAL EDUCATION

Curricular Goals	Competencies	Term 1	Term 2
CG 1 Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/sports.	C1.1 Practices a combination of movement, motor skills, and manipulative skills (catching, throwing, kicking, hitting a ball towards a target while moving, focusing on visual cues to hit the target).		
	C1.2 Moves purposefully their body to a beat/rhythm/music.		
	C1.3 Demonstrates coordination abilities with a partner and objects (e.g., being able to move in coordination with a partner in three-legged race, hand-eye coordination while bowling, throwing).		
	C1.4 Demonstrates basic warm-up exercises and stretching to develop strength and flexibility in the body.		
CG 2 Develops an awareness of their personal and social behaviour towards themselves and others.	C2.1 Demonstrates the ability to play games and activities which require and emphasise teamwork, cooperation, personal responsibility, and communication of ideas.		
	C2.2 Creates group norms and rules of the game/activity before playing and reviews these regularly.		
	C2.3 Exhibits sensitivity to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, and feeling unwell.		
	C2.4 Practices care and responsibility towards the physical activity material, playground, and facilities.		
	C2.5 Identifies characteristics of safe/unsafe touch in the context of physical activity and describes ways of reporting them.		





CG 3 Demonstrates mental engagement in physical activity/game situations.	C3.1	Explains the concept of some games, their rules, playing positions, and basic moves.		
	C3.2	Expresses their emotions and thinking process during the game.		
CG 4 Develops an understanding of the need to develop themselves and self-assess their progress.	C4.1	Sets simple personal goals/targets and records progress (e.g., throwing a ball at 25 m, then 30 m, then 40 m; Jumping 1, 2, 3 feet high/long).		

Teacher's Observations:

Term 1

Term 2

Note: Vis-a-vis each competency, please indicate the student's performance level at the end of each term and add the corresponding observations for the subject area at term-end.





SOCIO-EMOTIONAL-ETHICAL LEARNING



Respond to the following in Yes/No

Area	Observations	Term 1	Term 2
Socio-Emotional Ethical Learning	Has emotional regulation and is able to respond appropriately to various situations.		
	Displays empathy for all living beings and the environment.		
	Is inclusive and kind in approach towards all cultural, social, religious and ethnic identities.		
	Has resilience and displays grit.		
	Understands ethical implications in all situations.		





POSITIVE LEARNING HABITS

Respond to the following in Yes/No

Area	Observations	Term 1	Term 2
Positive Learning Habits	Has the mental flexibility to sustain as well as shift attention appropriately.		
	Asks interesting and relevant questions.		
	Can articulate one's opinions in a coherent and focused manner.		
	Has growth mindset-seeks help actively.		
	Is able to reflect on work done and take suitable action.		
	Follows classroom norms with agency and understanding.		
	Has self-control that enables learning in structured.		





PART C: SUMMARY FOR THE ACADEMIC YEAR

Tick the appropriate performance level code for each category based on performance throughout the academic year.

Subject Area	Performance Level	Teacher's Observations	Areas of Improvement
Language R1	B - ☐ Pg - ☐ Pf - ☐		
Language R2	B - ☐ Pg - ☐ Pf - ☐		
Mathematics	B - ☐ Pg - ☐ Pf - ☐		
The World Around Us	B - ☐ Pg - ☐ Pf - ☐		
Arts Education	B - ☐ Pg - ☐ Pf - ☐		
Physical Education	B - ☐ Pg - ☐ Pf - ☐		

Note: Vis-a-vis each subject area, please indicate the student's performance level at the end of the academic year and add the corresponding observations and areas of improvement in the space provided.





KEY INDICATORS

Performance Level with Code	Interpretation
Beginner (B)	Tries to achieve Competency and associate Learning Outcomes with a lot of support from teachers.
Progressing (Pg)	Achieves the Competency and associated Learning Outcomes with occasional/some support from teachers.
Proficient (Pf)	Achieves the Competency and associated Learning Outcomes on his/her own.

Note: Schools may use their own indicators to depict students' performance levels. These indicators should not carry negative connotations or be discriminatory. A suggestive set of indicators - "Budding, Sprouting and Blossoming".





PART D: LEARNER'S FEEDBACK TERM I

LEARNER'S FEEDBACK

What am I good at?	
What did I enjoy this term?	
What did I find challenging?	
What is my action plan for the next term?	

PEER FEEDBACK

Tick the appropriate response

S. No.	Observations	Yes	No	Cannot Say
1.	My friend can talk about how he/she feels, e.g. happy, confident, upset or angry.			
2.	My friend can calm himself/herself down during difficult situations.			
3.	My friend can understand how his/her friends feel.			
4.	My friend respects everyone's opinions.			
5.	My friend can help others make up after a fight.			
6.	When someone is sad, my friend can make them feel better.			

22.



PARENT'S OBSERVATION

DATE OF REPORTING (___/___/___):

Respond to the following in Yes/No/Can not say

OBSERVATIONS

YES/NO/CAN NOT SAY

MY CHILD:

Finds the classroom and school to be a welcoming space

Finds the classroom and school to be a safe space

Respects everyone's opinions.

Participates in different activities in the school

Is making good progress as per their grade

Is getting the support needed from school

Can help his/her friends make up after a fight.

MY CHILD NEEDS SUPPORT WITH

☐ Oral communication

☐ Reading

☐ Mathematics

☐ Self-Confidence

☐ Working with other children

☐ Working independently at home

☐ Other
Please specify:





CLASS TEACHER'S REMARKS

TERM 1	
Strengths of the Learners	
Areas of Improvement	
Action Plan	

DATE : (___/___/___)

Signature of the Class Teacher:

Signature of the Principal:





TERM II

LEARNER'S FEEDBACK

What am I good at?	
What did I enjoy this term?	
What did I find challenging?	
What is my action plan for the next session?	

PEER FEEDBACK

Tick the appropriate response

S. No.	Observations	Yes	No	Cannot Say
1.	My friend can talk about how he/she feels, e.g. happy, confident, upset or angry.			
2.	My friend can calm himself/herself down during difficult situations.			
3.	My friend can understand how his/her friends feel.			
4.	My friend respects everyone's opinions.			
5.	My friend can help others make up after a fight.			
6.	When someone is sad, my friend can make them feel better.			



PARENT'S OBSERVATION

DATE OF REPORTING (___/___/___)

Respond to the following in Yes/No/Can not say

OBSERVATIONS

YES/NO/CAN NOT SAY

MY CHILD:

Finds the classroom and school to be a welcoming space.

Finds the classroom and school to be a safe space.

Respects everyone's opinions.

Participates in different activities in the school.

Is making good progress as per their grade.

Is getting the support needed from school.

Can help his/her friends make up after a fight.

MY CHILD NEEDS SUPPORT WITH

☐ Oral communication

☐ Reading

☐ Mathematics

☐ Self-Confidence

☐ Working with other children

☐ Working independently at home

☐ Other
Please specify:





CLASS TEACHER'S REMARKS

TERM 1	
Strengths of the Learners	
Areas of Improvement	
Action Plan	

DATE : (___/___/___)

Signature of the Class Teacher:

Signature of the Principal:



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HOLISTIC PROGRESS CARD

This card is an individualised and holistic representation of a student's progress. This is an exemplar card based on the National Curriculum Framework for School Education (NCF-SE 2023). CBSE-affiliated schools may adapt/adopt the card as per their context.

Note for Teachers :

1. The curriculum goals are required to be achieved with the use of activity-based and experiential learning pedagogy by the teacher to enable learners to develop competencies.
2. The card is a combination of a child's own expression of self, teacher assessment, and peer assessment.





**“THE PURPOSE OF EDUCATION IS TO
DEVELOP GOOD HUMAN BEINGS
CAPABLE OF RATIONAL THOUGHT
AND ACTION.”**

- NEP Section 1.1.

Preparatory Stage
Classes 3-5

Centre for Excellence in Assessment
CBSE





Report Card Samples
(for Middle and Secondary Stage)

SCHOOL CODE:

UDISE:

CBSE AFFILIATION NO.



The Aditya Birla Public School

REPORT CARD
SESSION: 20__ - 20__



CLASS: - VI - VIII

Name	:		
Admn. No.	:	Roll No	: House:
Date of Birth	:	Gender	:
Mother's Name	:		
Father's Name	:		
Address	:		
Mobile No	:		

P.g. : 1/2



Student Name: _____

Roll No. : _____

Adm. No. : _____

PART I- SCHOLASTIC AREA

SUBJECTS	TERM I (100 Marks)							TERM II (100 Marks)							Overall %	
	PT-1	MA-1	PF-1	SE-1	HY	Marks Total	Grade	PT-2	MA-2	PF-2	SE-2	Annual	Marks Total	Grade	Term I & II	Grade
	(5)	(5)	(5)	(5)	(80)	(100)		(5)	(5)	(5)	(5)	(80)	(100)			
ENGLISH																
HINDI																
MATHS																
SANSKRIT																
MATHS																
SCIENCE																
SOCIAL SCIENCE																
COMPUTER																
GK																
TOTAL								TOTAL								
PERCENTAGE								PERCENTAGE								

*Additional Subjects not included in the percentage

PART-2 & 3 CO-SCHOLASTIC AREAS : (ON A 3-POINT GRADING SCALE: A- Outstanding, B- Very Good, C- Fair)

AREAS (GRADE)	TERM-I	ATTENDANCE	TERM-I	AREAS (GRADE)	TERM-II	ATTENDANCE	TERM-II
ART EDUCATION		Total Working Days		ART EDUCATION		Total Working Days	
HEALTH & PHYSICAL EDUCATION		No of Days present		HEALTH & PHYSICAL EDUCATION		No of Days present	
DISCIPLINE		Percentage		DISCIPLINE		Percentage	

Class Teacher's Remark :

Class Teacher's Remark :

SIGNATURES	PARENTS	CLASS TEACHER	PRINCIPAL	RESULT & REMARKS
(TERM-I)				
(TERM-II)				

GRADING SYSTEM

Abbreviation	Exam Name
PT	Periodic Test
MA	Multiple Assessment
PF	Portfolio
SE	Subject Enrichment
HY	Half Yearly
Ann	Annual

Scholastic Areas : Part I (Grading on 8 point Scale)	
GRADE	MARKS RANGE
A1	91-100
A2	81-90.9
B1	71-80.9
B2	61-70.9
C1	51-60.9
C2	41-50.9
D	33-40.9
E(Needs Improvement)	32.9 & Below

P.g. : 2/2



SCHOOL CODE:

UDISE:

CBSE AFFILIATION NO.



The Aditya Birla Public School

REPORT CARD
SESSION: 20__ - 20__



CLASS: - IX

Name	:			
Admn. No.	:	Roll No	:	House :
Date of Birth	:	Gender	:	
Mother's Name	:			
Father's Name	:			
Address	:			
Mobile No	:			

P.g. : 1/2



Student Name:

Roll No.:

Adm. No.:

PART I- SCHOLASTIC AREA

SUBJECTS	TERM I (100 Marks)							TERM - II (100 Marks)						
	PT-1	MA-1	PF-1	SE-1	HY	Marks Total	Grade	PT-2	MA-2	PF-2	SE-2	Ann	Marks Total	Grade
	(5)	(5)	(5)	(5)	(80)	(100)		(5)	(5)	(5)	(5)	(80)	(100)	
ENGLISH														
HINDI														
MATHS														
SCIENCE														
SOCIAL SCIENCE														
AI														

*Additional Subjects not included in the percentage

Part-2 & 3 CO-SCHOLASTIC AREAS : (ON A 5-POINT GRADING SCALE: A- Outstanding, B- Very Good, C- Good, D-Fair, E- Needs Improvement)

AREAS (GRADE)	TERM-I	ATTENDANCE	TERM-I	AREAS (GRADE)	TERM-II	ATTENDANCE	TERM-II
ART EDUCATION		Total Working Days		ART EDUCATION		Total Working Days	
DISCIPLINE		No of Days present		DISCIPLINE		No of Days present	
HEALTH & PHYSICAL EDUCATION		Percentage		HEALTH & PHYSICAL EDUCATION		Percentage	

Class Teacher's Remark:

Class Teacher's Remark:

SIGNATURES	PARENTS	CLASS TEACHER	PRINCIPAL	RESULT & REMARKS
(TERM-I)				
(TERM-II)				

GRADING SYSTEM

Abbreviation	Exam Name
PT	Periodic Test
MA	Multiple Assessment
PF	Portfolio
SE	Subject Enrichment
HY	Half Yearly
Ann	Annual

Scholastic Areas: Part 1 (Grading on 8 point Scale)	
GRADE	MARKS RANGE
A1	91-100
A2	81-90.9
B1	71-80.9
B2	61-70.9
C1	51-60.9
C2	41-50.9
D	33-40.9
E(Needs Improvement)	32.9 & Below

Pg.: 2/2



SCHOOL CODE:

UDISE:

CBSE AFFILIATION NO.



The Aditya Birla Public School

REPORT CARD
SESSION : 20__ - 20__



CLASS: - X

Name	:	
Admn. No.	:	Roll No : House :
Date of Birth	:	Gender :
Mother's Name	:	
Father's Name	:	
Address	:	
Mobile No	:	

P.g. : 1/2



Student Name:

Roll No.:

Adm. No.:

PART I- SCHOLASTIC AREA

SUBJECTS	TERM I (100 Marks)							PRE BOARD (100 Marks)						
	PT-1	MA-1	PF-1	SE-1	HY	Marks Total	Grade	PT-2	MA-2	PF-2	SE-2	PB	Marks Total	Grade
	(5)	(5)	(5)	(5)	(80)	(100)		(5)	(5)	(5)	(5)	(80)	(100)	
ENGLISH														
HINDI														
MATHS														
SCIENCE														
SOCIAL SCIENCE														
AI														

*Additional Subjects not included in the percentage

Part-2 & 3 CO-SCHOLASTIC AREAS : (ON A 5-POINT GRADING SCALE: A- Outstanding, B- Very Good, C- Good, D-Fair, E- Needs Improvement)

AREAS (GRADE)	TERM-I	ATTENDANCE	TERM-I	AREAS (GRADE)	PRE BOARD	ATTENDANCE	PRE BOARD
ART EDUCATION		Total Working Days		ART EDUCATION		Total Working Days	
DISCIPLINE		No of Days present		DISCIPLINE		No of Days present	
HEALTH & PHYSICAL EDUCATION		Percentage		HEALTH & PHYSICAL EDUCATION		Percentage	

Class Teacher's Remark:

Class Teacher's Remark:

SIGNATURES	PARENTS	CLASS TEACHER	PRINCIPAL	RESULT & REMARKS
TERM-I				
PRE BOARD				

GRADING SYSTEM

Abbreviation	Exam Name
PT	Periodic Test
MA	Multiple Assessment
PF	Portfolio
SE	Subject Enrichment
HY	Half Yearly
PB	Pre Board

Scholastic Areas: Part 1 (Grading on 8 point Scale)	
GRADE	MARKS RANGE
A1	91-100
A2	81-90.9
B1	71-80.9
B2	61-70.9
C1	51-60.9
C2	41-50.9
D	33-40.9
E(Needs Improvement)	32.9 & Below

Pg.: 2/2

Note: The Promotion to Class XI will be depending on CBSE Board Result.



SCHOOL CODE:

UDISE:

CBSE AFFILIATION NO.



The Aditya Birla Public School

REPORT CARD
SESSION: 20__ - 20__

CLASS: - XI



Name	:		
Admn. No.	:	Roll No	: House :
Date of Birth	:	Gender	:
Mother's Name	:		
Father's Name	:		
Address	:		
Mobile No	:		

P.g. : 1/2



Student Name:		Roll No.:		Adm. No.:	
---------------	--	-----------	--	-----------	--

SUBJECTS	UT - 1	HALF YEARLY				UT - 2	ANNUAL			
		THEORY	PRAC/ IA	TOTAL	GRADE		THEORY	PRAC/ IA	TOTAL	GRADE
	(50)	(60/70/80)	(20/30/40)	(100)	(50)	(60/70/80)	(20/30/40)	(100)		
ENGLISH										
MATHS/BIO/ACC										
PHYSICS/ECONOMICS										
CHEMISTRY/B.ST										
P.ED/CS/IP										
TYPOGRAPHY (SKILL SUBJECT)										

CO-SCHOLASTIC AREA			ATTENDANCE	HALF YEARLY	ANNUAL
SUBJECTS	HALF YEARLY	ANNUAL			
WORK EXPERIENCE			Total Working Days		
GENERAL STUDIES			No of Days present		
HEALTH & PHYSICAL EDUCATION			Percentage		

SIGNATURES	PARENTS	CLASS TEACHER	PRINCIPAL	RESULT & REMARKS
HALF YEARLY				
ANNUAL				

GRADING SYSTEM

GRADING SCALE (SCHOLASTIC)	
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
<33	E

P.g. : 2/2



SCHOOL CODE:

UDISE:

CBSE AFFILIATION NO.



The Aditya Birla Public School

REPORT CARD
SESSION: 20__ - 20__

CLASS: - XII



Name	:	
Admn. No.	:	Roll No :
Date of Birth	:	House :
Mother's Name	:	Gender :
Father's Name	:	
Address	:	
Mobile No	:	

P.g. : 1/2



Student Name: _____

Roll No.: _____

Adm. No.: _____

SUBJECTS	UT – 1	HALF YEARLY				UT – 2	PRE BOARD			
		THEORY	PRAC/ IA	TOTAL	GRADE		THEORY	PRAC/ IA	TOTAL	GRADE
	(50)	(60/70/80)	(20/30/40)	(100)		(50)	(60/70/80)	(20/30/40)	(100)	
ENGLISH										
MATHS/BIO/ACC										
PHYSICS/ECONOMICS										
CHEMISTRY/B.ST										
P.ED/CS/IP										
TYPOGRAPHY (SKILL SUBJECT)										

CO-SCHOLASTIC AREA				ATTENDANCE	HALF YEARLY	PRE BOARD
SUBJECTS		HALF YEARLY	PRE BOARD			
WORK EXPERIENCE				Total Working Days		
GENERAL STUDIES				No of Days present		
HEALTH & PHYSICAL EDUCATION				Percentage		

SIGNATURES	PARENTS	CLASS TEACHER	PRINCIPAL	RESULT & REMARKS
HALF YEARLY				
PRE BOARD				

GRADING SYSTEM

GRADING SCALE (SCHOLASTIC)	
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
<33	E

P.g. : 2/2



Qualifications for Appointment of Teachers for Skill Subjects

*Please note that the suggested qualifications are the minimum criteria. Higher qualifications can also be accepted.

NAME OF THE SKILL COURSE	TEACHERS' QUALIFICATIONS
ARTIFICIAL INTELLIGENCE	Diploma in Computer Science/Information Technology OR Bachelor's Degree in Computer Application/ Science/ Information Technology (BCA, B.Sc. Computer Science/Information Technology) OR Graduation with PGDCA OR DOEACC 'A' Level Certificate
DESIGN	Bachelor of Design OR Master of Fine Arts OR Graduate with Diploma/ Certificate Course in Design with 2 years' experience in teaching/ industry
BUSINESS ADMINISTRATION	MBA/ M.Com/ PG Diploma in Business Management
INFORMATION TECHNOLOGY	Diploma in Computer Science/Information Technology OR Bachelor's Degree in Computer Application/ Science/Information Technology (BCA, B.Sc. Computer Science/ Information Technology) OR Graduation with PGDCA OR DOEACC 'A' Level Certificate
COST ACCOUNTING	M.Com with specialization in Cost Accounting
EARLY CHILDHOOD CARE AND EDUCATION	Post Graduate Diploma in pre-primary education with one year experience in relevant field/ Post Graduate in Human Development or Home Science OR Degree in Education with one year experience in the relevant field/ Bachelor of Elementary Education (B. El. Ed) OR B. Voc. in Early Childhood Education OR Certificate course in Pre-primary Teachers Training from recognized institute with 3 years' post qualification experience in the relevant field OR Child development course in home science/education with 3 years' post qualification experience in relevant field OR NTC/ NAC passed in the Early childhood educator/ Pre-Preparatory School Management Assistant trade with 3 years' post qualification experience OR Head of the pre-primary is also eligible with any of these qualifications Desirable: Preference will be given to a candidate with Craft Instructor Certificate (CIC) in the relevant trade.
FASHION STUDIES/ APPAREL	Bachelor's Degree in Fashion Design/ Apparel Construction or equivalent from Govt. recognized Institute/ University
BANKING	Post-Graduation in Commerce/ Business Management with experience of working in a bank/ Insurance Sector OR B. Voc. – Banking & Operation
YOGA	Post Graduate Diploma in Yoga with 2 years' work experience OR Diploma/ Certificate in Yoga with 5 years' work experience OR M.Sc. in Yoga with 2 years' work experience OR M.P.Ed. with Yoga as a compulsory subject in B.P.Ed. and M.P.Ed.
HEALTH CARE	M.B.B.S. OR M.Sc. Bioscience OR M.Sc. in Human Physiology OR B.Sc. Nursing with 3 years' experience in hospital OR B. Voc. – Health Care OR 3½ Years Diploma in GNM & One year experience.
FINANCIAL MARKETS MANAGEMENT	M. Com./ MBA/ M.A. (Economics)/ Master of Financial Management/ Master of Financial Services or equivalent for Accounting in Business



	OR Bachelor's degree from recognized University/ Institute with NSE's Certification in Financial Markets (NCFM) having passed 3 modules with minimum 60% in i. Financial Markets(Beginner's Module) ii. Capital Market (Dealer's Module) iii. Derivative Markets (Dealer's Module)
TYPOGRAPHY	Any Bachelor's Degree from UGC recognized University OR Post Graduate Diploma in Computer Application from a recognized institution with 2 years' teaching/ industry experience. OR B.E./B.Tech. in Computer Science/ IT OR Master of Computer Administration OR BCA with 3 years' experience in teaching/industry.
WEB APPLICATION	Bachelor of Engineering/ Technology in Computer Science/ Information Technology from AICTE approved Institute/ University OR M.Sc. Computer/ IT OR MCA/ DOEACC 'B' level
FOOD NUTRITION & DIETETICS	M.Sc./ M. Sc. (Home Science) OR Any Bachelor's Degree with Certificate/ Diploma in Food Nutrition & Dietetics OR B. Voc. – Health Management
AUTOMOTIVE	B.E./ B.Tech. in Automobile Engineering OR B. Voc. in Automobile OR B.E./ B.Tech. in Mechanical Engineering having at list one specialized subject as Automobile Engineering OR Diploma in Automobile Engineering or Mechanical Engineering with 3 years' teaching or industry experience in the Automotive Sector
BEAUTY & WELLNESS	Diploma/ Advanced Certificate courses in Cosmetology/ Beauty Therapy/ Beauty Culture from recognized Institution/ ITIs and NVTIs with minimum 3 years' working experience in the profession.
FOOD PRODUCTION	Bachelor's Degree in Hotel Management and/or Catering Technology from NCHMCT/ AICTE approved institutions OR B.Sc. in Hotel Management and/or Catering Technology from NCHMCT/ AICTE approved institutions OR Diploma in Hotel Management & Catering Technology (3 years) from NCHMCT approved institutions OR Master's Degree in Hotel Management and/or Catering Technology from NCHMCT/ AICTE approved institutions OR M.Sc. in Home Science with specialization in Food & Nutrition from NCHMCT/ AICTE approved institutions Desirable: 3 years' teaching/ Hotel experience
FRONT OFFICE OPERATIONS	Bachelor's Degree in Hotel Management & Catering Technology from NCHMCT approved institutions OR Diploma in Hotel Management & Catering Technology from NCHMCT approved institutions Desirable: 3 years' teaching/Hotel experience
GEOSPATIAL TECHNOLOGY	Post Graduate with Science/ Math/ Geography/ Computer Sciences/IT
HORTICULTURE	Post-graduation in Horticulture from a recognized Institute/ University, with at least 1 year work experience
INSURANCE	Post Graduate in Commerce/ Business Management with experience of working in a Bank/ Insurance Sector
LIBRARY & INFORMATION	Bachelor's in Library & Information Science



SCIENCE	
MARKETING	B. Com, M.Com or Bachelor of Business Administration/ MBA OR Post Graduate Diploma in Business Management/ Marketing/ Ph.D. in Marketing
MASS MEDIA STUDIES	Master's Degree in Journalism/ Mass Communication/Mass Media/English from recognized Institute/ University OR Bachelor's Degree in Journalism/ Mass Communication/Mass Media/English from recognized Institute/ University Desirable: 2 years' experience in teaching/ Media industry
MEDIA (ANIMATOR/ TEXTUREARTIST)	Bachelor in Fine Arts/ Science-Animation OR Bachelor of Engineering/ Technology in Computer Science/ Information Technology from AICTE approved Institute/ University. OR Bachelor's Degree with 2 year Diploma from reputed Institute with 2 years' of relevant experience OR M.Sc. Computer/IT OR MCA/ DOEACC 'B' level
MEDICAL DIAGNOSTICS	Bachelor's Degree in Medical Lab Technology OR M.B.B.S. OR M.Sc. Bioscience OR Diploma in Medical Lab Technology with 3 years' teaching/ Working exp. in the laboratory/ Hospital
MULTI SKILL FOUNDATION COURSE	B.E. in Mechanical or Electrical Engineering OR Diploma in Mechanical or Electrical engineering with minimum 2 years of teaching/ Industry experience OR I.T.I. certificate in Mechanical/ Electrical/ Welding/ Fitter/ Turner with minimum 3 years of teaching/ Industry experience
OFFICE PROCEDURES & PRACTICES	Any Master's Degree from UGC recognized University with a certificate/ Diploma in office management and secretarial practice from a recognized institution OR Any Bachelor's Degree from UGC recognized University with a certificate/ Diploma in office management and secretarial practice from a recognized institution and 2 years' teaching/ working experience in reputed organization
PHYSICALACTIVITY TRAINER	Post-graduation in Physical Education from a recognized Institute/ University, with at least 1 year work/ teaching experience
RETAIL	B. Voc. or Diploma in Retail Management OR Post Graduate Diploma in Management/ Retail Management OR Post Graduate Diploma in Marketing with at least 50% marks and one year teaching/ work experience OR M.Com with Diploma in Retail/ Marketing OR M.Com (with Marketing subject) OR MBA (General/ Retail/ Marketing)
SALESMANSHIP	B.Com, M.Com OR Bachelor of Business Administration OR Master of Business Administration (MBA) OR Post Graduate Diploma in Business Management/ Marketing or Salesmanship OR Ph.D. in Marketing/ Salesmanship.
SECURITY	Bachelor's Degree in any subject with Diploma in Security Services OR Ex-Army servicemen with minimum 3 years of relevant experience with updated technical knowledge and having a fair facilitation experience.
SHORTHAND (ENGLISH)	Any Master's Degree from UGC recognized University with a certificate/ Diploma in Stenography from a recognized institution OR Any Bachelor's Degree from UGC recognized University with a



	certificate OR Diploma in Stenography (English) from a recognized institution with 2 years' teaching/working experience in reputed organization
TAXATION	Master's degree in Commerce with a specialization in taxation
TEXTILE DESIGN	M.Sc. in Textile & Clothing Construction/ Bachelor's Degree in Textile Engineering/ Design or equivalent OR Diploma in Textile Design - Dyeing & Printing with 3 years' teaching/ industry experience
TOURISM	Post-graduation in Travel and Tourism Management or Tourism and Hospitality from a recognized Institute/ University, with at least 1 year work/ teaching experience OR Post-Graduate Diploma in Travel and Tourism Management or Tourism and Hospitality, with at least 2 years' work/ teaching experience OR 3 years' Degree/ Diploma after Class XII, in Tourism and Travel Management from any recognized institute from a recognized Institute/ University, with at least 3 years' industrial experience
SHORTHAND (HINDI)	Any Master's Degree from UGC recognized University with a certificate/ Diploma in stenography from a recognized institution OR Any Bachelor's Degree from UGC recognized University with a certificate OR Diploma in Stenography (Hindi) from a recognized institution with 2 years' teaching/working experience in reputed organization
AGRICULTURE	Bachelor's Degree in Agriculture/ Horticulture OR Diploma in Horticulture Desirable: Experience in teaching/ farming related work (min.1 year)
AIR-CONDITIONING & REFRIGERATION B	B. E./ B. Tech in Mechanical Engineering OR Diploma in Mechanical Engineering with 3 years' teaching or industry experience in Air Conditioning & Refrigeration sector
APPAREL	Post-graduation in Textile and Clothing or relevant area from a recognized Institute/ University, with at least 1 year work/ teaching experience in Textile and Clothing



Certificate Samples



ADITYA BIRLA
PUBLIC SCHOOL

CERTIFICATE

OF MERIT

THIS CERTIFICATE IS PROUDLY PRESENTED TO

Mr./Ms. _____

of _____

studying in Class _____ for Securing _____ Position

in _____ Category in _____

organised by Aditya Birla Public School,

Date

SIGNATURE



ADITYA BIRLA
PUBLIC SCHOOL



ADITYA BIRLA
PUBLIC SCHOOL

CERTIFICATE

OF PARTICIPATION

THIS CERTIFICATE IS PROUDLY PRESENTED TO

Mr./Ms. _____

of _____

studying in Class _____ for Securing _____ Position

in _____ Category in _____

organised by Aditya Birla Public School,

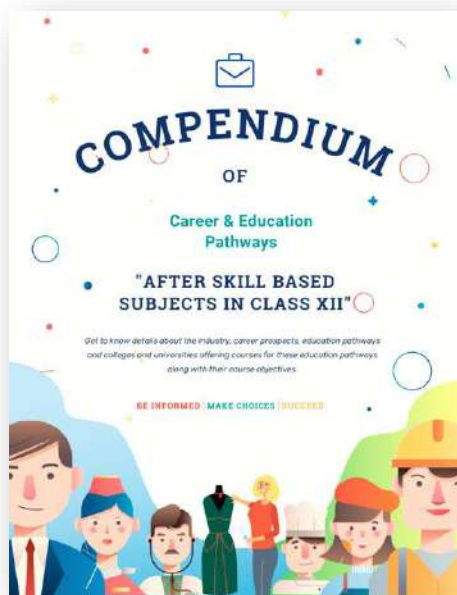
Date

SIGNATURE



Skill Education Details

Compendium of Career & Education Pathways:



Link:

<https://cbse.gov.in/newsite/attach/Compendium%20of%20Courses%20after%20plus%202.pd>

Reference:

https://www.cbse.gov.in/cbsenew/Examination_Circular/2020/25_Circular_2020.pdf
https://cbseacademic.nic.in/web_material/Curriculum23/SQP_MS_XII/809_FOOD_PRODUCTION_SQP.pdf
https://www.cbse.gov.in/cbsenew/documents/122_Circular_2023_12102023.pdf
https://cbseacademic.nic.in/web_material/Circulars/2023/55_Circular_2023.pdf
https://cbseacademic.nic.in/web_material/Circulars/2020/26_Circular_2020.pdf
<https://cbseacademic.nic.in/skill-education-curriculum.html>
<https://cbseit.in/cbse/2023/spe/applogin.aspx>

For more details, refer to Pedagogy and assessment section of the modules released by CBSE & NCERT (link is given below)

For the Modules released by CBSE & NCERT refer to following links:

Grade 6: https://cbseacademic.nic.in/web_material/Curriculum26/publication/middle/KaushalBodh6.pdf
Grade 7: https://cbseacademic.nic.in/web_material/Curriculum26/publication/middle/KaushalBodh7.pdf
Grade8: https://cbseacademic.nic.in/web_material/Curriculum26/publication/middle/KaushalBodh8.pdf