

**EARLY CHILDHOOD CARE AND EDUCATION (ECCE) CENTRE
(BALUPVAN) IN DEMONSTRATION MULTIPURPOSE
SCHOOL
BHOPAL (M.P.)
(PAC 23.35)
2024-2025**

YEARLY REPORT

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1.0 INTRODUCTION

India is the home to the largest child population in the world. The first eight years of life are critical years of human life since the rate of development in these years is more rapid than at any other stage of development. “The development of children is the first priority on the country’s development agenda, not because they are the most vulnerable, but because they are our supreme assets and also the future human resources of the country”. Each child requires a safe and nurturing environment to develop optimally.

Thus, Early Childhood Care and Education (ECCE) encompass the inseparable elements of care, health, nutrition, play and early learning with in a protective and enabling environment. It is an indispensable foundation for lifelong development and learning and has lasting impact on early childhood development. It is imperative to according priority attention to ECCE and invest in it since it is the most cost effective way to break the intergenerational cycle of multi disadvantages and remove inequity. Investing in ECCE will undoubtedly lead to long-term social and economic benefits.

We all know that the first eight years of life are critical to a child’s learning and development. This is because a child’s brain remains the most sensitive and more receptive to learning from age 3 to 11. Even many psychologists and physiologists suggest that the more the brain is exercised in the early years, the more lasting impact it has on our learning abilities. Thus, the first few years of life form the central building blocks for a child’s holistic growth and development.

1.1 EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

The concept of Early Childhood Care and Education (ECCE) was first introduced in the National Policy on Education (NPE) in 1986. But, with the fast-paced growth of technology, culture, communication, and rising interest in education, NPE 1986 failed to implement ECCE.

ECCE of children on the early stages of their development before the commencement of formal primary education has received the special consideration in national education policy and program after independence, especially, after the adoption of the National Policy for Children in 1974.

It got, further impetus with the adoption of the National Policy on Education 1986 which viewed it as a crucial input in the strategy of human resource development, as a feeder and support program for primary education. Prior to the passage of the Constitution 86th Amendment Act 2001, Article 45 under the Directive Principles of State Policy enjoined upon the state to provide free and compulsory education to all the children up to the age of 14 years. However the 86th Amendment Act 2001, has split the age group 0 to 14 years into two clear categories and put them under separate articles in the constitution. Article 21A has been introduced as a Fundamental Right after Article 21 to read : “**The state shall provide free and compulsory education to all the children of the age of 6 to 14 years in such manner as the state may, by law, determine.**”

1.2 ECCE ACCORDING TO NEW EDUCATION POLICY 2020-

The **New Education Policy 2020** identifies that over 85% of a child's cumulative brain development occurs in the first six years and emphasises giving utmost importance to appropriate care and stimulation of the brain in the early years to ensure a child's holistic development. The policy has acknowledged the need for strong investments in ECCE with a target to ensure that all children entering Grade 1 are school – ready. Keeping all these vital things in view, the **New Education Policy 2020** brings a strong focus on ECCE and includes it in the new 5+3+3+4 pedagogical structure in the form of the *Foundational Stage*. The current 10+2 structure does not cover children ages 3 to 6, as Class 1 begins at age 6. The new 5+3+3+4 structure, on the other hand, includes a strong base of Early Childhood Care and Education (ECCE) from the age of 3 to promote better overall learning, development, and well-being of children. The **NEP 2020** proposes three years of Anganwadi / Preschool/ Balvatika for 3 to 6 years age group before class 1.

The **New Education Policy 2020** is the first policy that compels schools to embrace ECCE no later than 2030 to ensure that every child entering Grade 1 is school-ready.

1.3 INTRODUCTION OF BALVATIKA

Balvatika is defined as any setting imparting preschool education for children between 3-6 years referred by any of the nomenclatures such as anganwadi, balwadi, nursery, preschool, preparatory, pre-primary , LKG, UKG etc

1.4 THE PURPOSE OF BALVATIKA

- The overall aim of Balvatika is to attain optimal outcomes in different domains like:
 - Cognitive development (Vigyanamaya Kosha)
 - Psychomotor development (Annamaya & Pranamaya Kosha)
 - Socio-emotional-ethical development (Manomaya Kosha)
 - Creative and Aesthetic development (Anandamaya Kosha)
 - Communication skills development
 - The development of early language, literacy, and numeracy.

In the context of Early Childhood Care and Education (ECCE), the **New Education Policy 2020** tries to focus on two essential components:

- Strengthen the pedagogical and curricular framework for early childhood education with the help of NCERT (National Council of Educational Research and Training).
- Build high-quality infrastructure with well-trained teachers.

EARLY CHILDHOOD CARE AND EDUCATION (ECCE) or BALVATIKA makes a positive contribution to children's long-term development and learning by facilitating and enabling and stimulating environment in this Foundation years of lifelong learning. A good

learning program at the early childhood stage helps to ensure appropriate opportunities for Holistic learning and development particularly in this sensitive period .

A) COGNITIVE DEVELOPMENT (Vigyanamaya Kosha)-

Cognitive development means how children think, explore and figure things out. It is the development of knowledge, skills problem-solving and disposition which help children to think about and understand the world around them. Brain development is part of cognitive development. This is also known as the theory of understanding. At this state children actively seek information and new experiences from the people in their environment. Cognitive development covers language skills and computational skills which are as follows-

- **LANGUAGE SKILLS:-** Language is the form of communication. Children's mind are likely clean slate at the time of birth. They can pick up any language gradually and easily. For language development a child has to provide with required situations where he can be encouraged to-
 - Respond freely, express
 - ask question
 - understand order and process
 - answer the questions
 - here and recite poems
 - draw a person with details
 - count to 5
 - draw, name, and describe pictures
 - tell you their streets and town
 - identify peoples
 - identify the things names
 - here and tell stories
 - narrate simple events and incidents
 - describe what is seen in the screen
 - pronounce common words correctly
 - carryout the discussion with hos peers and elders
 - play with words, mimicking and creating sounds and make rhymes
 - point to and name many colours
- **COMPUTATIVE SKILLS :-**We expect the child to acquire soe simple mental arithmetic operation like-
 - Simple counting
 - Shape, size,
 - Classification
 - Addition, subtraction
 - Subtraction
 - weight, height
 - time
 - naming months, naming days names etc.

For this they use Simple play material and discussion, not paper and pen/ pencil.

B) PSYCHOMOTOR DEVELOPMENT (Annamaya & Pranamaya Kosha)-

In preschool children are taught Motor skills through play. Play movement and physical activity are extremely important element in the social development of child. Without movement and opportunities to play and explore the environment, the child will not thrive. Preschool education is a perfect opportunity for children to enhance their Motor skills to physical activity. Play shows and how well children are developing as and is also a means for further development. Play helps children develop knowledge, Social Skill and motor skills. It also helps them express their feelings appropriately. Children have a need for both indoor and outdoor play everyday in order to enhance their Motor skills.

Physical education programmes for preschool children age between 3 to 6 years should focus on providing opportunities for children to master in fine motor and gross Motor skills.

Psychomotor development includes **Fine Motor Development** and **Gross Motor Development**.

- **FINE MOTOR DEVELOPMENT**:- Fine motor development is the coordination of small muscles in movement with the eyes, hands and fingers. The complex level of manual that the dexterity that humans exhibit can be related to nervous system. Fine Motor skills aid in the growth of Intelligence and developed continuously throughout the stage of human development. Teaching fine motor skills is similar to teaching others because the instructor must always try to be patient and understanding. Fine Motor skills won't develop over-night but with time and practice.
- Cutting, placing & pasting
- Tracing and colouring
- Self care skills
- Drops and picks up toys
- Finger tracing, pre writing, writing
- Use of thumb, pencil grip
- Eye hand coordination, Pointing finger
- Strings four large beads
- Snips with scissors
- Turning single pages of book
- Holding things
- Transfers objects from one hand to another
- Cuts out simple shapes
- Copies triangle
- Colours within lines
- Uses a 3 fingered grasp of pencil and uses fingers to generate movement
- Pastes and glues appropriately
- Can draw basic pictures
- Builds tower of three small blocks
- Puts four rings on stick
- Places five pegs in pegboard
- Turns pages two or three of a book at a time
- Scribbles, turns knobs
- Bring spoon to mouth

- **GROSS MOTOR DEVELOPMENT:-** Gross motor (physical) skills are those which require whole body movement and which involve the large (core stabilising) muscles of the body to perform everyday functions.

Gross motor memory is vital at this stage as it allows our child to recall the muscular steps used in the past for successful performance numerous muscles and muscle groups must be properly and rapidly engaged, so that the right muscle accomplishing the appropriate necessary steps at the right time.

- Crawling, hopping
- jumping, climbing
- kicking, rolling
- running, skipping
- pushing
- turning, twisting, bending
- Walking/stepping
- Throwing, catching
- Balancing, hitting
- Snatching, picking
- Pulling

C) Socio-emotional development (Manomaya Kosha)-

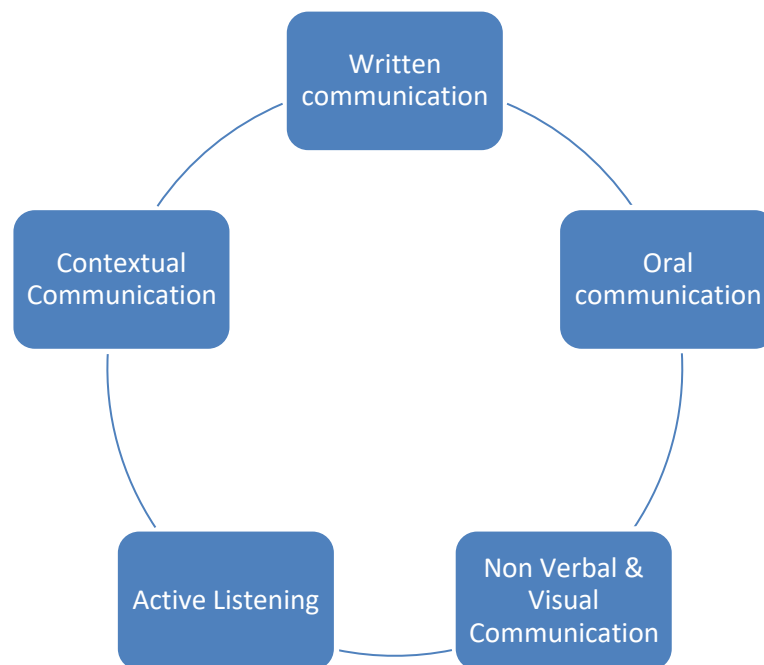
Social development refers to a child's ability to create and sustain meaningful relationship with adults and other children. Emotional development is a child's ability to express recognise and manage his or her emotion as well as respond appropriately to other emotions both social and emotional development and important for young children's mental health. Infact early childhood mental health is the same as social and emotional development. Social and emotional milestones are often harder to pinpoint than signs of physical development. Social- emotional development involves the ability to form close, secure relationships and to experience, regulate, and express emotions. At this age, children are more aware of themselves as individuals. They:

- show some understanding of moral reasoning (exploring idea about fairness and good or bad behaviour)
- compare themselves with other, 4- years- old are very interested in relationships with other children. They:
 - Develop friendships
 - Express more awareness of other people's feelings
 - show interest in exploring sex differences
 - bring dramatic play closer to reality by paying attention to detail, time and space
 - Enjoy imaginative play with others children like dress up, doctor-doctor or house-house.
 - Sharing nature will developed
 - Jealously takes place

D) COMMUNICATION SKILLS DEVELOPMENT-

Communication development for young children includes gaining the skills to understand and to express thoughts, feelings, and information. Understanding communication begins before birth (during pregnancy) and continues through life, as a child hears, sees, and interprets information from other people. Communication in children is fundamental for growth – it is the foundation of attachment. Language itself is what helps children to form attachments in their early stages of life, and form relationships for the rest of their lives. The ability to communicate effectively is crucial for developing positive relationships and a child's capacity to learn. Children begin communicating fairly early, since the moment they are born into this world, letting our mothers know they arrived from our first cry. Later on, children must learn how to talk to delve into the human society, to convey their ideas to other people and understand what information others want to transfer to them.

There are 5 types of COMMUNICATION SKILLS they are-



1) WRITTEN COMMUNICATION-

Convey ideas and information through the use of written language.

2) ORAL COMMUNICATION-

Convey ideas and information through the use of spoken language.

3) NON-VERBAL AND VISUAL COMMUNICATION-

Convey ideas and information through the use of imagery or wordless cues.

4) ACTIVE LISTENING-

Communicate effectively by summarizing and restating what you hear in your own words in order to confirm the understanding of all parties. Active listening helps people to open up, avoid misunderstandings, resolve conflicts and build trust.

5) CONTEXTUAL COMMUNICATION-

Communicate effectively in different contexts, including those pertaining to various populations, persons, situations, environments or sets of behaviours. This includes such contexts as professional, cross-cultural, online, academic and crisis communication.

D) Creative and Aesthetic development (Anandamaya Kosha)-

Aesthetic involved the love and pursuit of beauty is found in art, movement, music, and life. Providing opportunities to express their thought, ideas and feelings freely through art, music and drama not only enables the children to express things creatively, it also fosters the development of other domains.

- Being to represent objects, events and ideas in the form of drawing, clay, Modelling and other art forms
- develop expressions, enjoyment and disposition for music and movement
- Interest in music and singing
- Enjoying anywhere without any hesitation
- Creativity in their art works
- Develop more drawing skills
- Perfection in art area as well as in drawing skills
- Showing creativity with best out of waste
- Working on simple things to recreate it in different way
- Work on fine objects of art

1.5 BALVATIKA IN RIE BHOPAL-

In RIE, Demonstration Multipurpose School Bhopal, Balvatika is known as BALUPVAN, introduces new class from session 2023 Balupvan 1 for the age group of 3 to 4 years and now three classes are there:-

Balupvan 1- Age 3 to 4 years

Balupvan 2- Age 4 to 5 years

Balupvan 3- Age 5 to 6 years

1.6 JAADUI PITARA IN ECCE CENTRE-

The **Jaadui Pitara** is a comprehensive Learning–Teaching Material (LTM) designed for children in the Foundational Stage (ages 3-8) to promote holistic development developed by the National Council of Educational Research and Training (NCERT). It aligns with the

principles of the National Education Policy (NEP) 2020, emphasizing play-based, child-centric learning experiences. The materials provided cater to multiple developmental domains, enhancing language, aesthetic, computational, social, emotional, creative, and motor skills, while also fostering 21st-century competencies like problem-solving, leadership, and cooperation. The Jaadui Pitara is being utilized in the pre-primary and primary section of DM School, Bhopal and it is useful for the holistic development of the students. Through engaging and hands-on activities, the Jaadui Pitara fosters growth in multiple domains such as language, aesthetics, computational skills, social, emotional, and fine motor skills, alongside 21st-century competencies like problem-solving, creativity, and leadership. The emphasis on playful, child-centric learning made the educational process enjoyable for young learners. The materials are crafted to create joyful and immersive learning environments, ensuring that children experience both fun and education simultaneously.

The domain wise development aided with the use of Jaadui Pitara is given in the lines that follow-

- 1) **Language Development-** Story Cards, Poem Posters, Alphabet Tracing Cards, Alphabet Flashcards, Varnmala Flashcards, Picture Cards
- 2) **Aesthetic Development-** Musical Instruments, Colour Domino, Colour Seriation Cards, Building Blocks and Jigsaw Puzzles
- 3) **Computational Development-** Junior Abacus, Number Tracing Cards, Number-Dot Dominos and Shape Sorter Board



Students playing on Number-Dot Dominos and Shape Sorter Board

- 4) **Emotional Development-** Hammering Toy, Memory Cards and What is Missing
- 5) **Social Development-** Dolls, Kitchen Set, Ball Games and Bowling Set
- 6) **Creativity and Problem-Solving-** Jigsaw Puzzles and Self-corrective Relationship Puzzles, Building Blocks
- 7) **Fine Motor Development-** Beads with Holes and Strings, Lacing Board, Solid Velcro Shapes, Rolling Board and Pin

Feedback of Children after the use of Jaadui Pitara-

1. Children thrived in cooperative group play, particularly with the Kitchen Set and
2. Dolls, where they eagerly took on social roles, learning about family dynamics and relationships.
3. The materials are crafted to create joyful and immersive learning environments, ensuring that children experience both fun and education simultaneously.
4. Computational skills were nurtured through hands-on activities like the Junior Abacus and Number-Dot Dominos, which made learning early math concepts an enjoyable experience.
5. the development of creativity and problem-solving was emphasized through activities like Jigsaw Puzzles and Building Blocks, where children used critical thinking and imagination to complete tasks.
6. The leadership and cooperation skills instilled through group play, especially with the Sequential Thinking Cards, helped children understand the importance of collaboration while taking on leadership roles within their groups.

Feedback of Teachers-

1. The children are excited to interact with these materials, and teachers have observed that even reluctant learners are more willing to participate in oral and written activities.
2. Teachers have seen children take great joy in constructing imaginative structures, which has enhanced their spatial awareness and problem-solving abilities.
3. Educators report that materials such as the Junior Abacus, Number-Dot Dominos, and Shape Sorter Boards have made abstract mathematical concepts more concrete and accessible to young learners.
4. The visual and hands-on nature of these activities helps children grasp early mathematical concepts in a fun, interactive manner, which has improved both their learning outcomes and their enjoyment of math-related activities.
5. Teachers have observed that children are learning to take turns, communicate more effectively, and empathize with others during group play.

Feedback of Parents-

1. Parents have observed notable improvements in their children's skill development.
2. Many parents share that their family time has become more meaningful as they collaborate on projects and enjoy discussions about their learning experiences.

3. Some parents express concerns about screen time, recognizing the educational benefits of the digital components of the initiative while also emphasizing the need for moderation.
4. To fostering individual growth, the Jaadui Pitara has strengthened family bonds.
5. This collaborative approach not only promotes educational engagement but also creates lasting memories centered around learning.

1.7 THEME BASED APPROACH-

Young children's curiosity and fascination for their surroundings lead them to explore and question their environment so that they can come to a personal understanding about their world. They observe and investigate primarily through their senses. A good quality Early Childhood Care and Education (ECCE)/ BALUPVAN programme engages young children in a variety of theme based experiences, inspiring them to explore their immediate world. They create activities and experiences around an idea or theme and offers many opportunities where young children learn in enabling environments which are stimulating, emotionally supportive and inclusive. Designing and implementing integrated thematic units for young children is a developmentally appropriate practice which is supported by both brain research and the psychology of learning this creates fun and enjoyment between teachers and students. A Theme based curriculum means that each skill area of the curriculum is connected to a topic which we refer to as a theme. Themes are selected according to the age- level of the child. Month wise theme were decided and implemented the activities according to it. For the present study one theme was identified for each month and all the activities that connected two different domains of development were designed in such a way that they are integrated with the theme of the month.

There were 9 themes in the BALUPVAN which were implemented per month.

1.8 MONTH WISE- THEME

| | |
|-----------|-------------------|
| APRIL | Me and My Friends |
| JULY | My Body |
| AUGUST | Me and My Family |
| SEPTEMBER | My Animals |
| OCTOBER | Plants and Trees |
| NOVEMBER | Transportation |

| | |
|----------|--------------------|
| DECEMBER | Water |
| JANUARY | Air |
| FEBRUARY | People Who Help Us |

We can simply identified these themes into basic

Identify and relationships: Me and my friends, My family

Nature : My animals, Plant and trees

Physical environment : Air, Water

Social environment : Transportation, People who help us

1.9 CONCLUSION-

The theme based approach was adopted to provide a complete experience to the students as research states that such an approach helps the pre-schoolers to easily relate to the new concepts that are taken liking them to the theme. In the sections that follow is given details about the different themes that were taken up during the present academic session, the analysis and interpretation of the results and the findings from the present research endeavour.

2.1 CELEBRATIONS AT BALUPVAN, DMS BHOPAL 2024-2025

APRIL- Eid- Ul-Fitr celebration, Friendship day Activity, Summer day Activity

JULY- Vidhyarambh Ceremony , Shiksha Saptah, Rainy & Blue day celebration

AUGUST- Friendship day Celebration, Independence Day celebration, Red day celebration, My family role play Activity, Grandparents day celebration, Rakshabandhan celebration, Janmashtami celebration , Drawing competition, National Sports day Activity, Red day celebration

SEPTEMBER- Teachers day, Green day celebration, Hindi slogan competition , Animals day Activity, Yellow day celebration

OCTOBER- Navratri & Dusshera celebration, Fruits & Vegetables day celebration, solo dance competition, English poem recitation competition, English slogan competition, Diwali Celebration

NOVEMBER-Children's day celebration, Fancy dress competition, Hindi story telling competition, English Speech competition, Transportation Activity, Annual Sports Day, Green day celebration

DECEMBER- Water Activity, Annual Function, Christmas celebration, Mom to Me function, Black & white day celebration

JANUARY- New Year celebration, Makar Sankranti celebration, Air day Activity, Republic Day celebration, Picnic

FEBRUARY- People who help us Activity, Prize Distribution Ceremony, Fathers my Superhero

MARCH- Convocation Ceremony, Holi celebration

MONTH : April

THEME : ME AND MY FRIENDS

INTRODUCTION- In the theme of Me & my friends young children as doing activities and games around this theme make feel good about themselves. This theme helps children to understand their immediate learning environment. You can begin the theme with a warming up activity where children will stand in circle.

CONVERSATION - Teacher asks children different questions , related to theme me & my friends.

- Name of self and friends.
- Tells the like / dislike.
- Share feelings, ideas and emotions.
- Tells teacher name , self name , age, address , class etc.
- Sharing feeling during circle time.
- Rhymes and songs on myself.
- Creating story using facial expression of different emotion.
- We have feelings.

VISIT -

- Children were taken other class and make new friends there.
- Make bond with others.
- Share their belonging with other students .
- Nature walks to observe the surrounding.

CIRCLE TIME-

- Encourage children to interact.
- Encouraging children to tell their name and friends name.
- Encouraging children to telling about favourites.
- Encouraging children to share feelings, ideas and emotions.
- Poems / story narration and discussion over theme.
- Encouraging children to learn with play games.



Fig. 1 Making first day of school memory with Handprints by balupvan 1 students



Fig. 2 Greeting choices activity with Balupvan 1

SPECIFIC OBJECTIVES -

Students will be able to –

- 1) Self esteem and motivation.
- 2) Play learn and do things by myself.
- 3) I am special.
- 4) I do something.
- 5) Doing new things, putting toys back to the storage.
- 6) They use sense to know do about things.
- 7) Complete names of self, teacher and friends.
- 8) Make choices about their belongings and surroundings.

Theme board- Balupvan 2 & 3-



DOMAINS OF DEVELOPMENT-

A) Cognitive development –

- Making friends.
- Using mirrors.
- Making greeting cards.
- Matching emotions Cards.
- Picture puzzle and zig- zag puzzle.
- Students can see colours, shapes ,line ,patterns .
- Friendship tree – Make a friendship tree by hanging objects from different regions on branches of a tree.
- Solve reasoning cards.

B) Physical development-

Gross development :-

Play some types of games-

- 1) I am the leader.
- 2) Tippy – tippy tap.
- 3) Find a partner.
- 4) Throw at a target.
- 5) Music to jump ,hop ,run ,skip and listen to.

Fine motor development :-

- 1) Match number/patterns / dots.
- 2) Clay modelling
- 3) Creating me posters
- 4) Name self – corrective puzzles.
- 5) Photo matching.
- 6) Reasoning cards.
- 7) Sensory activities, Match and identify sorting colours using colours dominoes



Fig. 3 Arranged coloured beads in sequence by students of Balupvan 1



Fig.4 Arranged seriation card in sequence by Balupvan 3

C) Social and emotional development-

- Taking about one self.
- Making friends
- Making greeting cards
- Talking about their likes and dislike.
- Making children feel how each of them is special and important.



Fig. 5 Students of Balupvan 2 made handmade greeting cards for their friends



Fig. 6 Students of Balupvan 3 made hand print cards for their friends.

C) Language Development-

Balupvan -1

Hindi –

अ से अनार, आ से आम होता है सब मिलकर काम..

इ से इमली, ई से ईख से अच्छी अच्छी बात सीख..

उ से उल्लू ,ऊ से ऊन एक एक कर भर लो घुट...

ए से एड़ी ,ऐ से ऐनक भाग रहे दुश्मन के सैनिक...

अं से अंगूर ,अः से खाली उतना खाओ जितनी थाली

Balupvan-2

Friends

I don't walk alone, I have my friends.

I don't sit alone, I have my friends.

All my friends can walk with me, walk with me.

All my friends can sit with me, sit with me.....

Balupvan - 3

Friends are here friends... friends are there .

Friends are everywhere

Lots of laughter come and play

All throughout the day

Friends have fun in the sun

And even in the rain ,

Friends love to play and share

To show how much they care.

STORY NARRATION for Balupvan

FRIENDS

My name is Raju. I have four friends. Their name are Ram, Roy, Anil and Ritik. My friend Ram likes to play cricket. My friend Roy likes to swim. My friend Anil likes to play hide-and- seek. My friend Ritik likes to read. Me ? I like to do the things they like to do. I play cricket with Ram. I swim with Roy. I play hide and seek with Anil and I read with Ritik . Lets come and play, read, swim with us.

The True Friends

Once there were two friends – a squirrel and a puppy.

They used to live and play together. The squirrel was very sporty and always won the game.

One day there was heavy rain and the squirrel slipped and fell under rainwater. and he called his friend puppy for help and Puppy came to rescue. The squirrel sat on his back and went happily to their place.

The moral of the story is, to help friends in need.

LITERACY SKILLS-

- Flash cards
- Picture cards.
- Action words with play
- Puzzles.

(Age group – 3 to 4 years)

- Identification of capital alphabets
- Pictures related to capital alphabets
- Swar ki pehchan

(Age group – 4 to 5 years)

- A, B, C, D Z (oral) poems
- Upper case (capital letters) A,B,C,D.... revision.
- Lower case a,b,c,d,e..... (oral)
- Matching capital letters to small letters
- अ से अनार, आ से आम... (कविता)

- अ आ इ ई.....
- व्यंजन से पहचान - क से घ।

(Age group – 5 to 6 years)

- Vowels a,e,i,o,u. (revision)
 - Introduction of three-letter words
 - Three letter words like Vowel sound a -(bag, tag.) .
 - AR sound, AKE sound words (flashcards) (car, bar, far, jar, star, cake, bake , take, make)
 - Sight words ... I, am, he, she is, at, my . (revision)....
 - Action words Swim, jump, hop, skip....
 - Opposite words Heavy –light, tall-short, big-small, left-right, up-down
- तीन, अक्षरो के शब्द



Fig. 7 Students of Balupvan 3 arranging hindi varnmala

MATHS READINESS-

(Age 3 – 4 years)

- Identification of pre number concept- big-small, tall- short
- Object counting till number 5
- Identification of numbers by cards

(Age 4-5 years)

- Oral counting 1 to 20
- Pre numbers concepts revision, Shapes identification

(Age 5-6 years)

- Oral (1,2,3...50) with poems. (Revision)
- All Shapes, patterns recognition

o

- Numbers 1-50. written
- Object Counting numbers upto 50.
- Pre number concepts hot-cold, big-small, with card.



Fig.8 Students of Balupvan 2 colouring the cards



Fig.9 Thumb printing activity of Bal upvan 3 students .

MONTH : July

THEME : MY BODY

INTRODUCTION - The theme ' My body ' helps young children to become aware of their bodies for children physical well –being by providing theme activities and games in all the areas of development many concept can be taught /learn from a well planned theme of my body parts , its function health and hygiene .

Children become aware by activities, songs and stories related to different parts of the bodies and body functions.

CONVERSATION - The teacher engage the children in a conversation and ask questions such as-

- Who has taken a bath in the morning?
- Observe and explore their body parts.
- How do we clap ?
- Which part of the body do we use for running ?
- Talking of personal care and hygiene.
- Teacher asks more questions to students, try to elicit many answer from the children.
- Tell the students what are the names of different body parts .

Touch and tell the name.

Teacher showed the pictures of different body parts and ask children to which body part do different activity.

VISIT-

- Yoga session in the park, Listening walk, Outdoor activities
- Meditation.





Fig. 10 Yoga session taken by Mahadevi Chaturvedi (Yoga teacher) & Dr. Avani Parashar (Guidance & Counsellor) DMS Bhopal for the mental and physical development of students

CIRCLE TIME-

- Talking about parts of body like nose, ears, eyes etc.
- Conversation about health and hygiene.
- Conversation on healthy and junk food.
- Talk about our sense organs and their uses.
- Talking about function of each sense organ.
- Story narration/ poem recitation related to the theme

SPECIFIC OBJECTIVES - Students will be able to know about every individual has a body with many parts .

- 1) Observer and explore their body parts .
- 2) Student will able to Identify their different body parts and name few body parts .
- 3) Our bodies need healthy food , play exercise and sleep to grow.
- 4) Students will learn personal care & hygiene.
- 5) Every individual has a body with many parts. Each body part has a function.
- 6) Our five senses will help us to discover the immediate words.

Theme Board- Balupvan-2 & Balupvan-3



DOMAINS OF DEVELOPMENT-

A) Cognitive development-

- Card / dominos on shapes.
- Sequential card thinking.
- Colouring on circle and rectangle.
- Match body part pictures on worksheet.
- Count body parts and write numbers.
- Body parts puzzles (foot puzzle , face puzzle).
- Colour identification.
- Picture story puzzle.



Fig.11 Students of Balupvan 2 arranged sequential thinking cards of JADUI PITARA



Fig.12 Sensory walk activity done by balupvan 1 students



Fig.13 Students of Balupvan 2 differentiate senses cards in their individual categories



Fig.14 Hand on experience on senses (feel), body parts by balupvan 3 students

B) Physical development-

Gross motor development –

Let children walk and run.

Play the game - *posham pa bhai posham pa (game)-----

1. Walks toe – heel.
2. Jump forward ten times.
3. Jump on the alphabets .
4. Balance on one foot.
5. Clapping, moving shoulders, stamping feet
6. 1ft rope jumping
7. Walk on straight line
8. Walk sensory activity

9. walk on zig zag line
10. Sliding, Free outdoor play.



Fig. 15 Students of balupvan 3 jumped over 1 ft height rope develops legs muscles of them.

Fine motor development –

- 1) Let children colour picture of body parts.
- 2) Let children draw and colour body parts.
- 3) Let children making rainbow with colour paint.
- 4) Tying shoelaces.
- 5) Brushing teeth and flossing
- 6) Paper roll puppet for each finger and do finger play.
- 7) Colouring umbrella.
- 8) Make paper umbrella on sheet.
- 9) Draw umbrella on paper and colour them
- 10) Playing Sand (Sleeping line)
- 11) Tying Shoelace



Fig.16 Students of Balupvan 2 making friendship heart with palm printing

C) Social Emotional development –

- Group dancing (rain dance), Learn sharing and caring .
- Social Emotional- Lunch and Birthday Celebration
- Daily morning prayer, Birth day celebration.



Fig. 17 Students of balupvan 3 learning about face expression through play

D) Language development-

Bal upvan-1

अंगूठे ने कहा बाग में चलो।

अंगूठे ने कहा चलो बाग में चले।

पहली ने कहा हम क्या करेंगे, पहली ने कहा हम क्या करेंगे?

दूसरी ने कहा हम पेड़ पर चढ़ेंगे।

तीसरी ने कहा हम आम तोड़ेंगे, आम तोड़ेंगे।

चौथी ने कहा हम गिर जाएंगे हम।

सब ने कहा हम नहीं जाएंगे, हम नहीं जाएंगे।

=Poem- “Tommy Thumb, Tommy Thumb

Where are you?

I am here, I am here

How do you do?”

-Pointer finger-2

-Middle finger-2

- Ring finger-2

-Little finger-2

All finger -2

Where are you?

Listen to the music and wave your hand...

Bal upvan -2

मेरा एक सिर है सोचने को,

मेरी दो आंखें हैं देखने को,

मेरे दो कान हैं सुनने को,

मेरी एक नाक है सुंघने को,

मेरे दो हाथ हैं काम करने को,

मेरे दो पैर हैं चलने को।

Bal upvan 3

MY BODY

When I use my eyes, eyes, eyes I can see the sunshine

When I use my eyes, eyes, eyes I can see the blue sky

When I use my ears, ears, ears, I can hear the birdies

When I use my ears, ears, ears, I can hear the wind chimes

When I use my nose, nose, nose, I can smell the flowers

When I use my nose, nose, nose, I can smell the muffins

STORY NARRATION for Balupvan

Balupvan-1 छुप्पन छुपाई- बरखा सीरीज (जादुई पिटारा)

एक दिन सब छुपन छुपाई खेल रहे थे। जीत सौ तक गिनकर सबको ढूँढने नि जीत बाकी सब को कमरे में ढूँढने लगा। कला मोहित दरवाजे के पीछे ही मिल गया। बबली अलमारी के पीछे मिल गई। उमला पलंग के नीचे मिल गई। उसके बाद जीत आँगन की तरफ गया। मीता दादी के पीछे मिल गई। जीतना जिया को आँगन में ढूँढने। जीतने नाजिया कोर्ट चादर के पीछे ढूँढा जीतना जिया को ढूँढने के लिए बाहर आया। वह पेड़ के नीचे खड़ा होकर सोचने लगा, नाजिया ने ऊपर से कूदकर उसे छप्पा कर दिया। जीत दोबारा गिनती ने चला गया।

Ba;upvan -2 कुदती जुराबे- बरखा सीरीज (जादुई पिटारा)

एक दिन माधव सुबह-सुबह तालाब पर रुक गया। तालाब का ठंडा-ठंडा पानी उसे बहुत पसंद है। उसे तालाब में डुबकियां लगाने में बहुत मजा आता है। माधव ने जूते और जुराबे उतारी और एक तरफ रख दी। उसने अपने कपड़े भी उतार कर एक तरफ रख दिये। वह पानी में पैर डालकर तालाब के किनारे बैठ गया। बहुत देर माधव तालाब में छोटे-छोटे पत्थर फेंकता रहा। उसे पत्थर से तालाब में बनने वाले गोले भी पसंद है। माधव की नजर तालाब की मछलियाँ पर पड़ी। उसने पत्थर फेंकना बंद कर दिया। माधव गौर से मछलियों को देखने लगा। माधव ने काली मछली देखी, सुनहरी मछली देखी उसने चमकीली मछली भी देखी। वहां झुक कर मछलियों को पास से देखने लगा। तालाब में बहुत सारी मछलियां थी। कुछ मछलियां छोटी- सी थी और कुछ बड़ी। माधव मछलियों को पास बुलाना चाहता था। उसने तालाब में रोटी के टुकड़े डाले। रोटी खाने के लिए खूब सारी मछलियां आ गई। माधव ने मछलियों को पकड़ने की कोशिश की। सारी मछलियों भाग गयी। एक भी मछली हाथ नहीं आई। माधव ने मछली पकड़ने के लिए डुबकी लगा दी। उसने हाथ बढ़ाकर मछलियों को पकड़ने की कोशिश की। पर मछलियों दूर भाग गई। माधव को एक तरकीब सूझी। उसने सोचा की वह जुराबों में मछलियों पकड़ लेगा। वह अपनी जुराबे उठाकर किनारे पर आया। माधव की जुराबे किनारे पर नहीं थी। उसने अपने कपड़े झाड़- झाड़ कर देखें। उसने जूते में भी देखा। पर उसकी जुराबे किनारे पर नहीं थी। माधव की जुराबे तो दूर मैदान में कूद रही थी। उसकी नजर कूदते जुराबों पर पड़ी। माधव तुरंत तालाब से बाहर एक गया। वह कूदते जुराबे के पीछे भागा। जुराबे आगे-आगे कूदते रही। माधव तेजी से जुराबों के पीछे भागा। पर वह उनको पकड़ नहीं पाया। जुराबे कूदते ही रही। जुराबे एक झाड़ में जाकर अटक गई। उसमें से कुछ निकला। माधव उसको देखकर हंस पड़ा और उसके अंदर से निकला दो मेंढक।

Balupvan- 3 Jimmy

Little jimmy was very sad. Hey jimmy why are you so sad, I'm too small to play basketball! Why am I not growing taller? I wish I had another body, oh jimmy, don't scold your body! It does so much for your hands do, jimmy ? they help you pick up things! like what ? bring that here! See what your hands do jimmy? They help you pick up things, they help you write and color they help you carry thing too, I love my hands.

What do your legs do for you, jimmy? they help me jump that's write your legs help you walk, run kick a ball cycle and dance too. I love my legs too, do you know what your eyes do for you, they help me see! with my eyes I can see beautiful things .yes that's write eyes is wonderful! and with my ears I can hear! you can hear people talk! I can listen to music too! What about your nose jimmy I can smell things with it, yes jimmy. I love my mouth too, it's help me talk! my body helps me so many things it may be small now but I am going to grow up some day.

LITERACY SKILLS-

(Age 3 to 4 years)

- Rhymes of English alphabets.
- Discuss about the words which has an initial letter A,to Z
- Rhymes related to this theme.
- Alphabets poem A,B,C,D....
- Alphabets discuss about words
- Rhymes related theme.
- अ से अनार, आ से आम... ... (कविता)



Fig. 18 Students of Balupvan 1 arranged swar cards of JADUI PITARA

(Age 4 to 5 years)

- Lower case letters (write) a, b, c, d, e, f, g
- Words related to letters a for apple, axe, ant... b for ball, basket, button up to g
- Flash cards, puzzles, picture cards.

- Rhymes related to this theme.
- व्यंजन कविता और व्यंजनों से पहचान करना.
- क से घ तक के व्यंजन – (लिखना)

(Age 5 to 6 years)

- All phonics . (revision)
- Vowel sound 'e' – let , bet ,set.
- Vowel sound 'i' – lit, pin ,bin.
- Vowel sound 'o' – got , hot, lot.
- Revision of all three letter words
- Name of days (Sunday, Monday) (Revision)
- Sight words ... he, she is, at, my (Revision)
- Opposite words Heavy -light, front – back.
- Aa ki matra ka parichay – aa ki matra se bane shabd .

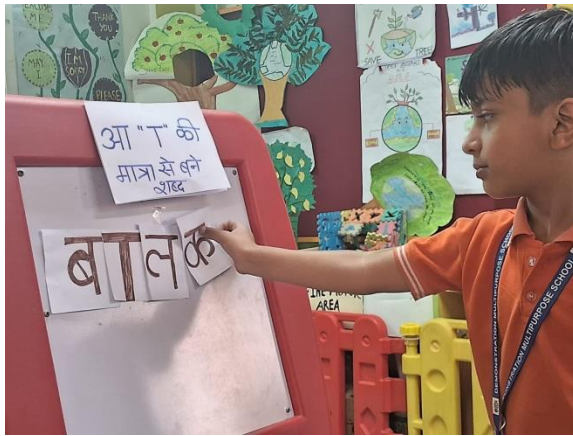


Fig. 19 aa ki matra activity by balupvan 3 students

MATHS READINESS-

(Age 3 to 4 years)

- Identifying the pre number concepts like :- same – different and big – small with activity.
- oral counting 1 to 5. Identify the pre concept numbers like big & small with activity. Join the dots and make sleeping line, standing line.



Fig. 20 Students of Balupvan 1 making standing line on sand

(Age 4 to 5 years)

- Numbers writing 1 to 20.
- Numbers counting up to 20.
- Pre numbers concepts less- more, full- empty.
- Number cards, puzzles.
- Shapes.

(Age 5 to 6 years)

- Counting up to 70.
- Number names one to ten , oral and written.
- Back counting 1 to 50 . oral and written.
- Addition of objects .
- Shapes, Patterns.
- Pre number concept more-less , thick –thin.



Fig.21 Students of Balupvan 3 understanding colour domains,numbers domains matching and sorting

Fig.22 RAINY DAY CELEBRATION at Balupvan DMS Bhopal-



Fig. 23 Colouring favourite colour in clouds and umbrella by Balupvan 1 students



Fig.24 Paper folding umbrella made by Balupvan 2 students



Fig.25 Blue day celebration of Balupvan 1, students making blue handprint butterfly



Fig.26 Students of bal upvan 2 and 3 welcome back to school



Fig.27 Prof. Jaydip Mandal denoting the parents on Vidhya Aarmabh ceremony of Balupvan 1



Fig.28 Dr. Ishwant Kaur, Headmistress DMS Bhopal performing rituals of vidhya arambh sanskar with student of Balupvan 1



Fig. 29 Interactive session with parents on JADUI PITARA

Month : August

Theme : Me and My Family

INTRODUCTION- The theme ‘ **Me and my family**’ is very important for young children as doing activities and games around this make them feel good about themselves. This theme helps children to understand their immediate learning environment. This theme also helps the young children to deal with separation anxiety. This gives your children the opportunity to talk about the most important people in their life . Their family members such as papa, mummy, grandfather, grandmother, brother, sister etc.

CONVERSATION- Self introduction session occurs in the class. First of all teacher gives self introduction then students try to tell name. all students ask names of one another. Teachers give some examples of likes and dislikes to students. Favourite color, food, game etc. Discuss about family, family members, mother tongue, family events, celebrations etc. children were asked different questions related to family .



Fig.30 Discussion about big and small family with Balupvan 3 students

VISIT- Get together of family members (siblings) on occasion of rakshabandhan at school premise.

CIRCLE TIME-

- Discussion on theme like importance of family, types of families, name of family members
- Discussion on mother language, family tradition, festivals & culture.
- Story narration/ poem recitation related to the theme.
- Encourage children to talk about the kind of food their family eat, which is the most favourite family food cooked in their home.
- Discuss children to any family tradition.
- General Introduced my family members, Name of the family members, and how many family members in your family. Example Father, Mother Etc.

- General Introduced my family members, Name of the family members, and how many family members in your family. Example Father, Mother Etc



Fig.31 Role play of family members by balupvan 2 &3 students

SPECIFIC OBJECTIVE –

Students will be able to –

1. Know themselves they can tell their names..
2. Students can express about family, family members and relationship
3. They learn sharing ,caring and helping one another
4. They get to know difference between nuclear and joint family

Theme Board of Balupvan 1,2 -



Fig. 32 Red Day celebration of Balupvan 1 students they were aware about things related to red colour and made cherry by paper tearing activity

DOMAINS OF DEVELOPMENT -

A) Cognitive development-

- Block building.
- Family puzzle.
- Rings and counting.
- Pre number concepts like big-small, tall- short..
- Name card puzzle.
- Family hand printing with different colours.



Fig.33 Students of Balupvan 1 arranged wooden ring set and bowling set of JADUI PITARA

B) Physical development-

Gross motor development-

- 1) Let children do some actions with music like, clapping, snapping , tapping etc.
- 2) Walk on the straight line, walk on the curve line jump in triangle , circle rectangle (hopscotch).
- 3) Play music to skip ,jump , run ,walk, hop, exercise, relax & listen to.
- 4) Create body to accompany the songs in rhythm such as clapping , hands ,snapping, ay game , pakdam pakdaai finger, clicking tongue, tapping feet etc.
- 5) Chain game, free play with music, jump, clap, etc.



Fig.34 Students of Balupvan 1 & 2 doing catching and running around cones.

Fine motor development–

- 1) Shoe tying activity
- 2) Let do free hand drawing.
- 3) Clay moulding
- 4) Coloring without drawing and throwing news paper making ball
- 5) Rawing different expressions like happy ,sad, angry faces



Fig.35 Students of Balupvan 1 & 2 made different shapes with clay and learned shoe tying

B) Socio Emotional development-

- Clean up ... encourage students to clean up their own material
- Keep their materials back to the place after playing.
- Children help each other.
- Place mats and bibs at right place after having lunch.
- Help parents in their works at home



Fig.36 Made National flag with tearing tri colour paper by Balupvan 1 students



Fig.37 Made tri colour National flag with icecream sticks by Balupvan 2 students



Fig.38 Students of Balupvan 3 do role play of different freedom fighters

Language development –

Bal upvan -1

“Brush, brush your teeth

Brush, brush, brush teeth

Brush them everyday

Brush them everyday Father, Mother, Brother, Sister

Brush them everyday I loving family do.....(2)

चल मेरे घोड़े

चल मेरे घोड़े तबड़क तबड़क,

चल मेरे घोड़े.....।

जाना हे मामा के घर ,लाना है छोटा हल

चल मेरे घोड़े.....।

Bal upvan – 2

My family song – Mummy & daddy loves me grandfather & granny love me,

I love my brother , he loves me ,

I love my sister, she loves me,

mummy and daddy , grand father and grand mother & brother, sister and me, together we make a family , happy happy family.

STORY NARRATION for Balupvan

Balupvan-1 गिल्ली डंडा - बरखा सीरीज (जादुई पिटारा)

1 दिन सब गिल्ली डंडा खेल रहे थे। जीत ने गिल्ली को उछाला सब लोग उसे पकड़ने गए। गिल्ली तालाब के पार चली गयी गिल्ली, बबली के पास जा गिरी, बबली ने गिल्ली उठाई सब गिल्ली को लेकर परेशान हो गये? बबली को तैरना आता था, वह तालाब में कूदी और गिल्ली ले आई। सब खुशी से चिल्लाने लगे। बबली सबके साथ गिल्ली डंडा खेलने लगी। बबली ने ज़ोर से डंडा घुमाया। गिल्ली फिर तालाब के पार चली गई।

Balupvan- 2 ऊन का गोला- बरखा सीरीज (जादुई पिटारा)

एक दिन मेरी नानी धूप में स्वेटर बुन रही थी। नानी के पास लाल ऊन का गोला था। नानी आंगन में बैठ कर स्वेटर बुन रही थी। गोला उनकी गोद में पड़ा हुआ था। मुनमुन नानी के पास ही बैठी हुई थी। वह ऊन के गोले को गौर से देख रही थी। गोला धीरे-धीरे हिल रहा था। मुनमुन भी अपना सिर धीरे-धीरे हिलाती थी। नानी को स्वेटर बुनते- बुनते नींद आ गई। ऊन का गोला नीचे गिर गया। गोला लुडक्कर मुनमुन के पास पहुंच गया। मुनमुन ने गेंद समझा। मुनमुन ऊन के गोले से खेलने लगी। गेंद से खेलने में मजा आता है। ऊन का गोला यहां वहां लुडकने लगा। मुनमुन उसके पीछे- पीछे भगाने लगी। ऊन का गोला छोटा होता जा रहा था। मुनमुन उसके पीछे पीछे भाग रही थी। ऊन का गोला खुलता जा रहा था,

खुलता जा रहा था। थोड़ी-थोड़ी ऊन मुनमुन के पैरो में भी फस रही थी, मुनमुन उसको पंजे से निकाल देती थी। गोला लुढ़क- लुढ़ककर छोटा- सा रह गया था। मुनमुन उसको पकड़ नहीं पा रही थी। गोला जब पूरा खुल गया तो गायब हो गया। मुनमुन परेशान होकर गोले को ढूँढने लगी। मुनमुन कभी आगे देखती, कभी पीछे। गोला उसे मिला नहीं। मुनमुन भाग कर नानी के पास वापस चली गई। नानी अब भी गहरी नींद में सो रही थी।

Bal upvan-3 नानी का चश्मा- बरखा सीरीज (जादुई पिटारा)

रमा की नानी है। नानी को किताब पढ़ना पसंद है। एक दिन नानी रमा को सुबह-सुबह उठने लगी। नानी को अपना चश्मा नहीं मिल रहा था। नानी को चश्मे के बिना मुश्किल हो रही थी। वह अपनी जरूरी चीज नानी धुंध पा रही थी। रमा बहुत गहरी नींद में थी। वह उठ नहीं रही थी। नानी ने रमा को बहुत प्यार से उठाया। उन्हें रमा को चश्मा ढूँढने के लिए कहा। रमा निंद में ही चश्मा ढूँढने लगी। उसने तकिये के आला देखा जो भी नहीं मिला। रमा ने मुझे पर किताबों के बीच देखा जो भी नहीं मिला। रमा ने चश्मा आंगन में ढूँढा जहां भी नहीं मिला। रमा ने चश्मा आंगन में ढूँढा जहां भी नहीं मिला। रमा ने चश्मा शीशे के पास देखा जहां भी नहीं मिला। वह ठीक से दिख नहीं रहा था। रमा ने मुनमुन को बाहर निकाला। मुनमुन के साथ नानी का चश्मा भी बाहर आ गया। रमा चश्मा लेकर नानी के पास गई, नानी खुश हो गई और चश्मा लेकर अखबार पढ़ने बैठ गई।

LITERACY SKILLS -

(Age 3 to 4 years).

- Reading word wall.
- Identifying and tracing Sleeping and standing alphabets E, F, H, I, L, T
- Identify pictures related to alphabets and colour shapes
- Types of lines slanting line, sleeping line on sand
- स्वर की पहचान करना
- विभिन्न प्रकार की रेखाएं का अभ्यास, स्वरों को चित्रों के माध्यम से परिचय कराना



(Age 4 to 5 years)

- Lower case letters phonic and writing h, i, j, k, l, m, n,
- h for – hen, hat, i– ice, ice- cream.....up to n .
- capital letter to small letter matching, Sight words .
- च से झ तक व्यंजन लिखना



Fig. 39 Students of Balupvan 2 recognise capital & small alphabets with their related pictures with the help of cards

(Age 5 to 6 years)

- Sight words.... you, are, we, they . (Revision)
- Vowel sound “o” got, bot, hot .
- Vowel sound “u” bug, mug, hut.
- Revision of all three letter words.
- Opposite words Heavy -light, front – back, thick- thin,
- -EE phonics introduction (deep, keep, beep, bee,)
- -OO phonic introduction (moon, spoon, noon)
- -ll phonic introduction (well, fell, tell)
- -SS phonic introduction (hiss, miss, kiss)

- Name of days (Sunday, Monday)
- बड़े ई की मात्रा का परिचय, बड़े ई की मात्रा के शब्द

MATHS READINESS-

(Age 3 to 4 years)

- Identifying the pre number concept tall and short with activity by poem big tree and small tree.
- Tracing the Numbers 1 to 5

(Age 4 to 5 years)

- Tracing and write numbers 21 to 25 .
- Object counting oral up to 30.
- Oral numbers 1-30.
- Number names – one , two.
- Shapes.
- Back counting 10 to 1.
- Pre number concept – heavy , light .

(Age 5 to 6 years)

- Subtraction (by counting forward)
- Compare numbers ($<$, $=$, $>$)
- Missing numbers 1-60 (after, before, between)
- Name of days.
- Number name eleven to twenty .





Fig.40 Handmade paper rakhi made by Balupvan 1, 2 & 3 students



Fig.41 Jaadui Pitara role play performance given by BAL UPVAN students at RIE, BHOPAL ground.



Fig.42 Janmashtami celebration with Dr. Ishwant Kaur madam, Headmistress DMS Bhopal at BALUPVAN DMS Bhopal



Fig. 43 Grandparents day celebration at DMS Bhopal with grandparents. They played different games and have lots of fun with their grandchildren and spend quality time.

Month : September

Theme : My Animals

INTRODUCTION – The world of animals is a big world. children have curiosity about animals. They love to talk and listen to stories about animals. Visits or excursion give the first hand experiences. many concepts can be thought poem a well planned them of animals take colour , size , shape , number & so on. Children become aware of physical characteristics of animals , what they eat, where they live uses of animals , babies of animals and also development sensitivity and an understanding of animals.

CONVERSATION - Before starting to talk on animals , ask , the children what they know about animals who has a pet , who has visited a ZOO etc. Discussion on domestic & wild animals. Children are allowed to listen audios of animals sound. Children are caught by teacher about various habitat & homes of animals during circle time teachers discuss various places or environment (land, underneath the ground, in water, desert, trees, jungle) etc.

VISIT - Children were taken out of the class to see animals in the school campus they can see variety of birds, insects, domestic / common animals around them.

CIRCLE TIME-

- Firstly ask the children what they know about animals.
- Showing picture of different animal and discussing over animal habitat, animal babies and food.
- Conversation on various places, or environment in which animals live like their home.
- Sounds of animals.
- Rhyming words like- cat, rat, bat..
- Picture stories/ puzzles.
- I am asking /to talk on animal's . who has visited Van Vihar etc. then what is an animal? And the types of animals are- wild and pet animals





Fig.44 Students of Balupvan 1,2 & 3 were came in different handmade facemasks of pet, domestic, wild & farm animals to understand the livelihood of animals and lifecycle of jungle.

SPECIFIC OBJECTIVES –

Students will be able to –

- 1) Know different kinds of physical characters of different animals.
- 2) They will be able to differentiate between domestic & wild animals.
- 3) They get to know what they eat, where animals live, what animals produce.
- 4) Animal sounds.
- 5) How animal are useful for human being (animals and their production)

Theme Board- Balupvan- 1, 2 & Balupvan 3





Fig.45 Yellow Day celebration in Balupvan 1 to aware students about things related to yellow and fork painting – sun made by students

DOMAINS OF DEVELOPMENT–

A) Cognitive development-

- Sea shell counting
- Odd-one out or visual discrimination – paste picture of three animals and one bird on cardboard strip and help them to identify odd one .
- Animal puzzle - children are given different animals puzzle they
- Jump match different pieces to make a single animal.
- Matching of picture card of animals matching the letters DOG, DUCK with the given animals picture.
- Provide cut – outs of shapes & help children create different shaped fishes.
- Matching of flash cards of different animals along with their habitat.
- Seriate animal pictures.



Fig.46 Students of Balupvan 2 & 3 arranged animals seriation cards of JADUI PITARA

B) Physical development -

Gross motor development –

- 1) Let the children run here and there plays pakdam pakdai
- 2) Beanbag toss
- 3) Let the children say the new words they have learnt and do the movements. for example – wiggle , sway , fly , stamp.
- 4) The teacher calls out the name of an animal and the child does the action of that animal. For ex. – frog – Jump .
My silly cat –
Play the game, like RUN like a goat.
Plop like a rabbit, kick like a donkey, walk like a penguin.
- 5) Chairs arrange activity, Balancing material with hand



Fig.47 Students of Balupvan 1 arranged chairs and done passing ball activity

Fine motor development –

- 1) Sing rhyme and poem related to shapes and draw shapes ‘chanda gol, suraj gol’
- 2) Constructions activity.
- 3) Let children put fingers on animal picture & print with different colours.
- 4) Tearing & pasting
- 5) Drawing & painting of their favourite animals.
- 6) Paper folding of animals like dog, duck, rat
- 7) Animals mask making.
- 8) Puzzle, Building blocks
- 9) Puzzles, tearing activity and coloring finger used
- 10)rawing, colouring, Painting.



Fig.48 Making duck with paper folding activity done by balupvan 2 students



Fig. 49 Making paper rat with paper activity done by balupvan 3 students

C) Social emotional development-

- Children have learn to take care of animals and not to hurt them
- Friendly relation with their pets.
- Children have learned how to care of our pet animals. Friendly relation with their pets. Creating awareness related to animal survival.

D) Language development –

Bal upvan 1 –.

शेर निराला, हिम्मत वाला।

शेर निराला हिम्मत वाला,

लंबी लंबी मूंछों वाला,

तेज नुकिले दातो वाला,

सबका दिल देहलाना वाला,

हटो हटो आया शेर,

Bal upvan 2-

“Baa- baa black sheep

Have you any wool

Yes sir yes sir ..

Three bags full

One for my master and one for my dame..

One for the little kid who lives down the lane.”

Bal upvan 3-

“Animals live on a farm, on a farm, on a farm

Animals live on a farm, with a farmer

Cows and pigs live on a farm, on a farm, on a farm

Cows and pigs live on a farm, with the farmer

Goats and sheep live on a farm, on a farm, on a farm

Goats and sheep live on a farm, with a farmer

Hens and chicks live on a farm, on a farm, on a farm

Hens and chicks live on a farm, with the farmer

STORY NARRATION for Balupvan-

Balupvan- 1 मुन मुन और मुन्नू -बरखा सीरीज (जादुई पिटारा)

1 दिन रमा के घर में दो कबूतर आ गए। रमा उन्हें देखने आँगन में आ गई। रमा को कबूतरों का घोंसला देखा रहा। ऊपर चढ़कर घोंसला देखने लगी। रानी भी घोषणा देखने आ गई। घोंसले में अंडा देखकर दोनों बहुत खुश हुईं। रानी ने देखा कि मुनमुन भी वहाँ। रमा ने मुनमुन को वहाँ से भगा दिया। मुनमुन फिर से लौट आई। रमा ने मुनमुन को दूध पिलाया, वे मुनमुन को रोज़ दूध देने लगे। रमा और रानी को 1 दिन अंडों में डोरा रो देखी। अंडों में से बच्चा निकाला आया रमा को और रानी ने उनका नाम मुन्नू रख दिया।

Balupvan-2 शेर और चूहा

गर्मी के दिन थे। दोपहरी में एक शेर पेड़ की छाया में सो रहा था। उसी पेड़ के पास बिल में एक चूहा रहता था। वह खेलने के लिए अपने बिल से बाहर निकला और सोए हुए शेर के पास इधर-उधर दौड़ने लगा। इससे शेर की नींद टूट गयी। उसने चूहे को पंजे में धर दबोचा। बेचारा चूहा भय से काँपने लगा। चीं-चीं करते हुए उसने शेर से कहा, “हे जंगल के राजा,

कृपया मुझे माफ कर दीजिए। मुझ पर दया कीजिए। मुझे छोड़ दीजिये। इस अहसान का बदला एक दिन मैं जरूर चुका दूँगा।”

न्ह चूहे के ये शब्द सुनकर शेर जोर से हँस पड़ा। उसने कहा, “बड़ी मजेदार सूझबूझ है तुम्हारी, नन्हे! इत्ता-सा तो है तू! मुझ जैसे ताकतवर जंगल के राजा की तू क्या मदद करेगा? फिर भी शेर को चूहे पर दया आ गयी। उसने चूहे को छोड़ दिया। कुछ दिन बीत गये। एक दिन चूहे ने शेर की दर्द भरी दहाड़ सुनी। वह फौरन बिल से बाहर निकला। उसने देखा कि शेर सचमुच संकट में फँस गया है। शेर एक शिकारी के जाल में फँस गया था। उसने जाल से निकलने की भरसक कोशिश की, पर उसे सफलता नहीं मिली। चूहा दौड़ता हुआ शेर के पास आया। उसने शेर से कहा, “जंगल के राजा, आप चिंता न करें। मैं अभी आप को आजाद कर देता हूँ। चूहा अपने तेज दाँतों से जाल को कुतरने लगा। थोड़े समय में ही शेर जाल से मुक्त हो गया। शेर ने चूहे को धन्यवाद दिया और अपनी गुफा की ओर चल दिया।



Fig.50 Story time with Balupvan 2 students

Bal upvan -3 चुन्नी और मुन्नी -बरखा सीरीज (जादुई पिटारा)

माधव और काजल के घर में दो छिपकलिया रहती थी। एक छिपकली सफेद रंग की थी। दूसरी छिपकली काले रंग की थी। दोनों छिपकलिया घर की दीवारों पर चिपकी रहती थी। माधव और काजल को छिपकलिया अच्छी लगती थी। उन्होंने छिपकलियाओं के नाम भी रख दिये थे। हमने सुरक्षित छिपकली को चुन्नी कहा था। काली छिपकली का नाम मुन्नी था। चुन्नी और मुन्नी शुद्ध घर की दीवारों पर घूमती रहती थी। वे एक दूसरे के पीछे भागती रहती थी। वे कभीकभी छत पर उल्टी चिपकी दिखाती थीं। काजल और माधव काम छोड़कर -

कभी चुन्नी और मुन्नी गायब हो जाती थी। काजल उन्हें शुद्ध -उन्हें देखते रहते थे। कभी मुन्नी कहीं कोने में घुस - चुन्नी .दिन ढूँढती रहती थी। माधव भी उन्हें ढूँढ नहीं पाता था जाती थी। चुन्नी और मुन्नी चूहे को आवाज़ निकलती थी। माधव को लगता जैसा वह हमसे बात कर रही हो।माधव कई बार उनसे बात करने की कोशिश, चुन्नी और मुन्नी कई बार बहुत नीचे आ जाती थी। वे जमीन पर भी दिडती थी काजल ने उनको रसोई में .भी देखा था। वह रसोई के दिब्बो के पीछे घुस जाती थी।

चुन्नी और मुन्नी किदे- मकोड़े खाती थी। वे अक्सर तिलचट्टे को पकाड़े हुए दिखती थीं। चुन्नी तिलचट्टे को मुँह में दबा लेती .चुन्नी एक दिन मुन्नी के पीछे भाग रही थी। काजल को लग रहा है जैसे पकड़म -पकड़ाई खेल रही हो। मुन्नी सरपत दीवार पर भागी जा रही थी। छीनी उसके पीछे-पीछे थी। अचानक चुन्नी और मुन्नी अलग हो गई काजल ने देखा कि मुन्नी की पंच गायब थी। चुन्नी के मुँह में मुन्नी की पुंछ थी। मुन्नी की पुंछ कट गई थी । काजल जोर जोर से चिल्लाने लगी. माधव दैवडकर आया. काजल बहुत घबराई हुई थी। उसने बताया कि चुन्नी ने मुन्नी की पूछ खा ली।

माधव ने बिना पुछ की मुन्नी देखी। डोनों बहुत दुखी हो गए। मुन्नी फिर नहीं इधर- उधर दौड़ रही थी। चुन्नी कहीं छुप गयी थी । सुबह उठे ही दोनों मुन्नी को ढूँढने लगे। मुन्नी रसोई की दीवार पर थी। वह रोज की तरह मच्छर खा रही थी। चुन्नी छत पर उल्टी चिपकी हुई थी। काजल और माधव रोज मुन्नी को देखते रहते हैं, वे चुन्नी से अभी भी नाराज थे। एके दिन मुन्नी बहुत आला एकर तिचट्टा पकड़ रहि थी .माधव की नज़र पड़ी। माधव ने देखा कि नई पूछ आ गई थी। वाह काजल को बुला कर लाया. काजल ने भी मुन्नी की छूटी -सी पुछ देखी। दोनों समझ गए कि चिपकली की नई पुछ आ जाती है।



Fig.51 Story making with cards by Balupvan 3 students

LITERACY SKILLS-

(Age 3 to 4 years)

- Identify pictures related to alphabets like-A, B, C, D, E, F Etc. (sleeping line)
- Identify pictures related to alphabets
- विभिन्न प्रकार की रेखाएं का अभ्यास- अ , आ स्वर लिखने का अभ्यास

(Age 4 to 5 years)

- Rhyming words.
- Lower case letters phonic and write , o ,p ,q ,r ,s ,t
O for owl , orange
- Sight words.
- Vowel sound a, e phonic
- ट से ढ तक लिखना या उसे संबंधित अक्षर पहचानना।

(Age 5 to 6 years)

- -SH phonics introduction (she , fish, shop,)
- -CK phonic introduction (
- Name of days (Sunday, Monday)
- Name of months
- Sight words.... you, are, we, they ... (revision)
- Opposite words Heavy -light, front – back, thick- thin, happy -sad,
- Use of (In , on , under) .
- छोटा उ मात्रा का परिचय, छोटा उ की मात्रा के शब्द

MATHS READINESS

(Age 3 to 4 years)

- Identifying the pre number concept thick and thin with activity
- Understanding the shape square and things that are related to square shape
- Tracing the number 3, 4, 5

(Age 4 to 5 years)

- Numbers- write 25 to 30.
- Counting- 1 to 40.
- Back counting 10 to 1.
- Number names- three, four .
- Counting objects up to 40.
- Pre number concept – same and different .

(Age 5 to 6 years)

- Shapes (counting sides)
- Introduction of 3D objects
- Compare numbers ($<$, $=$, $>$)
- Missing numbers 1-70 (after, before, between)
- Name of days.
- Month of the years.



Fig.52 Understands the concept of Prepositions IN , ON , UNDER through activity of Balupvan 3 students



Fig.53 Greetings teachers with handmade cards, heart touching dance for teachers and roleplay of teachers on teachers day

Month : October

Theme : Plants and Trees

INTRODUCTION- The theme of plants & trees help children to appreciate nature as well as learn about life cycle of a plant. They learn to discover how a tiny seed grows into a plant , they also know about concept such as size , colour , texture , number & shape related to plants.

CONVERSATION – teacher asks children different questions related to theme plants & tree. Teachers ask what all plants do children see around their environment , Importance of plants .Parts of plants – seeds stem , root , leaves , grains , medicine. Teachers ask children , what do a plant need to grow. Asks open – ended questions.

VISIT - children were taken to different parks , nurseries to show parts of plants , types of plants.



Fig. 54 Discussion about plants and trees and their importance with students of Balupvan 1 & 2 in garden

CIRCLE TIME-

- Talking of Various plants like mango, neem their flowers, leaves structure and connection with different seasons like spring , monsoon.
- Demonstration of different parts of plants
- Types of leaves, flowers, fruits by showing it and touching
- Understand different types of plant and tree, leaves and parts of plant.
- Visit-Kids/Learner goes to outside Like Park.
- Fruits & vegetable market activity.



Fig. 55 Under the guidance of Dr. Avani Parashar mam & Dr. Jose J K sir, DMS Bpl students understood about importance of vegetables & fruits, things found in grocery shop, hygiene

SPECIFIC OBJECTIVES - Student will be able to ...

- 1) They can recognize, identify & know parts of plants .
- 2) Growth of plants , what plants need to grow (sun, soil,air,water)
- 3) They can tell the names of vegetable & fruits.
- 4) Students can understand life cycle of plants. Seeds – root – seedling – steam – bud – flower – fruit – seed



Fig.56 Balupvan 1 students made plant with leaf and flower tracing.



Fig.57 Leaf tracing with crayon colour observing different types of leaves design by balupvan 2 students



Fig.58 Pineapple made by foam stamping by Bal upvan 3 students

Theme Board- Balupvan 1, 2 and 3



DOMAINS OF DEVELOPMENT-

A) Cognitive development –

- Fruit & vegetable domains – student were given domains where they can pick up & fit appropriate fruit & vegetable to complete the domain.
- Fruit & vegetable puzzle .
- Seeds & matching.
- Children were given a magnifying glass to look closely at seeds & the leaves.
- A small herbarium making by children .
- The game of memory & sequential thinking using fruit & vegetable name.
- Seeds & fruit matching puzzles of parts of a counting leaves & pasting to see leaves pattern.



Fig.59 Fruits & vegetables flashcard of JADUI PITARA matching and sorting by balupvan 3 students

B) Physical development -

Gross motor development –

- Seeding & plantation activities
- Walk in a circle on the beats of Dafli like fast, slow and very slow.
- Musical movement on poem / rhymes.
- In and out circle game
- Fruit seller & vegetable seller games.

Fine motor development –

- Flower & leaves painting , Paper leaving & pasting.
- Colouring in enclosed space [fruit , plants , vegetables colouring
- Lady finger printing on a picture of a tree matching of plants with their fruit
- Putting F for fruit & putting V for vegetables.
- Plants parts labelling.
- Tearing the leaf of plant and drawing of flower and leaf (Dotted), Paper cutting pasting (Tree), and Puzzle of fruit



Fig.60 Tearing different types of leaves done by Balupvan 1 students

C) Social & emotional development -

- Telling a story about important of plants & trees in our life.
- Making them aware of plantation.
- Seeds sprouting , sowing of seeds by children.
- Tried to develop sensitivity towards natural environment.



Fig.61 Balupvan 2 students exploring seed germination process by hand on experience in garden and eat healthy sprouts and understood their value for our health.



Fig.62 Students of Balupvan 3 done seed germination process and develop their knowledge

D) Language development –

Rhymes –

Bal upvan - 1

बड़ा पेड़, छोटा पेड़

बड़ा पेड़, छोटा पेड़,

पतला पेड़, मोटा पेड़

देखो कितना बड़ा है पेड़

कैसे तन कर खड़ा है पेड़?

अ तो अपना साथी पेड़।

रे अरे मत काटो पेड़

Plant a seed-

Plants a seed

Plant a seed,

In the ground

In the Ground

Water It Each Day Pull Out Of The weeds

Watch It Grow

Watch It Grow

Bal upvan-2

I am a tree,

I am a tree ,I am a tree ,

with a dark green crown and,

a thick strong trunk about the ground ,

I give you food,
 I give you medicine,
 I give you would I,
 need some sunlight and some fresh air,
 I need some water and your loving care.

Bal upvan – 3

कविता एक बुढ़िया ने बोया दाना
 गाजर का था पौधा लगाना गाजर हाथों-हाथ बड़ी
 सोचा तोड़ो इसे मैं खाऊँ
 हलवा गरमा - गरम पकाऊँ
 खींची चोटी जोर लगाया
 नहीं बना रे, नहीं बना काम हमारा नहीं बना।
 और बुलाओ एक जना तब बुढ़िया का बेटा आया
 दोनों ने ढिर जोर लगाया नहीं बना रे,
 नहीं बना काम हमारा नहीं बना ।
 और बुलाओ एक जना ।
 तब बुढ़िया का भाई आया तीनों ने ढिर जोर लगा नहीं बना रे,
 नहीं बना काम हमारा नहीं बना और बुलाओ एक जना ।
 तब बुढ़िया का पोता आया चारों ने ढिर जोर लगाया
 बन गया रे बन गया काम हमारा बन गया ।
 हलवा गरमा - गरम बनाया सबने मिलकर हलवा खाया

STORY NARRATION for Balupvan-1

Bal upvan -1 पत्तल -बरखा सीरीज (जादुई पिटारा)

1 दिन सब बच्चे दीदी के साथ पिकनिक पर गए। वे सब पास के एक पार्क में गए थे। पार्क में सब खूब दौड़ रहे और कूदे सपने खूब सारे खेल खेल खेलते खेलते सब थक गए। सारे बच्चों को ज़ोर से भूख लगने लगी। दीदी खूब सारा खाना लाई थी। उन्होंने सबको खाने के लिए बुलाया। दीदी ने बड़े बड़े डिब्बे लाइन से लगाना। डिब्बों पर बड़े बड़े चम्मच ए रखने हुए थे। दीदी इधर इधर उधर कुछ ढूँढने लगी। वह बर्तनों को का झूलाघर भूल आयी थी। खाने खाने के लिए बर्तन नहीं थे। सब शोर मचाने लगे। मदना बोला की पत्तल बना लेते हैं पत्तल पर खाना खा लेंगे।

पत्ते बीन लिए जमा बड़ा के पत्ते बीन लाया, मदन बी बड़े के पत्ते बीन लाया, पूजा आगे के पत्ते लाई, राजा भी ढाक के पत्ते लाया।सबसे मिलकर पत्ते धोएं। पत्तों को सिखों से जोड़ जोड़कर पत्ते बनाई सब पत्थर लेकर खाना खाने बैठ गए रानी हाथ में नीम की पत्ती लिए खड़ी थी सब हंसने लगे की नींद की पत्ती पर कौन खाना खायेगा? दीदी ने कहा की चींटी खाएगी।

Bal upvan -2 नन्हा पौधा

स्कूल की घंटी बजी तान तान घर के रास्ते दौड़े बच्चे झुन झुन, रास्ते में एके नन्हा पौधा कुमलाया, मुरझाया पौधा, भूख प्यास से रोटा पौधा रानी बोली सुनो, देखो नन्हा पौधा कब से रुठा है। जेन कब से भूखा है .पानी बिना यह सुखा है .हम सब इसको पानी दे, रानी घर से पानी लायी सब ने उसे पिलाया पानी, नन्हा पौधा फिर से खड़ा हो गया। अब तीनों बच्चों ने अलग-अलग तीन पौधे लगाए, पौधा रोपन खेल हो गया बिना पैसे अनमोल हो गया, पौधे की लग गई कतार, नन्हें हाथों की नई बहार,

पौधारोपण बड़े हो गए, हरे भरे बैग बन गए।

Bal upvan -3 गेहु -बरखा सीरीज (जादुई पिटारा)

एके दिन जमाल की मम्मी ने गेहु धोये। गेहु खूब सारे थे.गेहू पानी में धुलकर खूब चमक रहे थे. जमल ने मम्मी के साथ गेहु धुलवाए। मम्मी ने गेहु आंगन में सुखा दिया। उन्होने ज़मीन पर दो चादर बिछाई। दोनों चद्रों पर गेहु फेला दिये। जमाल ने भी मम्मी के साथ गेहु फैवाए। मम्मी ठक्कर सो गई।

.उसने गड़ल गेहु के दानो से पहाड़ बने.एके चादर पर गेहु के पांच पहाड़ बने.जमाल ने कुछ दाने मुंह में डाले. उसने गेहु के गिले दाने चबाये.खूब चबाये, खूब चबाये.जमाल बिजुका भी बना. वाह डोनो हाथ फेलकर खड़ा हो गया। तीन चिड़िया गेहु के दाने खाने के लिए आई। जमाल ने चिड़ियों को देखा पर भगाया नहीं। जमाल ने गेहु में उंगली से अपना नाम भी लिखा। उसने पहले अपना नाम हिंदी लिखा। फिर जमाल ने अपना नाम अंग्रेजी में लिखा। उसने अपनी मम्मी-पापा का नाम भी लिखा। जमाल ने गेहु के कुछ दाने हाथेलियों में रगड़े। खूब रगड़े. खूब रगड़े.उसकी हथेलिया लाल हो गई.जमाल थक कर जो लेट गया. वाह लेटकर भी गेहु पर उंगली फेरता रहा। जमाल को गेहु में उंगली फिरते फिरते नींद आ गई। वाह तो गया.माँ ने जमाल को भगवान से उठाया.उसे ले जाकर बिस्तार पर सुला दिया। जमाल घरी निंद में था। वाह सोता ही रह.जमाल की आंख खुली तो वाह बिस्तर पर था। उसने उठ कर आस- पास गेहु ढूँढे। जमाल तो कमरे के अंदर था. गेहु आंगन में थेई हिह नहीं, डोनो चाद्रे नहीं गायब थी।जमाल माँ के पास गया। मम्मी गेहु बिन रही थी. पापा भी गेहु बिन रहे थे. जमाल फिर गेहु से खेलने लगा। मम्मी पापा फिर गेहु को एके कनास्तर में भरे पापा ने उसे पकड़ा या गेहु पिसवाने गए। जमाल भी उनके साथ गया. उसने आते की चक्की चलती हुई देखी। जमाल को आते की खुशबू बहुत अच्छी लगी।जमाल या पापा आता लेकर घर लोटे उन्हें आटे का कनास्तर रसोई में रखा। मम्मी ने ताजा आता घुंथा या रोटिया सेंकी जमाल ने गरम-गरम रोटिया खाई।

LITERACY SKILLS-

(Age 3 to 4 years)

- Using slanting line make alphabets like- A, M, W, N, V, U Etc.
- Matching alphabets with their objects- अ सा ऋ स्वरो का अभ्यास करना मिलन करना | Half Yearly Practice.
- Practice- उ, ऊ, ऋ.
- Slanting Lines, puzzle of fruit like (Mango)
- Tracing Curve Alphabets Like- C, D, O, S, U.
- इ, ई, उ, ऊ स्वर लिखने का अभ्यास

(Age 4 to 5 years)

- Identify letters with pictures.
- Write small alphabet , u,v, w, x ,y, z .
- Lower case letters phonic u for umbrella , v for – vanetc.
- Sight words- I, you, we, is, am, are.
- Letter matching, picture matching, picture dominoes.

- त से न तक व्यंजनो की पहचान, व्यंजनो को लिखना।

(Age 5 to 6 years)

- -CH phonics (chop, chip, chat,)
- EAR phonics (near, dear, bear, tear, pear)
- Opposite words Heavy -light, front – back, thick- thin, happy -sad, near -far,
- Sight words, Over and under .
- Name of months
- बड़े ऊ की मात्रा का परिचय, बड़े ऊ कि मात्रा के शब्द

MATHS READINESS-

(Age 3 to 4 years)

- Practice the number 1 to 10 pre-concept Big & Small, Long & Short and Half Yearly Practice.
- Counting the objects till 10

(Age 4 to 5 years)

- Can identify numbers (1 to 50).
- Shapes revision .
- Back counting 20 to 11, numbers 1 to 50
- Number names five, revision from one to five
- Counting objects upto 50.
- Pre number concept same and different.

(Age 5 to 6 years)

- 3D shapes Sphere, cube
- Number arrangement (ascending order)
- Missing numbers 1-80 (after, before, between)
- Name of months
- Number name one to twenty. (oral and written)



Fig.63 Students done various role play of characters of Ramayan like God Ram, Laxman and Goddess Sita and do play infront of students to develop knowledge of culture, religion.



Fig. 64 Students made hand made lamps, diyas and play safe Diwali with sweets, HM Mam DMS distributed apples to students and done light lamping with kids on this occasion

Month : November

Theme : TRANSPORTATION

INTRODUCTION- This theme is related to children's everyday life this theme will help young children to know about different types of land , water, air transport through activities, poems, games, such as sorting vehicle pictures, puzzles, number and letter train and so on. Children will also get to learn about the different parts of vehicle. Activities on safety measures will help them to understand that its important to follow rules while they are out on the road.

CONVERSATION Teacher asks students which means of transport they use to come to school. On different day talk about land, water and air transport. Show them picture. Talk about safety measures Classification activities at verbal level

VISIT.... Children were taken to parking areas of the school campus.

CIRCLE TIME-

- Rhymes related to transport ,rhyming words like bike-mike-like-hike, boat, note, goat
- Ask children to identify sounds of different vehicles
- Talking on modes of transport according to days.
- Matching vehicles with their parts
- Telling about safety rule
- Asking means of transportation and how they come to school. Types of transport like – Land, water and air transport and give some example.
- Zebra crossing, signals, road signs like- danger, left turn, right turn

Fig. 65 Students understood about traffic rules, road signs, road safety, precautions while driving with different role plays of traffic signs and police.



SPECIFIC OBJECTIVE :

- 1) Children will be able to tell which transport they use to come to school.
- 2) They will tell number of wheels on each mode of transport
- 3) Children will be able to tell names of all means of transport.
- 4) They will be able to follow traffic rules and safety measures

- 5) (red, green, yellow signals , zebra crossing , other road signs, helmet and so on)
- 6) They can name parts of vehicles like motor, wiper, doors, wheels, head light, horn , seat, steering, break .
- 7) They know professions like traffic man, police, conductor, driver, pilot, sailor, captain, loco pilot, fire man
- 8) They get to know safety rules and measures

Theme Board- Balupvan 1, 2



DOMAINS OF DEVELOPMENT-

A) Cognitive development-

- Matching tyres /wheels and counting them
- To provide different cut outs of transport domains and let them arrange to make one [aero plane, bus, train and so on]
- Show a picture of vehicles and give children in a small group let them count how many wheels do they have
- Match domains of transport
- Make a train using different shapes write some numbers like 1 to 20 , alphabets a,b,c



Fig.66 Students arranging transport puzzle cards of Balupvan 3 students

Fig. 67 Students celebrated Green colour day learnt things related to green colour and made grapes with thumb printing



B) Physical development -

Gross motor development-

- Pretend to peddle a bike with your hands for a count of 10,20,30
- March like a soldier for 30 seconds
- Jump with your feet together
- Play outdoor games
- Can throw and hit the ball with the bat
- Dribble ball
- Can do long race
- Can hop like a frog
- Can walk on a straight line
- Do exercise and yoga
- Jump [in circle shape and walk on zig – zig line. Arrange the chair. Passing the ball and kick.



Fine motor development-

- Drawing transports like car , auto , cycle
- Can do printing, pasting
- Making the boat by paper. Tearing/ folding. join the dots and coloring
- Coloring and joining the dots
- Paper crafting [boat, aero plane making]

Fig. 68 Students of Balupvan 1 done Scribbling chalk activity in which they show their imaginations of transport through drawing.



C) Socio Emotional Development-

- Students develop bonds with their friends when sharing the same transport.
- Kids develop bond one to another when sharing transport toys.



Fig.69 Students of Balupvan 2 made traffic light with cutting and pasting

C) Language Development-

Rhymes- Balupvan 1

मोटर चलाओ भाई ।
 मोटर चलाओ भाई मोटर चलाओ,
 लाल बत्ती दिखे तो मोटर रोक दो,
 हरी बत्ती दिखे तो मोटर चलाओ।
 मोटर चलाओ भाई मोटर चलाओ,
 साइकिल भी चलाओ, साइकिल चलाओ,
 लाल बत्ती दिखे तो साइकिल रोक दो,
 हरी बत्ती दिखे तो साइकिल चलाओ,
 भाई साइकिल चलाओ।

Bal upvan 2-

सड़क बनी है लंबी चौड़ी , उसपर दौड़ती मोटर गाड़ी
 सड़क किनारे बाएं चलना , बीच सड़क पर कभी न जाना
 जाओगे तो गिर जाओगे , देखो सड़क मिले जब खाली
 होशियारी से कदम बढ़ाओ , पूरी सड़क पार कर जाओ

Bal upvan 3-

Driving in my car
 On the winding roads
 Vroom vroom vroom it says
 Slow and fast it goes
 Row row row your boat
 Gently down the stream

Splash splash splash it goes

Just like a dream

Ride ride the bile

Slowly up the hill

Pedal pedal pedal up

is not it such a thrill

STORY NARRATION for Balupvan -

Balupvan -1 मोटू हाथी मोटू चला बाजार । रुपए रखे हजार । लिया मोटर कार । सवारी लिया दो-चार । चलाया कार झटाक । टायर फूटा फटाक । छोटू आया फट से । टायर बदला झट से । पैसा दिया मोटू । चला गया छोटू । मोटू हुआ सवार । चली मोटर कार ।

Balupvan-2 A WISE OLD OWL

There was an old owl who lived in an oak tree. Every day, he observed incidents that occurred around him. Yesterday, he watched as a young boy helped an older man carry a heavy basket. Today, he saw a young girl shouting at her mother. The more he saw, the less he spoke. As the days went on, he spoke less but heard more. The old owl heard people talking and telling stories. He heard a woman saying an elephant jumped over a fence. He heard a man saying that he had never made a mistake. The old owl had seen and heard what happened to people. Some became better, and some became worse. But the old owl in the tree had become wiser each day.

The Moral-Be more observant. Talk less and listen more. This will make us wise.

Bal upvan -3 मिली की साइकिल -बरखा सीरीज (जादुई पिटारा)

एक दिन में खेल रही थी उसने कुछ बच्चों को सैकल चलते देखा मेले को भी सैकिल चलने का मन हुआ मिल्ली ने मम्मी पापा से सैकिल मांगी। अगले दिन पापा मिल्ली के लिए साइकिल लेकर आये सैकिल थोड़ी पुरानी थी। लेकिन अच्छी हालत में थी मिली ये देखकर बहुत खुश हुई ये नीली सीट वाली लाल सहगल थी। मिली ने मम्मी से सैकिल चलाने सीखने के लिए कहा मम्मी ने मिला तो सैकिल चलाना सिखाया शुरू कर दिया दोनों सुबह जल्दी उठकर खुले मैदान में चली गई मिलियन ए सैकिल चलाने सीखे शुरू कर दिया मैं ने मिला को साइकिल की सीट पर बैठाया। मिली ने दोनों तरफ से हैंडल पकड़ लिया। अरबपति धीरे-धीरे सैकिल चलाना शुरू किया मम्मी ने तेंदुलकर की सीट से सैकिया को पकड़कर पकड़ रखा कुछ देर बाद मम्मी साइकिल छोड़ कर चली गई मिल्ली सैकिल को नहीं साकी वह

सैकिल से अलग गिर गई उसके हाथ में थोड़ी चोट लग गई मिल्ली कुछ देर रोटी रही फिर सैकिल चलाने लगी। वाह फिर सैकिल पर बैठ गई मम्मी ने साइकिल को स्थिर किया मम्मी ने धीरे-धीरे सैकिल चलाना शुरू किया अगली सुबह जहां पुनर मैदान में थे आज मम्मी ने सैकिल पीछे से पकड़ ले मिल्ली ही सैकिल बुरी तरह हिल्स रही थी। मिल्ली ने कुछ देर तक इस तरह की सवारी जारी रखने की कोशिश की हमें दिन शाम को मिल्ली सैकिल चलाना भी सीख लिया ।

LITERACY SKILLS-

(Age 3 to 4 years)

- Understanding the sequence of alphabets and tracing from A TO M
- Using slanting line make alphabets like- A, M, W, N, V, U Etc.
- Identify pictures related to alphabets
- स्वरों को चित्रों के माध्यम से परिचय कराना
- अ से ऋ तक लिखने का अभ्यास करना||Half Yearly Practice

(Age 4 to 5 years)

- Sight words- like, at, an, in, this, that, my etc.
- Vowel sound – phonic ,(a , e , i , o , u) .
- Revision of small letters write a to z and oral .
- ह से श तक लिखिए और अक्षर से शब्द को पहचानिए।
- Revision for half yearly examination.

(Age 5 to 6 years)

- -TH phonics (path, bath, math,)
- Use of ‘this’ / ‘that’ , ‘these’ / ‘those’ .
- Opposite words Heavy -light, front – back, thick- thin, happy -sad, near -far, up-down
- Sight words
- Name of months , Introduction of one and many
- One and many (car... cars, jar... jars, ball Balls)
- ए की मात्रा का परिचय, ए की मात्रा के शब्द

MATHS READINESS-

(Age 3 to 4 years)

- Revision of pre number concepts like :- big -small, long – short, thick – thin, heavy and light with activity
- Understanding the shape circle and triangle and things that are related to particular shape

- Practice the number 1 to 10 pre-concept Big & Small, Long & Short and Half Yearly Practice.



Fig.70 Balupvan 1 students done number activity with sticks

(Age 4 to 5 years)

- Counting oral - 1 to 50 .
- Numbers write - 1-50
- Number names-one to five .
- Revision of all shapes with the activity .
- Back counting 20 to 1.
- Pre number concept – odd one .
- Revision for half yearly examination.

(Age 5 to 6 years)

- Number arrangement (descending order)
- Missing numbers 1-90 (after, before, between)
- 3D shape cone, Concept of zero.
- Name of months.
- Behind and in front of you , sorting and count .





Fig.71 On the occasion of Childrens Day puppet show was organised by HM Mam DMS Bpl & faculty members of RIE Bpl and students were come in getup of theme Space, horror, fairy etc for fancy dress competition.





**Fig.72 Various sports held on 56th ANNUAL SPORTS DAY at Balupvan DMS Bhopal ,
Medals distribution at RIE ground from the headmistress and chief guests.**

Month : December

Theme : WATER

INTRODUCTION- This theme water is very important for children because it helps children to learn about water, its properties and why water is so important for us. Although water is one of the natural resources and familiar to young children, they may have never tried to explore it. Children enjoy playing with water related activities. Such as making bubbles using soap water, playing mixing colours in water etc hence many concepts have been taught related to water. This theme provided children to learn about water and its properties forms of water, various uses of water, water cycle and many other uses. We also encourage children to save water and use it for their upcoming future.

CONVERSATION Teacher asks students in water transport what you have seen . On different day talk about land, water and air transport. Show them picture. Talk about safety measures while swimming. Classification activities at verbal level

VISIT- water parks and lakes

CIRCLE TIME-

- Involve children in making simple kites and ask them to fly kites.
- Talk about air transport , recall the theme transportation.
- Relate plants and trees (seed scattering) to moving air.
- Encourage children to think about different ways they can make the air move .
- Discussion on rainy season
- Demo on sinking and floating
- Telling about sources of water like lake, river, sea.
- Discussion on uses of water
- Causes of Water pollution
- Telling about water cycle through model

Fig. 73 Students of Balupvan 1 learned about things that dissolve in water or not.



Fig.74 Balupvan 2 students learned about properties of water



Fig.75 Students of Balupvan 3 learned about forms of water, water pollution, sinking & floating things in water

SPECIFIC OBJECTIVE :

Student will be able to understand-

- 1) Can sing rhymes on the theme
- 2) Participate actively in discussion
- 3) Can comprehend air is odourless, air is everywhere, air can be felt .
- 4) Discussion on forms of water – solid, liquid, gas.
- 5) To understand the properties of water through sensory experience like colour and taste.
- 6) To name the sources of water- River, Pond, Tap, Rain.
- 7) To identify the uses of water me, you, animals, plants and birds.
- 8) Discussion on the uses of water drinking, bathing, washing clothes , utensils, gardening.
- 9) To save water, Importance of water.
- 10) To differentiate between three forms of water solid, liquid and gas.
- 11) To understand water pollutions, water cycle.

Theme Board- Balupvan 1, 2



DOMAINS OF DEVELOPMENT-

A) Cognitive development-

- Can explain how air is important to us.
- Say the initial/end sound of words covered under the theme.
- Can answer open-ended questions such as what will happen if there is no air.
- Floating and sinking concept
- Evaporation – demo by taking two jars having water one with lid and one without lid and keeping them under the sun. .
- Exploring water activity- (measuring, pouring water in tub and squeezing the foam)
- Water form activity- ice turning into water
- Sponge play activity
- ‘ Dissolve me in the water ’ experiment.
- sedimentation activity
- Water glass activity
- Song play

- Colour and match the letters clouds
- Blow the bubble fast game
- Water state experiment
- Name and reason activity
 - Identify/ name and match the water theme based domains (swimming, drinking, mixing etc)
 - water cycle activity through water kettle



Fig. 76 Black & white day celebrated in Balupvan 1

B) Physical development-

Gross motor development

- Stacking empty cardboard boxes.
- Push ups by counting 10
- Jump game
- Blow bubbles games
- Water colour change
- Eye dropper art game
- Tortoise walk game
- Hold and walk water cup activity
- Puddle jump game



Fig. 77 Balancing activity and cross the cone activity done by balupvan 2 students

Fine motor development

- Cutting out simple shapes.
- Finger painting, Finger puppet play
- Makes pictures and drawing of fish and colour it
- Colouring the objects (shapes)
- Colour the aquatic animals
- Filling the sand colours in various shapes



Fig.78 Balupvan 2 students learned to use scissors which develops fingers muscles

C) Socio Emotional development-

- Watering plants
- Knows hygiene (wash their hands before and after taking meals)
- Awareness regarding how to save water
-

D) Language development-

Rhymes Bal upvan 1-

मछली जल की रानी है
जीवन उसका पानी है
हाथ लगाओ तो डर जाएगी
बाहर निकालो तो मर जाएगी
पानी में डालो तो तैर जाएगी

Bal upvan 2-

पानी बरसा छम छम छम
छाता लेकर निकले हम,
पैर फिसल गया, गिर गए हम,
निचे छाता, ऊपर हम |

Bal upvan 3-

Life is water , water is life
without water we cannot survive
lakes rivers ponds and well
give us water you know well
If one fine day
they will go dry
that is when we all start to cry
when we thirsty we need water
cleaning, bathing need water
life is water water is life

STORY NARRATION for Balupvan

Balupvan- 1 शरबत - बरखा सीरीज (जादुई पिटारा)

एक दिन तारा और सितारा ने शरबत बनाया। दोनों ने पानी में लाल- लाल शरबत घोला । शरबत में चीनी भी मिलाई । उसमें खूब सारी बर्फ डाली । तारा और सितारा शरबत पीने बैठ गए । वह शरबत-पीते बातें करने लगी । तारा हाथ हिला- हिला कर बात कर रही थी ।

उसका हाथ लगा और शरबत गिर गया। सितारा ने तारा को अपना आधा शरबत दे दिया। दोनों फिर शरबत पीने लगी। तारा की नजर गिरे हुए शरबत पर पड़ी। उसे गिरा हुआ शरबत बादल जैसा लगा तारा ने शरबत में उँगलियाँ घुमा कर मछली बना दी, उसे मछली की पूँछ भी बनाई। सितारा ने गिरे हुए शरबत में फूल बना दिया, फूल के नीचे दो पत्तियाँ भी बनाई। तारा ने फूल मिटा के सूरज बना दिया तारा ने सूरज की लंबी- लंबी किरणें बनाई। तारा ने एक नाव बनाई, तारा ने नाव पर एक झंडा बनाया। सितारा ने झंडे में से एक पतंग बना दी। तारा ने पतंग की लंबी डोर बनाई। वह पतंग की डोर को पूरे कमरे में खींचती रही। सितारा उसके पीछे-पीछे चल रही थी। तारा बोली कि ममता को बुलाकर लाते हैं। उसे यह सब दिखाएंगे। तारा और सितारा ममता के साथ लौटी शरबत की पतंग और डोर तो गायब थी। उन्होंने देखा कि मुनमुन सारा शरबत चट कर चुकी थी। तारा और सितारा जोर-जोर से हंसने लगी।

Balupvan-3 तालाब का देवता और लकड़हारा

पुराने समय की बात है। एक लकड़हारा लकड़ियाँ काटने के बाद पानी पीने के लिए एक तालाब के पास गया। वह जैसे ही तालाब का पानी पीने के लिए झुका, तभी अचानक उसके हाथ से कुल्हाड़ी छूटकर पानी में गिर गई। लकड़हारा दुःखी होकर विलाप करने लगा, “अरे, मेरी सुंदर कुल्हाड़ी मेरे कितने काम आती थी। उसके बगैर भला अब मैं कैसे गुजारा करूँगा ? उस तालाब में रहने वाले जल देवता ने दुःखी लकड़हारे की बात सुनी तो झट बाहर निकलकर पूछा, “ भाई लकड़हारे, तू इतने दुःखी क्यों हो ?” इस पर लकड़हारे ने अपनी परेशानी बताई। तालाब के देवता ने उसी समय पानी में डूबकी लगाई। थोड़ी देर बाद वह बाहर निकला, तो उसके हाथ में ठोस सोने की बनी चम-चम चमकती कुल्हाड़ी थी। उसने लकड़हारे से कहा, “शायद यही तुम्हारी कुल्हाड़ी है ?” लकड़हारा बोला, “नहीं-नहीं यह मेरी कुल्हाड़ी नहीं है।” इस पर तालाब के देवता ने दोबारा डूबकी लगाई। जब वह बाहर निकला तो उसके हाथ में चाँदी की चमकती हुई कुल्हाड़ी थी, लेकिन लकड़हारे ने इस बार भी साफ-साफ कहा, “नहीं, यह मेरी कुल्हाड़ी नहीं है।” इस पर तालाब के देवता ने फिर पानी में डूबकी लगाई। इस बार जिस लोहे की कुल्हाड़ी के साथ वह बाहर आया, उसे देखते ही लकड़हारे ने चिल्लाकर कहा, “ हाँ-हाँ, यही है मेरी कुल्हाड़ी। ” तालाब के देवता ने खुश होकर लकड़हारे को वह कुल्हाड़ी सौंप दी। साथ ही कहा, “मैं तुम्हारी ईमानदारी से खुश हूँ इसलिए सोने और चाँदी की ये कुल्हाड़ियाँ भी तुम्हीं रख लो।”

सीख : ईमानदार आदमी को सभी पसंद करते हैं।

LITERACY SKILLS-

(Age 3 to 4 years)

- स्वरों को चित्रों के माध्यम से परिचय कराना
- ए, ऐ स्वर लिखने का अभ्यास

(Age 4 to 5 years)

- Sight words – revision , Identification of vowels and consonants.
- “a” sound word (oral) - bag , lag , cat etc.
- “e” sound 3 words (oral)-
ed- bed, fed, led, wed, red
eg- beg, peg, keg, leg... etc.
- श से ज तक लिखना या अक्षर से शब्दों को पहचानना।

(Age 5 to 6 years)

- -ss phonics (boss, toss, loss,), -ear phonics (near, dear, bear, tear, pear)
- One and many (car... cars, jar... jars, ball Balls)
- Introduction of Near – far,
- Introduction of ‘This’
- Use of ‘This’ with a, an (This is a car , This is an egg)
- Introduction of ‘That’ , Use of That with a, an (That is a bat, That is an owl)
- Opposite words Heavy -light, front – back, thick- thin, happy -sad,
near -far, up-down, long –short
- ऐ की मात्रा का परिचय, ऐ की मात्रा के शब्द, ओ की मात्रा का परिचय

**MATHS READINESS-****(Age 3 to 4 years)**

- Identifying the pre number concept long and short with activity
- Understanding the shape square and things that are related to square shape
- Tracing the number 11, 12, 13
- Counting the numbers till 20

(Age 4 to 5 years)

- Numbers 1 to 50 .

- Revision of previous shapes.
- Missing numbers, Numbers object counting 1 to 50
- Days & months name.
- Number names-six and seven.
- Back counting 20 to 1.
- Pre number concept – things that go together.

(Age 5 to 6 years)

- Missing numbers 1-100 (after, before, between)
- Addition and Subtraction of zero
- 3D shape Cylinder, Name of months



Fig.79 Balupvan 3 students arranged number names cards



Fig.80 Christmas activity santa claus with paper, cotton, tissue paper by Balupvan students



Fig.81 57th Annual function held at DMS Bhopal



Fig. 82 Mom to Me function held at Balupvan DMS Bhopal moms participate in dance, fireless cooking, best out of waste competition with their children.

MONTH- January

THEME- AIR

INTRODUCTION- The theme ‘AIR’ has lots of simple interesting experiments and games that provide opportunities to learn air is all around us. Although air is invisible and we cannot see it but we can feel its effects and notice how different things move when there is air.

The activities and experiences in this theme are planned to reveal the concept such as-

- Air is everywhere , Air takes up space
- Air presses on everything from all sides
- Air has weight , Causes of air pollution
- Air is needed for burning , How to reduce air pollution , Uses of air

CONVERSATION- During the free and guided conversation on different days of the month the students were made to discuss about the importance and need of air for all living beings including animals and plants also. It was also discussed that we cannot live without air. Discussion about pure and polluted air was also conducted during the conversation along with that the various causes of air pollution and the various measures to be taken to reduce air pollution were also discussed with the students. Discussion also made about the properties of air such as- air occupies space, air has weight , air exerts pressure , air needed for burning.

Discuss with children about a windy day prior to the discussion show and talk to children how air helps to move things.

VISIT- Children were taken to Manav Sangrahalaya for school picnic.

CIRCLE TIME-

- Use of air , Talking on air transport.
- Talking about need of air - breathing,
- Involve children making paper kites, aeroplanes, windmill
- Showing them air transport with visual discrimination cards



Fig.83 Students of Balupvan 2 visits in RIE campus and learned about nature and uses of air

Fig. 84 Air activity hand made paper firkee,kites & balloons flying in the air and celebrated Makar Sankranti at Balupvan DMS Bhopal



SPECIFIC OBJECTIVES- Students will be able to-

- 1) Let the children able to feel air
- 2) They can understand to take deep breath and then breathe out on their palms and feel that the air is warm.
- 3) Students able to blowing pieces of paper
- 4) Students trying to filling air in the balloon
- 5) Student try to fly kites

Theme Board- Balupvan 3



DOMAINS OF DEVELOPMENT-

A) Cognitive development-

- Matching of different coloured balloons .
- Matching of different shaped balloons.
- They can make paper aeroplane by folding paper with the help of teachers.
- Blow a balloon in front of young children and observe that the air come out slowly and here the airy sound.
- Make kites in flower of different size 5 or 6 and students pickup one by one, one big and one small kites.



Fig.85 Students of Balupvan 3 making water bubbles with the help of bubble wand stick and blowing balloons.

B) Physical development-

Gross motor development-

- Children go outside and run with the paper kites.Each child in a circle will raise the edge to direct the ball to child next to her/ him.
- Play music and let the children “ move like kites ” play the music beats repeatedly.



Fig.86 Balupvan 3 students balanced cone and ball together & walk in straight line

Fine motor development-

- Children able to draw a balloon and colour them.
- The students are given outline picture of kites, aeroplane, hot air balloon and colour them
- Cut out some different shapes of paper like circle , triangle and paste them in the given shapes.
- The students are observed that the candle goes off after some time while the other one keeps on burning .
- The students are made to observe the bubbles that are formed while pouring water into a bottle.



Fig.87 Balupvan 3 students with the help of ladyfinger made beehive, cutting and pasting paper kite

C) SOCIAL AND EMOTIONAL DEVELOPMENT-

- Telling a story about importance of air in our life.
- Students understand the breathing process
- Provide Soapy water and allow the children to make bubbles and watch them float in the air.

D) LANGUAGE DEVELOPMENT-

Rhymes

Bal upvan 1-

हवा चली ,भाई हवा चली...

सर- सर - सर हवा चली...

इधर चली, भाई उधर चली...

फर – फर - फर हवा चली...

तेज चली, कभी धीरे चली....

धूल- पत्ते उड़ाते चली, हवा चली भाई हवा चली.....

Bal upvan 2-

हवा चली भाई, हवा चली,

सर सार, हवा चली,

बहुत दूर, हवा चली,

धूम मचाती हवा चली,

हवा चली भाई हवा चली,

गीत सुनाती हवा चली,

हवा चली भाई हवा चली,

पतंग उड़ती हवा चली,

हवा चली, गुब्बारे उड़ती हवा चली

हवा चली भाई, हवा चली।

Bal upvan 3-

You can not see it ,

You can not touch it

You can feel it on your skin

You can blow it, You can fill it

With a deep breath, take it in

This is air, air is everywhere

Do not pollute , please take care

STORY NARRATION for Bal upvan

Balupvan- 1 मिली का गुब्बारा - बरखा सीरीज (जादुई पिटारा)

एक दिन मिली के पापा गुब्बारा लाए। मिली ने गुब्बारा हवा में उछाल दिया। गुब्बारे की हवा धीरे धीरे-लगी निकलने। पिचकता हुआ गुब्बारा छत से टकराया। गुब्बारा पिचक कर नीचे गिर गया। मिली ने गुब्बारा फिर से फुलाया। मिली ने गुब्बारा फिर से हवा में उछाल दिया। गुब्बारा सु- सु की आवाज करने लगा। मिली गुब्बारे की आवाज से बहुत खुश हुई। मिली ने पापा को वह आवाज सुनाई। पापा ने गुब्बारे को फिर से फुलाया। पापा उस पर धागा बांधने लगे। मिली ने धागा बांधने नहीं दिया। धागा बांधने से आवाज नहीं निकलती। मिली को पिचकते हुए गुब्बारे की आवाज पसंद आई।

Balupvan- 2 हमारी पतंग - बरखा सीरीज (जादुई पिटारा)

मिली ने माँ कहा कि चलो पतंग बनाते हैं। मिली यह सुनकर खुश हो गई। मिली माँ के साथ पतंग बनाने लगी। वह कागज़ या गोंद ले आई। माँ कैंची या तिलिया ले आई। दोनों मिलकर पतंग बना बैठ गई।

माँ ने कागज़ को काटा या तिली मोड़ी। उन्हें मिली की मदद से तिली कागज़ पर चिपकाई। फिर उन्हें पतंग के बीचो बीच दो छेड़ किया, ये छेड़ माँझों के लिए किया था। मिली ने पतंग के कोने पर अपना फिट लगा दिया। उसने फू-फू कर गोंड सुखा दी। दोनों छत पर पतंग उड़ने पहुँच गई। माँ ने छेड़ों में माँझा डाला या माँ या मिली ने पतंग उड़ान शुरू किया, मिली ने चरखी पकड़ी। माँ ने माँझा ताना, थोड़ी देर में पतंग आसमान में उड़ने लगी। उनकी पतंग बहुत ऊपर चली गई थी। मिली ताली बजा बजा कर कूदने लगी।

LITERACY SKILLS-

(Age 3 to 4 years)

- Understanding the sequence of alphabets and tracing from R to U
- Identify pictures related to alphabets
 - स्वरों को चित्रों के माध्यम से परिचय कराना
 - ओ, औ स्वर लिखने का अभ्यास

(Age 4 to 5 years)

- Story narration
- Write upper case A to Z
- Identify alphabet letter with their picture.
 - ‘ i ’ sound words-(pin, bin, tin, rip, sip etc).
 - ‘ O ’ sound words (cob , rob sob, top , cot, dot, hot etc).
 - “ u ” sound words (3 letter words)
 - Bud, bug, pug, mug, rug, run, jug, tub, hut, but ,etc.
- Identify vowels and consonants (a,e,i,o,u).
- Revision of vowel sound a ,e ,i,o, u.
- Sight words- revision of all previous words.

(Age 5 to 6 years)

- Introduction of ‘These’
- Use of these for many (These are pens)
- Introduction of ‘Those ’
- Use of Those for many (Those are books, those are fans)
- Introduction of -OO phonics (book, look, took, zoo, cook)
- Two words combination I am, he is, she is
- Sentence framing, I am a girl, he is a boy, she is a girl
- Name of months
- Opposite words Heavy -light, front – back, thick- thin, happy -sad, near -far, up-down, long -short, tall-short, left -right, boy-girl, full-empty
- ओ की मात्रा के शब्द
- औ की मात्रा का परिचय, औ की मात्रा के शब्द

MATHS READINESS-

(Age 3 to 4 years)

- Identifying the pre number concept hot – cold and more – less with activity
- Understanding the shape rectangle and things that are related to rectangle shape
- Tracing the number 14, 15, 16, 17
- Counting the numbers till 20

(Age 4 to 5 years)

- Numbers 1-50.
- Back counting 20-1

- Picture addition with counting
- Number names – eight, nine , ten .
- Missing numbers (after , before, between) upto 30.
- Picture addition.
- Days name, Month name.
- Revision of previous shape.
- Drawing shapes and colour.

(Age 5 to 6 years)

- Missing numbers 1-100 (after, before, between)
- Name of days
- Name of months
- Introduction of tens
- Counting tens sign, put sign $>$, $<$ or $=$



Fig.88 On Republic day Balupvan students danced on swachhta theme song at Rie Bhopal and done various activities in premises to celebrate republic day





Fig.89 Picnic at Manav Sangrahalay

MONTH- February

THEME – PEOPLE WHO HELP US

INTRODUCTION- Community helper is an individual who assists with maintaining the physical and mental well-being of community members. This concept, community helpers for kids, creates awareness among students regarding the people who make our lives convenient like electrician, sweeper, masons, milkman etc.

CONVERSATION- Teacher ask children different questions related to theme ‘People who help us’. Role of community helpers. Nature of their working and role in society Doctor, policeman, vegetable seller, shopkeeper, teacher, tailor, plumber, Chef, pilot, dentist. Free and guided conversation on recap of previous theme (puzzles, cutting, pasting)

VISIT- visit to nearby places in the campus like dispensary, bank, post -office

CIRCLE TIME-

- Talking on vehicles used by some community helpers.
- Inspire interest in possible careers. When children meet the people who keep our communities safe, clean and orderly
- Discussion on helpers of their daily life surroundings
- Importance of helpers like doctors, teachers, police man...
- Telling them about working places of the community helpers.
- Poem recitation/ story narration

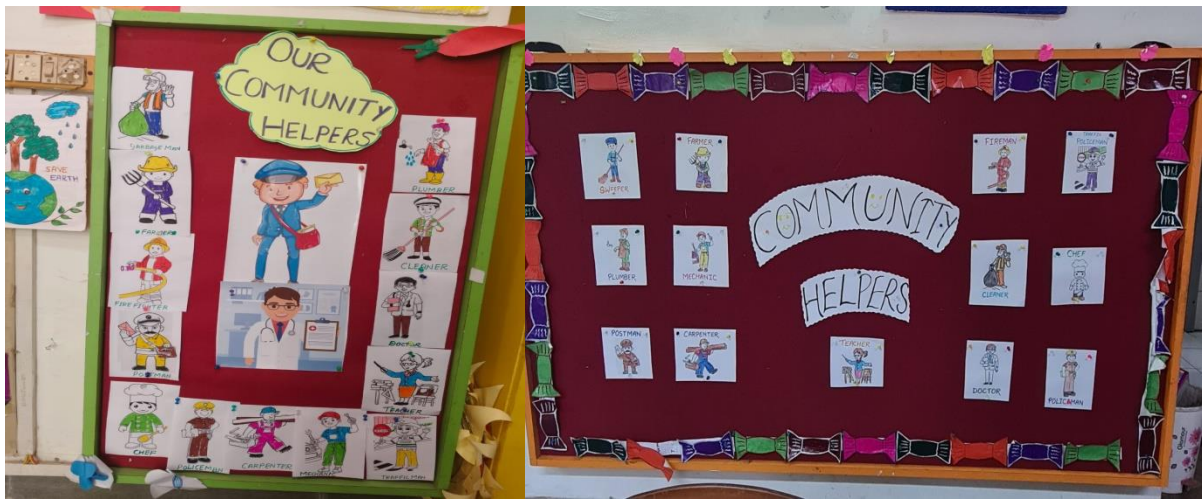


Fig. 90 Balupvan 1,2 & 3 students came in getup of community helpers with their tools

SPECIFIC OBJECTIVES- Students will be able to-

- Students can identify the vehicles used by community helpers.
- Children learn how to ask for safety for example Who to ask for help.
- Understand the importance of community helper in their daily life.
- Analyse the list of community helpers and their duties.
- Knows about the benefits we receive from community helpers like a teacher, the importance of farmers in the society
- What is an electrician ?
- Identify name of community helpers
- Can tell name of tools used by community helpers
- Knows about working places of community helpers

THEME BOARD Of Balupvan 1, 2 & 3-



DOMAINS OF DEVELOPMENT-

A) Cognitive development-

- 1) Can arrange and match helpers with the tools
- 2) Tool puzzle with the picture

- 3) Picture cards to show objects one would relate with the different helpers and they have to classify them.
- 4) Some related puzzles are, ' I teach you, who am I '
- 5) Pattern making
- 6) Concept of days, months , date
- 7) Cards matching and tools puzzles card



Fig.91 Students playing with JADUI PITARA teaching materials

B) Physical development

Gross motor development-

- March like a soldier
- Walks up and down the stairs independently
- Pushes, pulls steers wheeled toys.
- Skip, hop, slide, jump effortlessly.
- Can hit the ball with bat, dribble and bounce the ball.
- Moves around with confidence and more purposefully in the environment.



Fig.92 Jumped from the holahoop and run avtivity

Fine motor development

- Play dough
- Doing up Buttons, opening lunch boxes,
- Doll dressing and manipulation
- Stack objects
- Draw shapes like circle, square, rectangle....
- Colours within enclosed space
- Write their names.
- Folds & creases paper 3 times
- Tie shoe laces easily
- Cut helpers photo and paste appropriately.
- Play with puzzles.



C) Socio Emotional development-

- Learn social norms.
- Manage stress and anxiety.
- Understand thoughts, feelings and being able to relate to others.
- Begins to develop a sense of self or personal identify.
- Define oneself through internal characteristics such as ‘ I am a girl’ , ‘ I am a boy ’ , ‘ He is a boy ’ , ‘ She is a girl ’ .



Fig.93 Students of Balupvan distributed old clothes to poor children to develop brotherhood and harmony in society.

D) Language development-

Rhymes

Bal upvan 1-

बने डॉक्टर छोटे भैया

फीस मांगते एक रुपैया

जब इलाज को पहुंची गुड़िया

उसे थमा दी मीठी पुड़िया

अहा मीठी- मीठी ।

Bal upvan 2-

परी आई
बिस्तार पर सोया था,
सपनों में खोया था ,
एक परी उडकर आई,
एक परी उडकर आई,
मुझे देख कर मुस्काई ,
तरह तरह के दे उपहार ,
चली गई वो पंख पसार,
तरह तरह के दे उपहार ,

चली गई वो पंख पसार। .

Balupvan 3-

देखो एक डाकिया आया , साथ में ठेला लाया
 पहनना है वो खाकी कपड़े, चिट्ठी गई हाथ में पकड़े
 बात रही घर घर में चिट्ठी, मुझको भी लाकर चिट्ठी
 चिट्ठी में संदेशा आया, शादी में है हमें बुलाया
 शादी में हम जायेंगे, हम खूब मिठाई खाएंगे।

STORY NARRATION for Bal upvan

Balupvan- 1 रानी - बरखा सीरीज (जादुई पिटारा)

रमा और रानी दो बहने हैं । रानी हमेशा रमा के साथ रहती है । एक दिन रमा नहा रही थी, रानी भी उसके साथ नहाने लगी । रमा ने फूलों वाली फ्रॉक पहन ली, रानी ने भी फूलों वाली फ्रॉक पहन ली । रमा अपने बालों में कंधा की, रानी ने भी अपने बालों में कंधा की । रमा ने चप्पल उठाई, रानी ने भी चप्पल उठाई । रमा ने अपना बस्ता उठाया, रानी ने भी एक झोला उठा लिया । रमा स्कूल जाने लगी । मम्मी ने रानी को स्कूल नहीं जाने दिया रानी अभी बहुत छोटी है।

Balupvan- 1 हिच हिच हिचकी - बरखा सीरीज (जादुई पिटारा)

एके दिन मम्मी ने कचौरिया बनाई। रामा ने पूरी चार कचोडिया खाई. तब रामा को जोर जोर से हिचकिया आने लगी। हिच -हिच -हिच .दादी ने जग में पानी भरकर ले आई। दादी ने खूब सारा पानी पीने को कहा। राम ने पानी पिया पर हिचकी नहीं रुकी।अब पापा ने ताली बजाने लगे, राम से गाना गाने को खा, राम ने गाना गाया तब भी हिचकी नहीं रुकी।भैया ने सर के बाल खड़े होने खा या रामा को सर के बाल खड़ा कर दिया तब भी हिचकी नहीं रुकी । अब मम्मी की बारी मम्मी रसोई से बाहर आ गई या रमा को कदम ताल करने को खा या रमा कदम ताल करने लगी, तब भी हिचकी नहीं रुकी. तबी रानी ने रसगुल्ले का डिब्बा ले आई, रानी ने खा की राम ने दो रसगुल्ले खाए हैं, राम जोर से चिल्लाई - नहीं माने नहीं

खाई। बोलकर एके बांध से चुप हो गई सब लोग हंसने लगे या रामा की घिचकी रुक गई। अब रामा फिर से कचोरी खाने लगी।

Balupvan -3 Rabbit and Tortoise

A quiet forest, there were a fast rabbit and a slow tortoise who were friends. The rabbit said, "Let's race!" and the tortoise agreed, even though he was worried. The race began, but the rabbit took a nap because he thought he would win easily. The tortoise kept going, and other animals watched, wondering what would happen. After a long time, the tortoise reached the finish line first, and the rabbit woke up too late. The lesson: "Slow and steady wins the race," which means you can win by not giving up. The rabbit learned not to think less of others, and the tortoise learned to keep trying. They stayed friends and remembered this important lesson.

This story tells us that hard work and not giving up can help us succeed

LITERACY SKILLS-

(Age 3 to 4 years)

- Understanding the sequence of alphabets and tracing from V to Z
- Identify pictures related to alphabets
- Revision of tracing alphabets A to Z in proper sequence, write the first alphabet of given pictures, Match the same alphabets, Match the alphabet with their related alphabet, find the odd one out alphabet
- Revision for annual examinations
- स्वरों को चित्रों के माध्यम से परिचय कराना
- अ से अ: स्वर तक लिखने का अभ्यास, समान अक्षर को मिलाना, चित्र का पहला अक्षर लिखना

(Age 4 to 5 years)

- Identification of lower case .
- Picture matching with alphabet
- Upper case matching with lower case
- Differentiate between vowels and consonants
- She is , He is , I am..... sentence
- Revision for annual examination
- हिन्दी व्यंजन क ख ग..... ज्ञ
- दो अक्षर जोड़कर करो- न+ल= नल घ+र=घर.

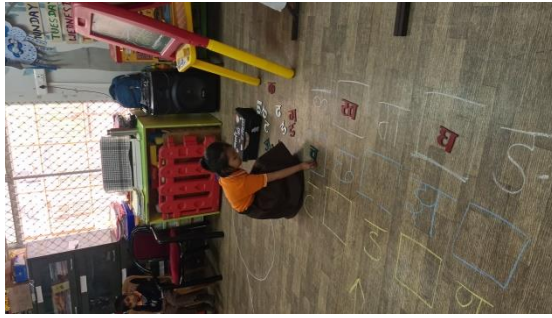


Fig.94 vyanjan ke khali sthan bhare by balupvan 2 students

(Age 5 to 6 years)

- Two words combination we are, they are
- They are boys, they are girls , we are students , we are happy , they are tall
- Weather Rainy, windy, cloudy, sunny, snowy
- Name of months, days
- Preposition up, down, in- out, on, under
- Revision of all phonics
- Opposite words Heavy -light, front – back, thick- thin, happy -sad, near -far, up-down, long -short, tall-short, left -right, boy-girl, full-empty
- Revision for annual examination
- अं की मात्रा का परिचय
- अं की मात्रा के शब्द

MATHS READINESS -

(Age 3 to 4 years)

- Identifying the pre number concept empty and full with activity
- Revision of pre number concepts like :- long - short , hot - cold , more - less, empty - full with activity
- Identifying the shapes circle, triangle, square, rectangle and things that are related to particular shapes
- Tracing the number 18, 19, 20
- Counting and tracing the numbers till 20
- Revision for annual examination.

(Age 4 to 5 years)

- Back counting 20- 1 (oral + written)
- Counting- 1 to 100. (oral)

- Counting- 1 to 50. (written)
- Object counting upto 30, Missing numbers till 30.
- Days name, Month name (revision)
- Picture addition
- Missing numbers (after, before, between)
- Revision of previous shapes.
- Revision for annual examination.

(Age 5 to 6 years)

- Counting tens, Addition, subtraction
- Number arrangement
- Missing numbers 1-100 (after, before, between)
- Name of days and Name of months
- Compare numbers ($<$, $=$, $>$)
- Shapes (corners, sides)
- Revision for annual examination.

Fig.95 Balupvan 3 students understands the concept of addition and subtraction through objects addition activity.



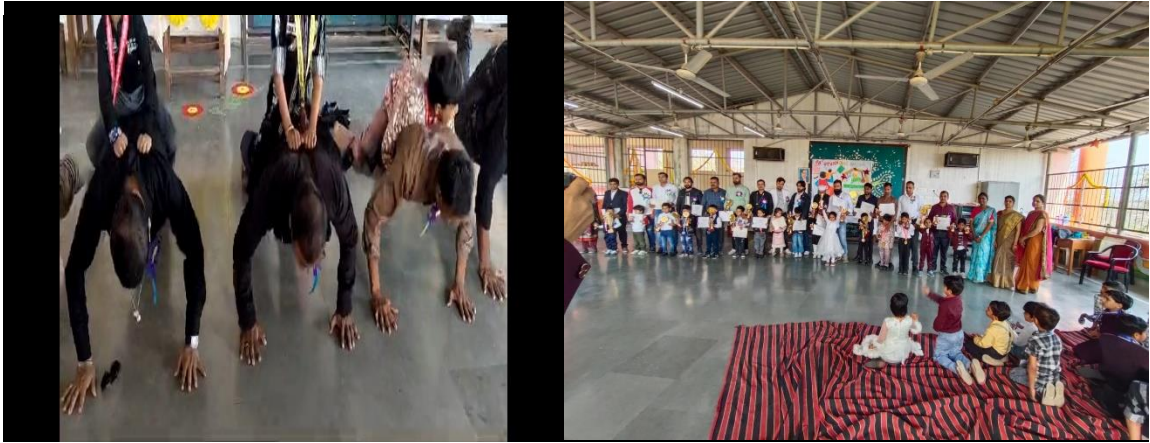


Fig. 96 Fathers my super hero & prize distribution ceremony held at balupvan, various games and activities done by fathers and children students received prizes & medals for their cultural, academic & sports activities



Fig. 97 Graduation ceremony of Balupvan 3 students



Fig. 98 Holi celebration at Balupvan DMS Bhopal

3.1 Analysis of the Result -

The students were assessed throughout the year on various Panchkosha development aspects. The students were assessed and were evaluated on various parameters. The broad parameters on which they were assessed are Annamaya Kosha, Pranamaya Kosha, Anandamaya Kosha, Vigyanmaya Kosha, Manomaya Kosha and Samanygyan/ general awareness. Under each parameter there were a number of components. The details of the various components are given in the report card that was prepared to display the performance of individual students. The same can be perused in the appendices section.

In the lines that follow the analysis and interpretation of the performance of the students by the end of the academic session is presented under the broad identified parameters.

3.2 Procedure of evaluation-

For each aspect there were written and performance based assessment. The students were evaluated regularly whenever a theme was complete. As the theme was taken up for the whole month the assessment took place at the end of each month. The performance of the students was evaluated both in group and individually. For individual evaluation the students were often called near the teacher and were asked to perform or demonstrate in front of the class. If the students were hesitant the students first performed near the teacher and then were encouraged to perform in front of the class. After installing confidence in them, each time it was ensured that the students get enough time and opportunities to perform the desired task. The individual tasks were both oral as well as written. For group evaluation the students were observed during their interaction in the group. The scoring was done on the basis of the completion of the task, the ease with which the students perform and the frequency of performance.

3.2.1 Annamaya Kosha-

The aspect of Annamaya Kosha is the outmost layer, the gross physical body that represents muscles and bones. It is nourished and maintained by 'anna' the food we eat, so it is called annamaya, it is developed by eating healthy and nutritious food, maintaining hygiene and good habits, doing exercises and yoga. Figure 1,2,3,4,5,6 show the percentage of students having different levels of achievement under various components of Annamaya Kosha of Balupvan 1, 2 & 3 students in term I & II.

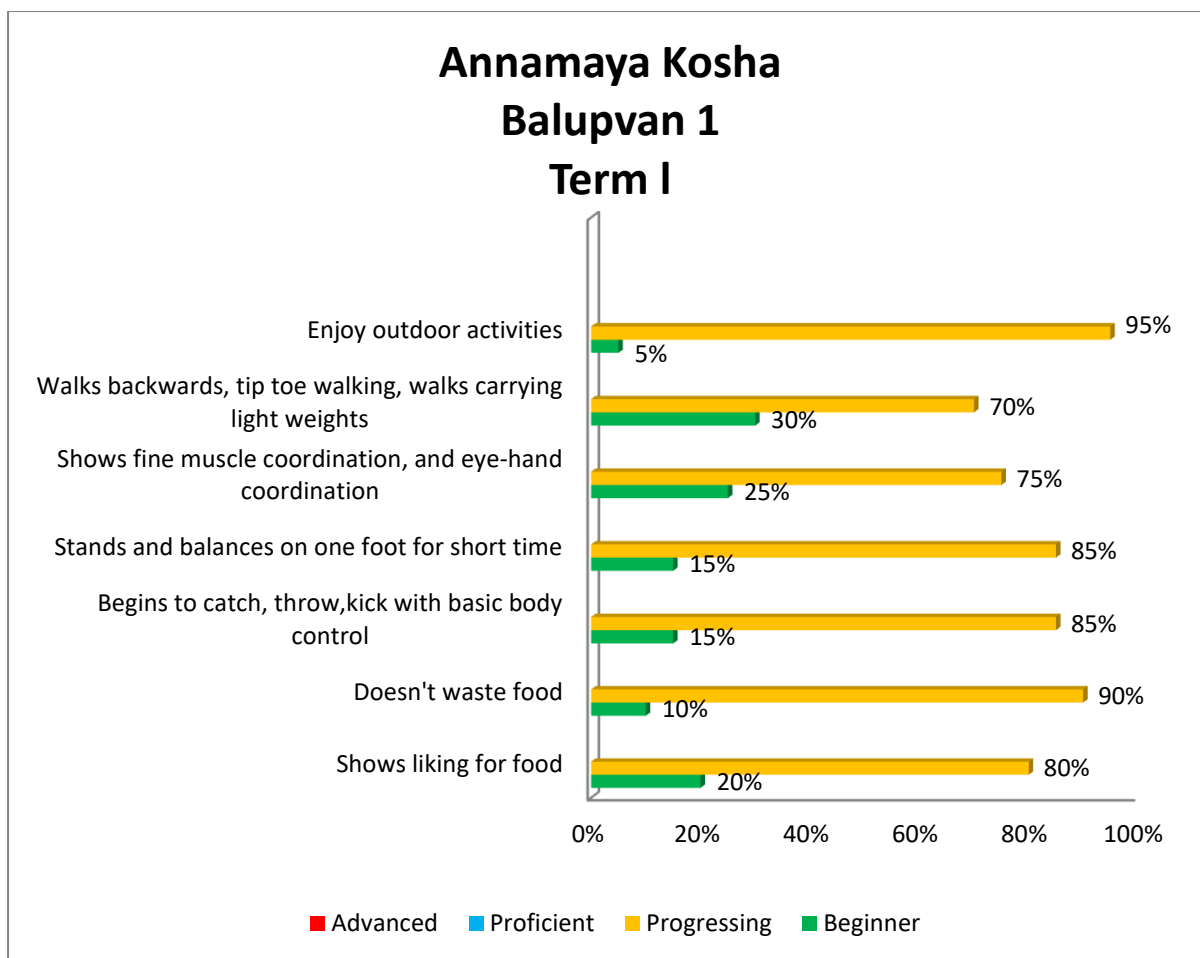


Fig. 1 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Annamaya Kosha of term I.

In term 1- From figure 1 it can be seen in them that among the components of Annamaya Kosha 70% students are beginner in showing a liking for food while 30% students were progressive in showing a liking for food. Further in 30% is beginner in doesn't waste food, while 60% students is progressive in doesn't waste food while 10% students were proficient in doesn't waste food. Regarding the next component 70% students are beginner in begins to catch, throw, kick with basic body control while 30% students are progressive in begins to catch, throw, kick with basic body control .It was seen that 60% students are beginner to stands and balances on one foot for short time while 30% students are progressive in stands and balances on one foot for short time and 10% students are proficient in stands and balances on one foot for short time. In addition 75% students are beginner and can show fine muscle coordination and eye-hand coordination while 25% are progressive in show fine muscle coordination and eye-hand coordination. 40% students are beginner in walks backwards, tip toe walking, walks carrying lightweights 40% students are progressive in walks backwards, tip toe walking, walks carrying lightweights and 20% students are proficient in walks backwards, tip toe walking, walks carrying lightweights. In addition 80% students are beginner for enjoying outdoor activities while 20% students are progressive in enjoying outdoor activities.

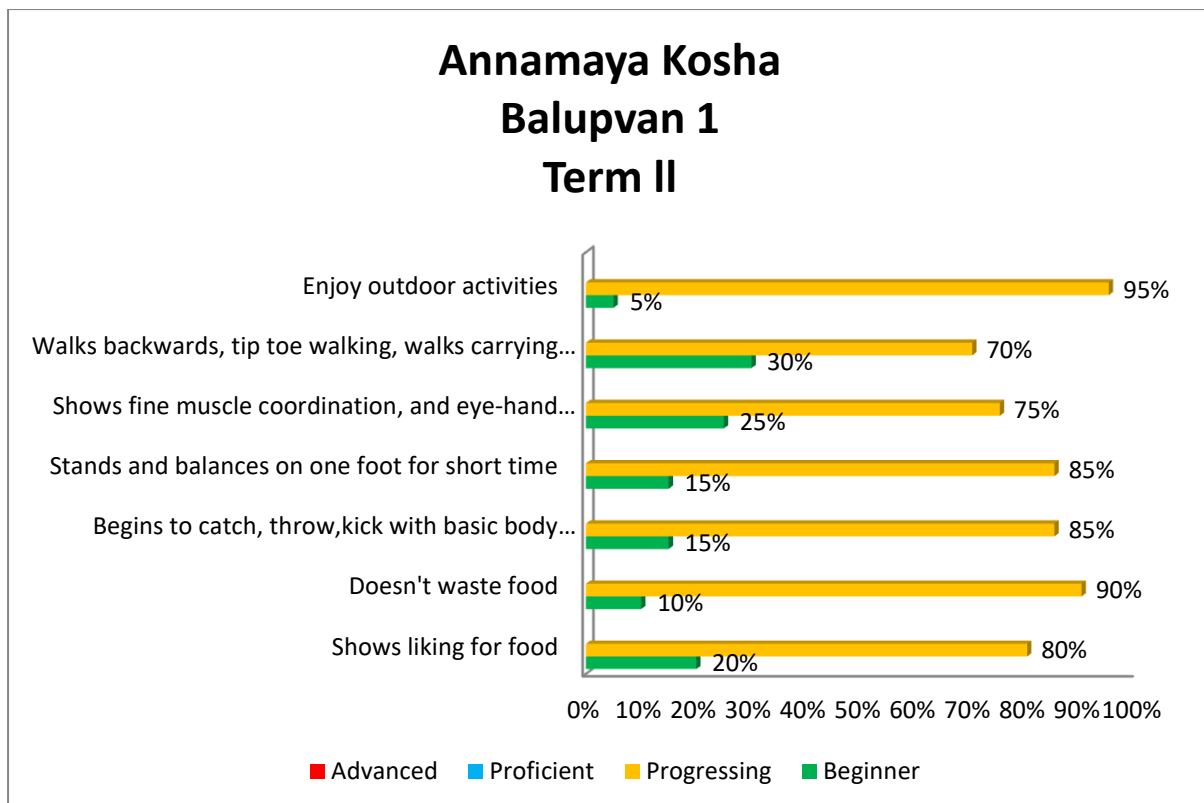


Fig. 2 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Annamaya Kosha of term II.

In term II- From figure 2 it can be seen in them that among the components of Annamaya Kosha 20% students are progressive in showing a liking for food while 80% students were proficient in showing a liking for food. Further in 10% is progressive in doesn't waste food, while 90% students is proficient in doesn't waste food Regarding the next component 15% students are progressive in begins to catch, throw, kick with basic body control while 85% students are proficient in begins to catch, throw, kick with basic body control .It was seen that 15% students are progressive to stands and balances on one foot for short time while 85% students are proficient in stands and balances on one foot for short time. In addition 25% students are progressive and can show fine muscle coordination and eye-hand coordination while 75% are proficient in show fine muscle coordination and eye-hand coordination. 30% students are progressive in walks backwards, tip toe walking, walks carrying lightweights 70% students are proficient in walks backwards, tip toe walking, walks carrying lightweights. In addition 5% students are progressive for enjoying outdoor activities while 95% students are proficient in enjoying outdoor activities.

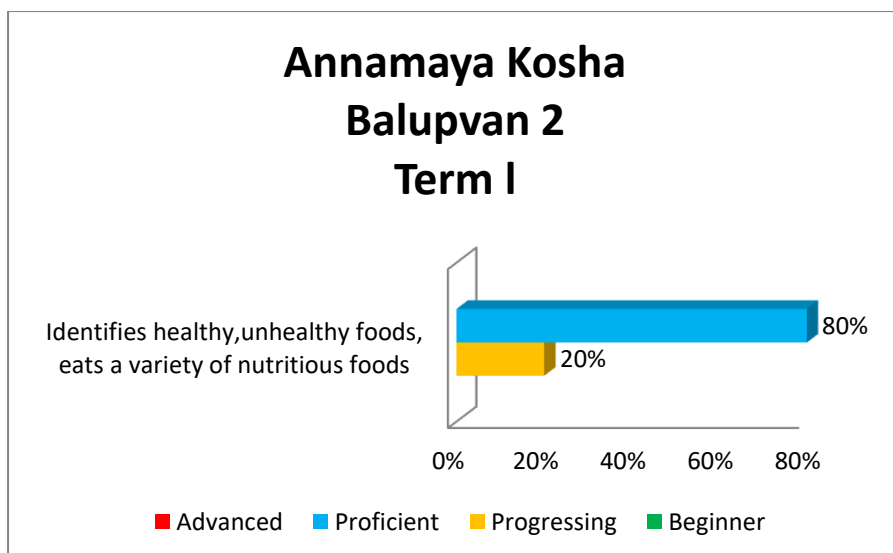


Fig. 3 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Annamaya Kosha of term I.

In term I- From figure 3 it can be seen in them that among the components of Annamaya Kosha 20% students are progressing in identifies healthy, unhealthy foods, eats a variety of nutritious foods while 80% students were proficient in identifies healthy, unhealthy foods, eats a variety of nutritious foods.

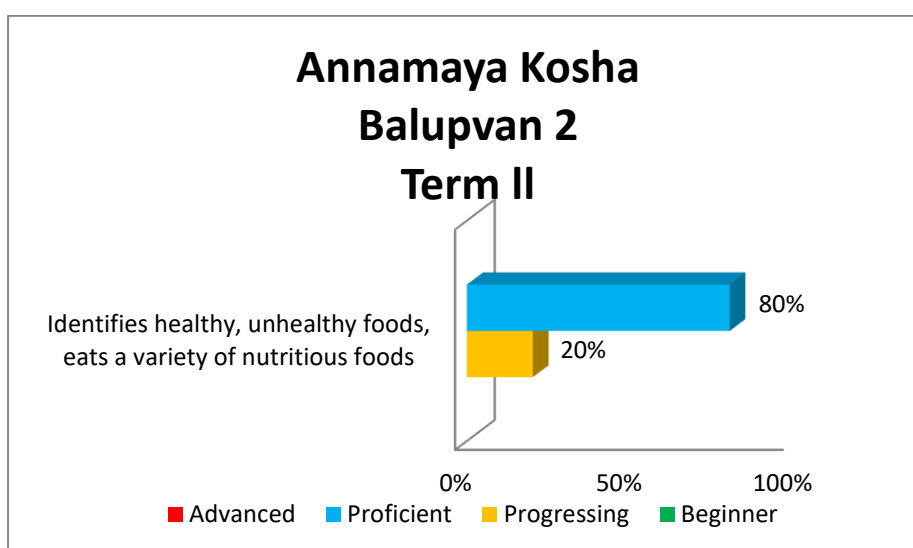


Fig. 4 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Annamaya Kosha of term II.

In term II- From figure 4 it can be seen in them that among the components of Annamaya Kosha 20% students are progressing in identifies healthy, unhealthy foods, eats a variety of nutritious foods while 80% students were proficient in identifies healthy, unhealthy foods, eats a variety of nutritious foods.

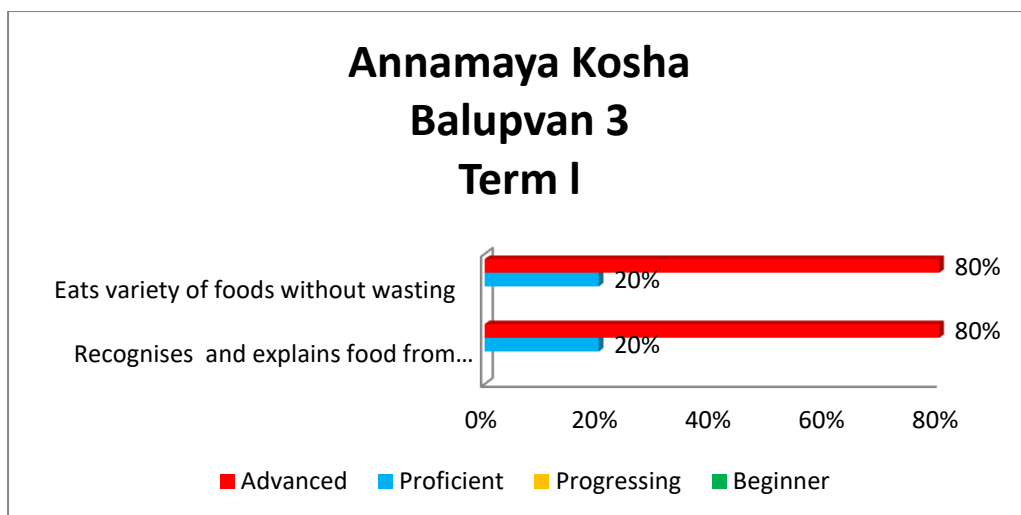


Fig. 5 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Annamaya Kosha of term I.

In term I- From figure 5 it can be seen in them that among the components of Annamaya Kosha 20% students are proficient in recognises and explains food from different food groups while 80% students were advanced in recognises and explains food from different food groups. In addition 20% students are proficient in eating variety of foods without wasting while 80% are advanced in eating variety of foods without wasting.

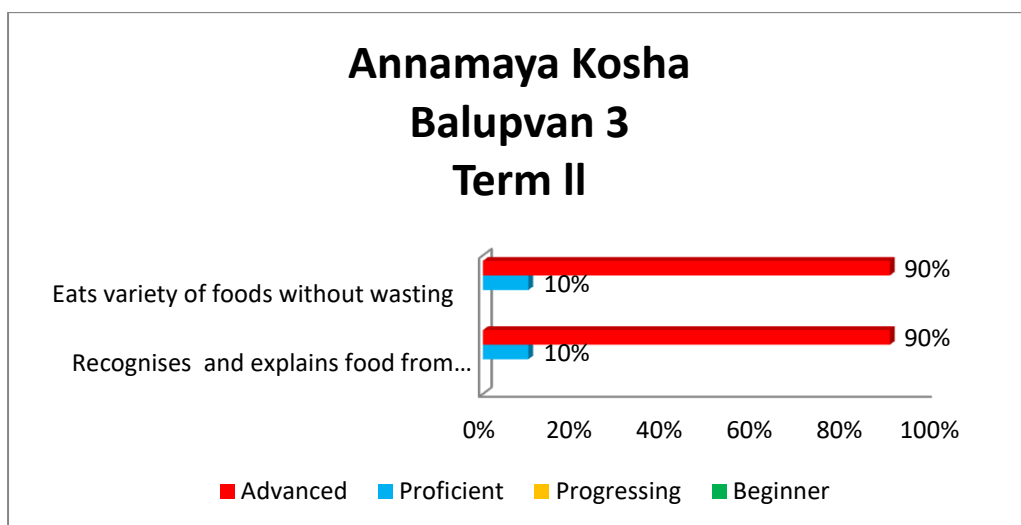


Fig. 6 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Annamaya Kosha of term II.

In term II- From figure 6 it can be seen in them that among the components of Annamaya Kosha 10% students are proficient in recognises and explains food from different food groups while 90% students were advanced in recognises and explains food from different food groups. In addition 10% students are proficient in eating variety of foods without wasting while 90% are advanced in eating variety of foods without wasting.

3.2.2 Pranamaya Kosha-

It is the vital energy of the body. It governs all the hormones and digestive enzymes. It is developed by eating healthy and nutritious food as well , awareness for self – protection ; sensory development opportunities for taste, smell, sight, sound and touch; development gross motor skills (jumping , running , hopping rhymic movement , throwing , catching.) and fine motor skills(threading , tearing , pasting , scribbling, drawing , colouring)

Figure 1,2,3,4,5,6 shown the percentage of students having different levels of achievement under various components of Pranamaya Kosha of Balupvan 1, 2 &3 students in term I & II .

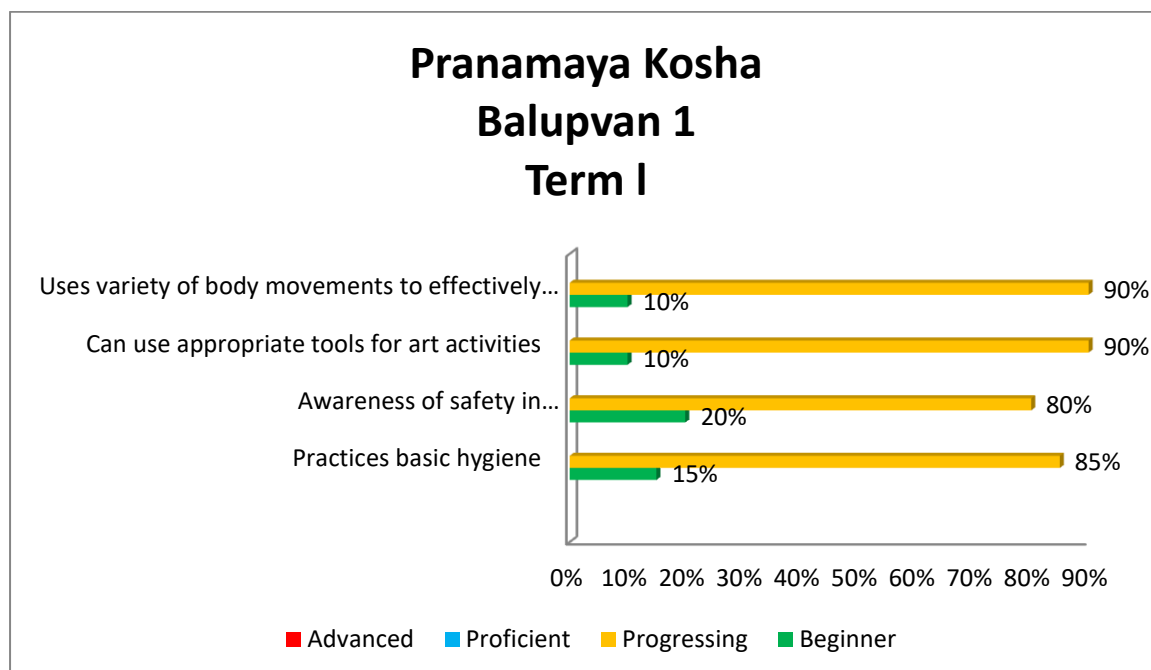


Fig. 1 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Pranamaya Kosha of term I.

In Term I- From figure 1 it can be seen in them that among the components of Pranamaya Kosha 15% students are beginner in practices basic hygiene and 85% are progressing in practices basic hygiene. 80% students are beginner in awareness of safety in movements, walking, running, jumping etc. 20% are progressing in awareness of safety in movements, walking, running, jumping etc. While 90% students are beginner can use appropriate tools for art activities and 10% students are progressive and can use appropriate tools for art activities. In addition, 90% students are beginner and can uses of variety of body movements to effectively sings rhymes/ songs and 10% students are progressive in uses of variety of body movements to effectively sings rhymes/ songs.

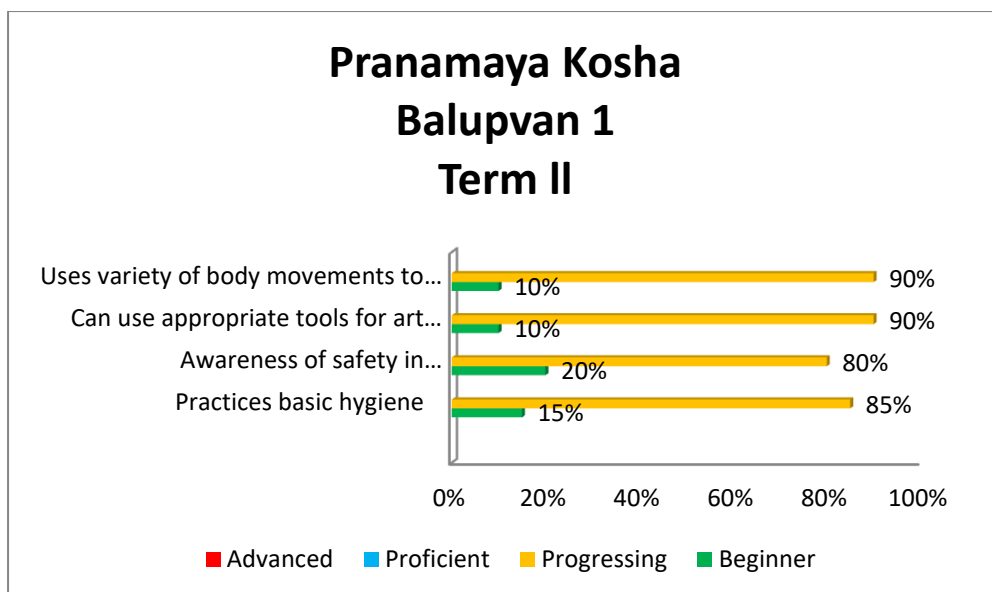


Fig. 2 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Pranamaya Kosha of term II.

In Term II- From figure 2 it can be seen in them that among the components of Pranamaya Kosha 15% students are beginner in practices basic hygiene and 85% are progressing in practices basic hygiene. 80% students are beginner in awareness of safety in movements, walking, running, jumping etc. 20% are progressing in awareness of safety in movements, walking, running, jumping etc. While 90% students are beginner can use appropriate tools for art activities and 10% students are progressive and can use appropriate tools for art activities. In addition, 90% students are beginner and can uses of variety of body movements to effectively sings rhymes/ songs and 10% students are progressive in uses of variety of body movements to effectively sings rhymes/ songs.

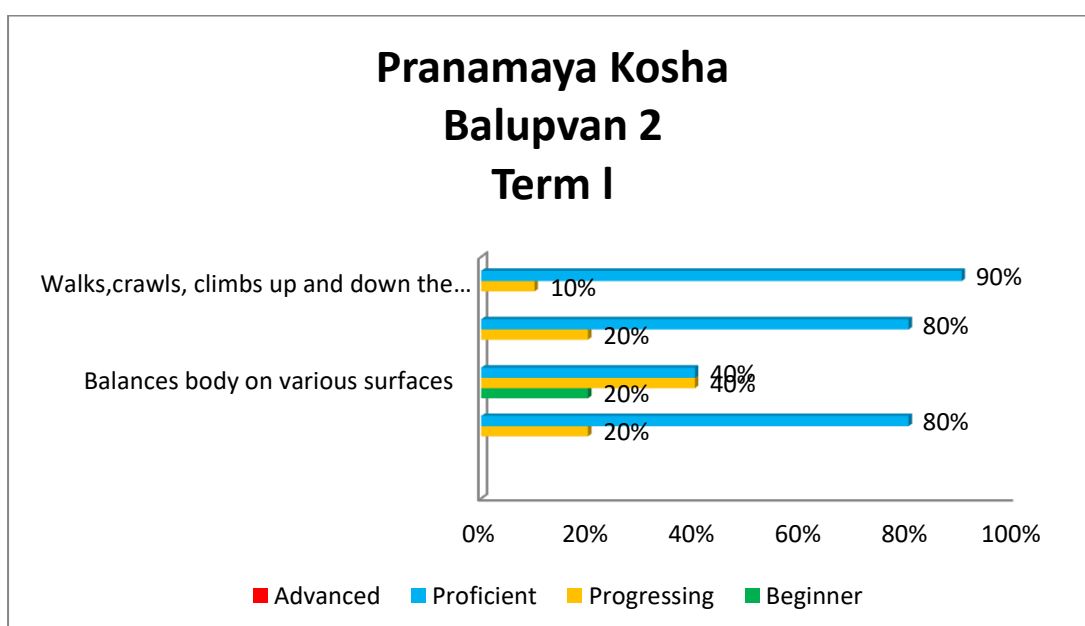


Fig. 3 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Pranamaya Kosha of term I.

In Term I- From figure 3 it can be seen in them that among the components of Pranamaya Kosha 20% students are progressing in catches, throws, kicks the ball with good force and 80% are proficient catches, throws, kicks the ball with good force . 20% students are beginners for balances body on various surfaces while 40% students are proficient in balances body on various surfaces and 40% students are advanced in balances body on various surfaces. 20% students are progressing in motor control better for fine motor, eye hand coordination activities while 80% are proficient in motor control better for fine motor, eye hand coordination activities. In addition, 10% students are progressing in walks, crawls, climbs up and down the stairs, jumps on two feet, moves small furniture and 90% students are proficient in walks, crawls, climbs up and down the stairs, jumps on two feet, moves small furniture.

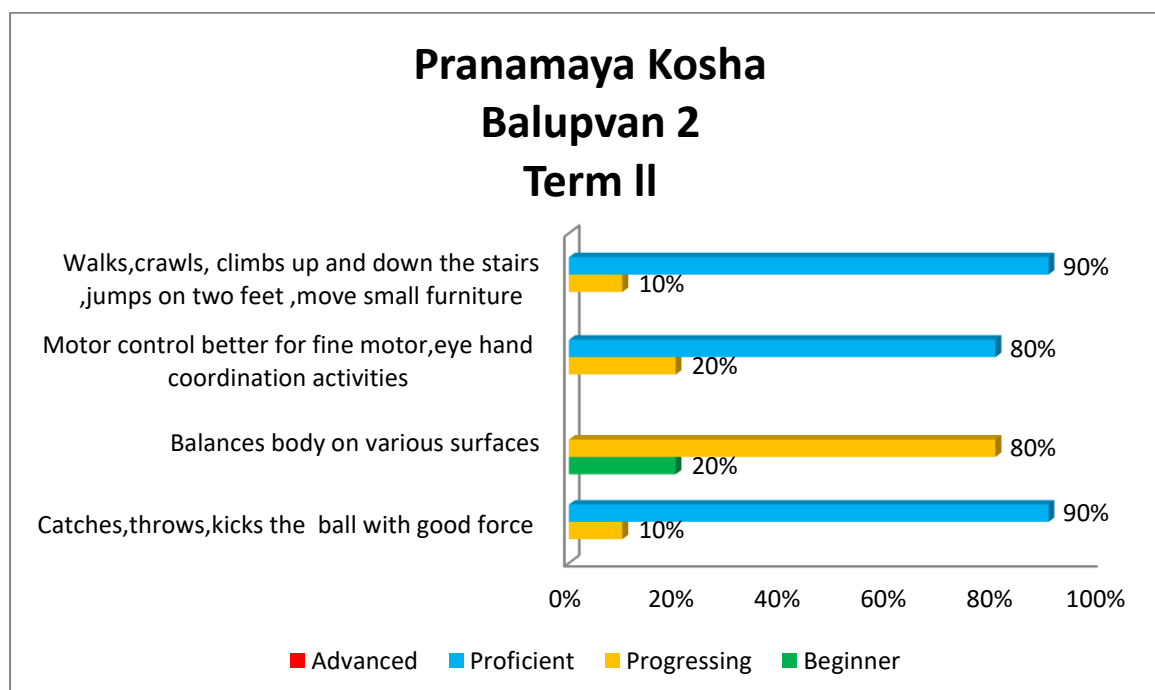


Fig. 4 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Pranamaya Kosha of term II.

In Term II- From figure 4 it can be seen in them that among the components of Pranamaya Kosha 10% students are progressing in catches, throws, kicks the ball with good force and 90% are proficient catches, throws, kicks the ball with good force . 20% students are beginners for balances body on various surfaces while 80% students are proficient in balances body on various surfaces. 20% students are progressing in motor control better for fine motor, eye hand coordination activities while 80% are proficient in motor control better for fine motor, eye hand coordination activities. In addition, 10% students are progressing in walks, crawls, climbs up and down the stairs, jumps on two feet, moves small furniture and 90% students are proficient in walks, crawls, climbs up and down the stairs, jumps on two feet, moves small furniture.

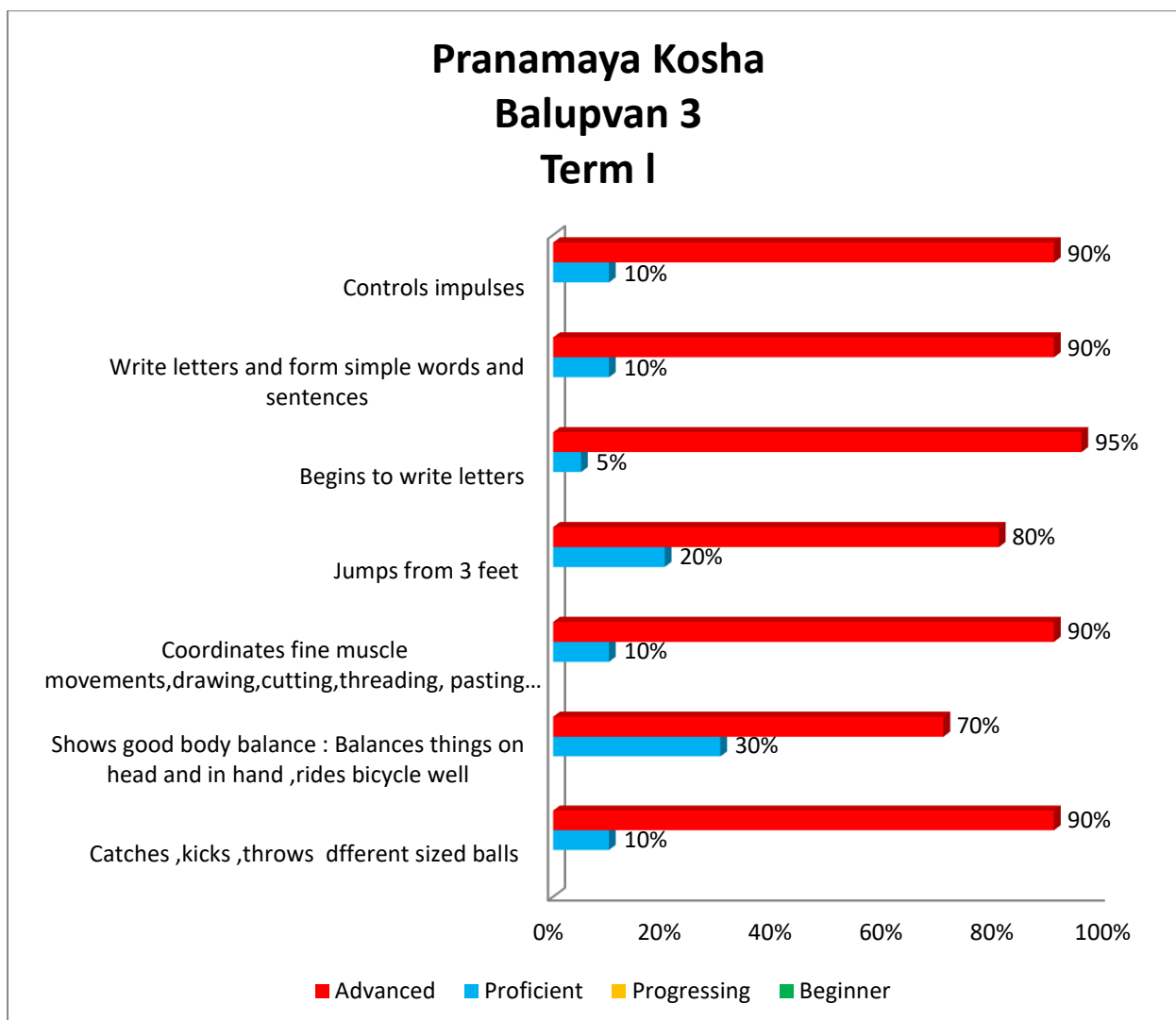


Fig. 5 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Pranamaya Kosha of term I.

In Term I- From figure 5 it can be seen in them that among the components of Pranamaya Kosha 20% students are proficient in catches, throws, kicks different sized balls 80% students are advanced in catches, throws, kicks different sized balls. 10% students are progressing in shows good body balance : balances things on head and in hands, rides bicycles well . 10% students are proficient in shows good body balance : balances things on head and in hands, rides bicycles well 80% students are advanced in shows good body balance : balances things on head and in hands, rides bicycles well. 10% students are progressing in coordinates fine muscles movements, drawing, cutting, threading , pasting etc. 10% students are proficient in coordinates fine muscles movements, drawing, cutting, threading , pasting etc. 80% students are advanced in coordinates fine muscles movements, drawing, cutting, threading , pasting etc. 20% students are progressing in jumps from 3 feet, 10% students are proficient in jumps from 3 feet while 70% students are advanced in jumps from 3 feet. 20% students are proficient in begins to write letters 80% students are advanced to begins to write letters. 20% students are progressing in write letters and form simple words and sentences , 10% students are proficient in write letters and form simple words and sentences 70% students are

advanced in write letters and form simple words and sentences. In addition 20% students are progressing in controls impulses, 10% students are proficient while 70% students are advanced in controls impulses.

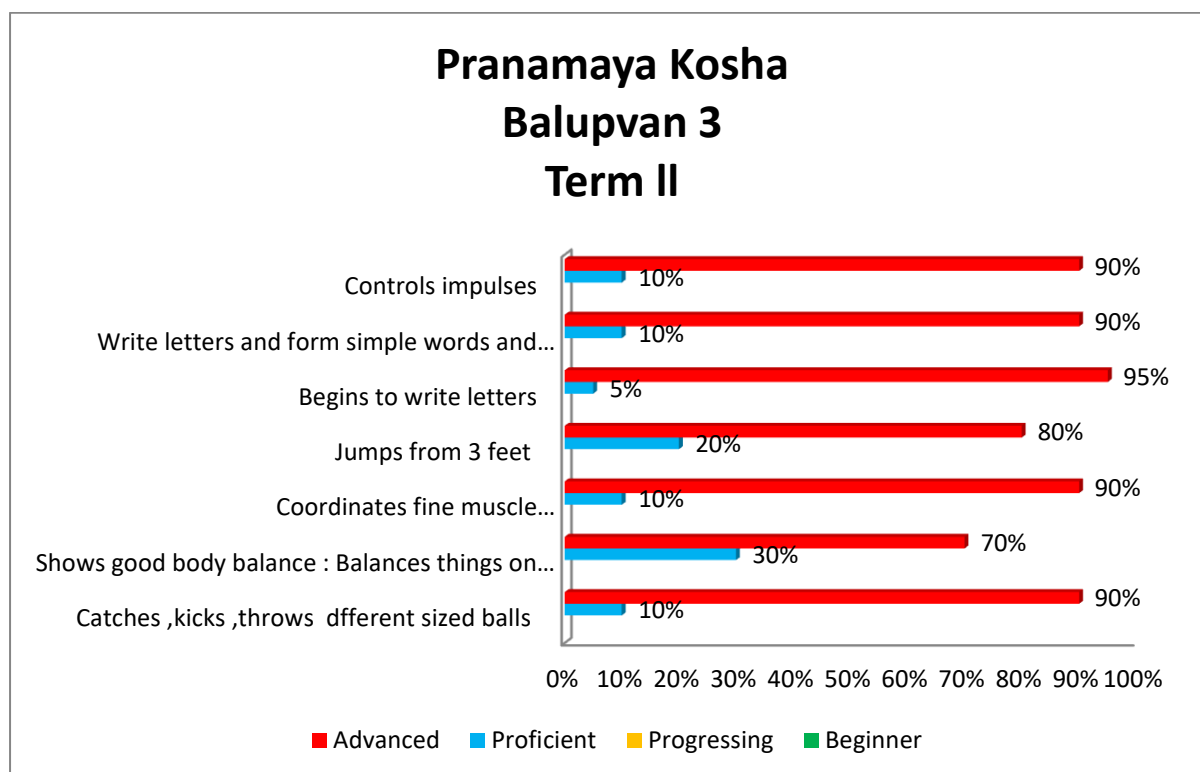


Fig. 6 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Pranamaya Kosha of term II.

In Term II- From figure 6 it can be seen in them that among the components of Pranamaya Kosha 10% students are proficient in catches, throws, kicks different sized balls 90% students are advanced in catches, throws, kicks different sized balls. 30% students are proficient in shows good body balance : balances things on head and in hands, rides bicycles well and 70% students are advanced in shows good body balance : balances things on head and in hands, rides bicycles well. 10% students are proficient in coordinates fine muscles movements, drawing, cutting, threading , pasting etc. 90% students are advanced in coordinates fine muscles movements, drawing, cutting, threading , pasting etc. 20% students are proficient in jumps from 3 feet while 80% students are advanced in jumps from 3 feet. 5% students are proficient in begins to write letters 95% students are advanced to begins to write letters. 10% students are proficient in write letters and form simple words and sentences 90% students are advanced in write letters and form simple words and sentences. In addition 10% students are proficient in controls impulses while 90% students are advanced in controls impulses.

3.2.3 Manomaya Kosha- involves becoming aware of one's emotion and ethical development , thus emerges as an important domain of development. Manomaya kosha include : awareness of self and others : development of positive self – concept; self regulation ; development of pro-social behaviour like caring, sharing, collaboration , compassion , and respect for others. Sense of duties and responsibilities; care and nurturance of the environment , plants , animal , birds etc.

Figure 1,2,3,4,5,6 shown the percentage of students having different levels of achievement under various components of Manomaya Kosha of Balupvan 1, 2 &3 students in term I & II .

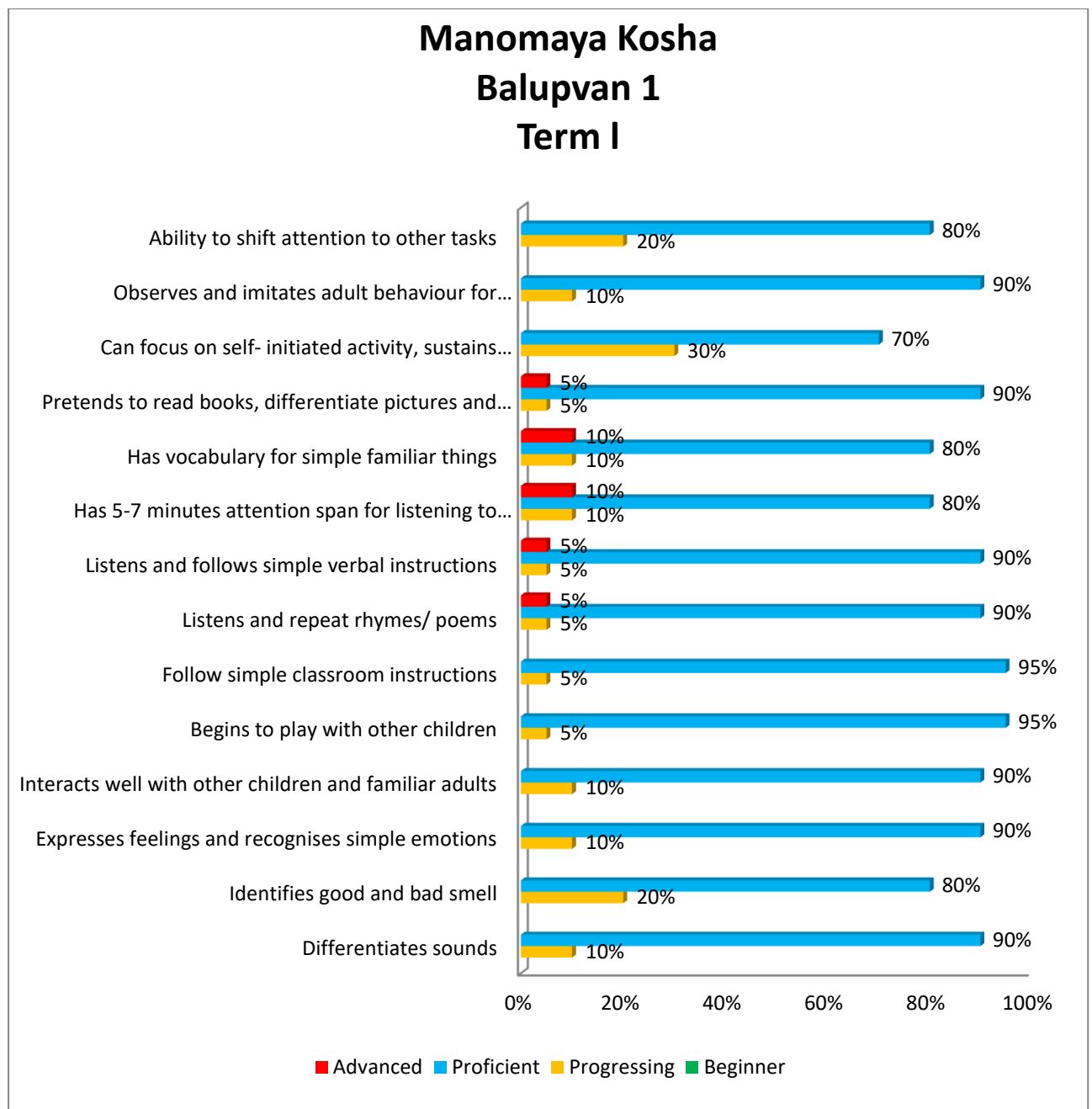


Fig. 1 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Manomaya Kosha of term I.

In Term I- From figure 1 it can be seen in them that among the components of Manomaya Kosha 95% students are beginner in differentiates sounds while 5% students are progressing in differentiate sounds. 80% students are beginner in identifies good and bad smell while 20% students are progressing in identifies good and bad smells. 50% students are beginner in expresses feelings and recognises simple emotions, 30% students are progressing in expresses feelings and recognises simple emotions while 20% students are proficient in expresses feelings and recognises simple emotions. 65% students are beginner in interacts well with other children and familiar adults, 25% students are progressing in interacts well with other children and familiar adults while 10% students are proficient in interacts well with other children and familiar adults. 40% students are beginner to begins to play with other children, 30% students are progressing to begins to play with other children while 30% students are proficient to begins to play with other children. 70% students are beginner to follows simple classroom instructions, 20% students are progressing to follows simple classroom instructions while 10% students are proficient to follows simple classroom instructions. 70% students are beginner to listens and repeats rhymes/ poems, 20% students are progressing to listens and repeats rhymes/ poems while 10% students are proficient to listens and repeats rhymes/ poems. 70% students are beginner to listens and follows simple verbal instructions, 10% students are progressing to listens and follows simple verbal instructions while 20% students are proficient to listens and follows simple verbal instructions. 80% students are beginners in 5-7minutes attention span for listening stories, 10% students are progressing in 5-7minutes attention span for listening stories while 10% students are proficient in 5-7minutes attention span for listening stories. 85% students are beginner to understands vocabulary for simple familiar things while 15% students are progressing to understands vocabulary for simple familiar things. 90% students are beginner to pretends to read books, differentiates pictures and text in a book, 5% students are progressing to pretends to read books, differentiates pictures and text in a book while 5% students are proficient to pretends to read books, differentiates pictures and text in a book. 90% are beginner to focus on self-initiated activity, sustains interest in two or three tasks while 10% students are progressing focus on self- initiated activity, sustains interest in two or three tasks. 90% students are beginner to observes and imitates adult behaviour for classroom norms while 10% students are progressing in focus on self- imitates activity, sustains interest in two or three tasks. 80% students are beginner for ability to shift attention to other tasks while 20% students are progressing in ability to shift attention to other tasks.

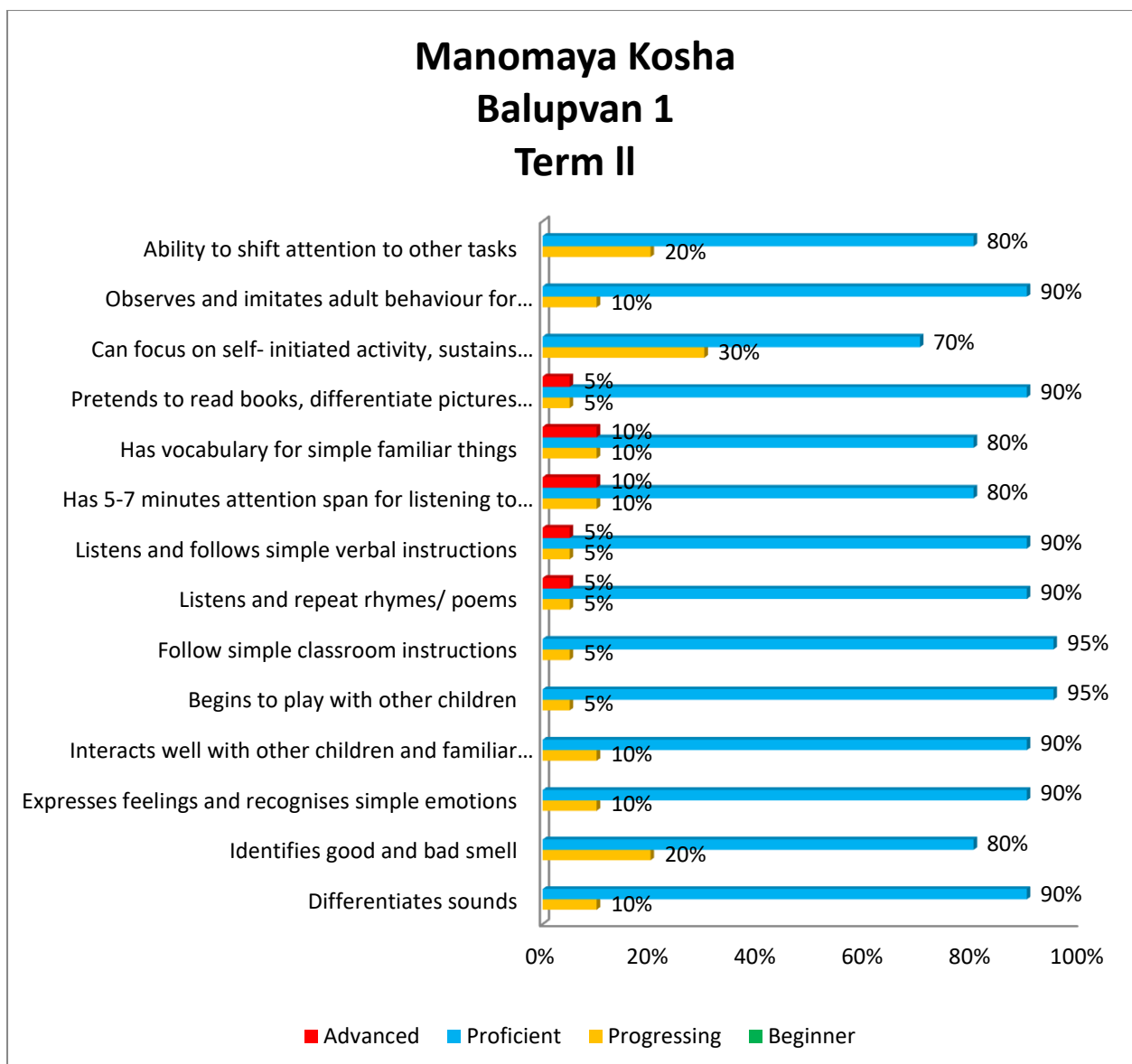


Fig. 2 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Manomaya Kosha of term II.

In Term II- From figure 1 it can be seen in them that among the components of Manomaya Kosha 10% students are progressing in differentiates sounds while 90% students are proficient in differentiate sounds. 20% students are progressing in identifies good and bad smell while 80% students are proficient in identifies good and bad smells. 10% students are progressing in expresses feelings and recognises simple emotions while 90% students are proficient in expresses feelings and recognises simple emotions. 10% students are progressing in interacts well with other children and familiar adults while 90% students are proficient in interacts well with other children and familiar adults. 5% students are progressing to begins to play with other children while 95% students are proficient to begins to play with other children. 5% students are progressing to follows simple classroom instructions while 95% students are proficient to follows simple classroom instructions. 5% students are progressing to listens and repeats rhymes/ poems, 90% students are proficient to

listens and repeats rhymes/ poems while 5% students are advanced to listens and repeats rhymes/ poems. 5% students are progressing to listens and follows simple verbal instructions, 90% students are proficient to listens and follows simple verbal instructions while 5% students are advanced to listens and follows simple verbal instructions. 10% students are progressing in 5-7minutes attention span for listening stories, 80% students are proficient in 5-7minutes attention span for listening stories while 10% students are advanced in 5-7minutes attention span for listening stories. 10% students are progressing to understands vocabulary for simple familiar things, 80% students are proficient to understands vocabulary for simple familiar things while 10% students are advanced to understands vocabulary for simple familiar things. 5% students are progressing to pretends to read books, differentiates pictures and text in a book, 90% students are proficient to pretends to read books, differentiates pictures and text in a book while 5% students are advanced to pretends to read books, differentiates pictures and text in a book. 30% students are progressing to focus on self- initiated activity, sustains interest in two or three tasks while 70% students are proficient focus on self- initiated activity, sustains interest in two or three tasks. 10% students are progressing to observes and imitates adult behaviour for classroom norms while 90% students are proficient in observes and imitates adult behaviour for classroom norms. 20% students are progressing for ability to shift attention to other tasks while 80% students are proficient in ability to shift attention to other tasks.

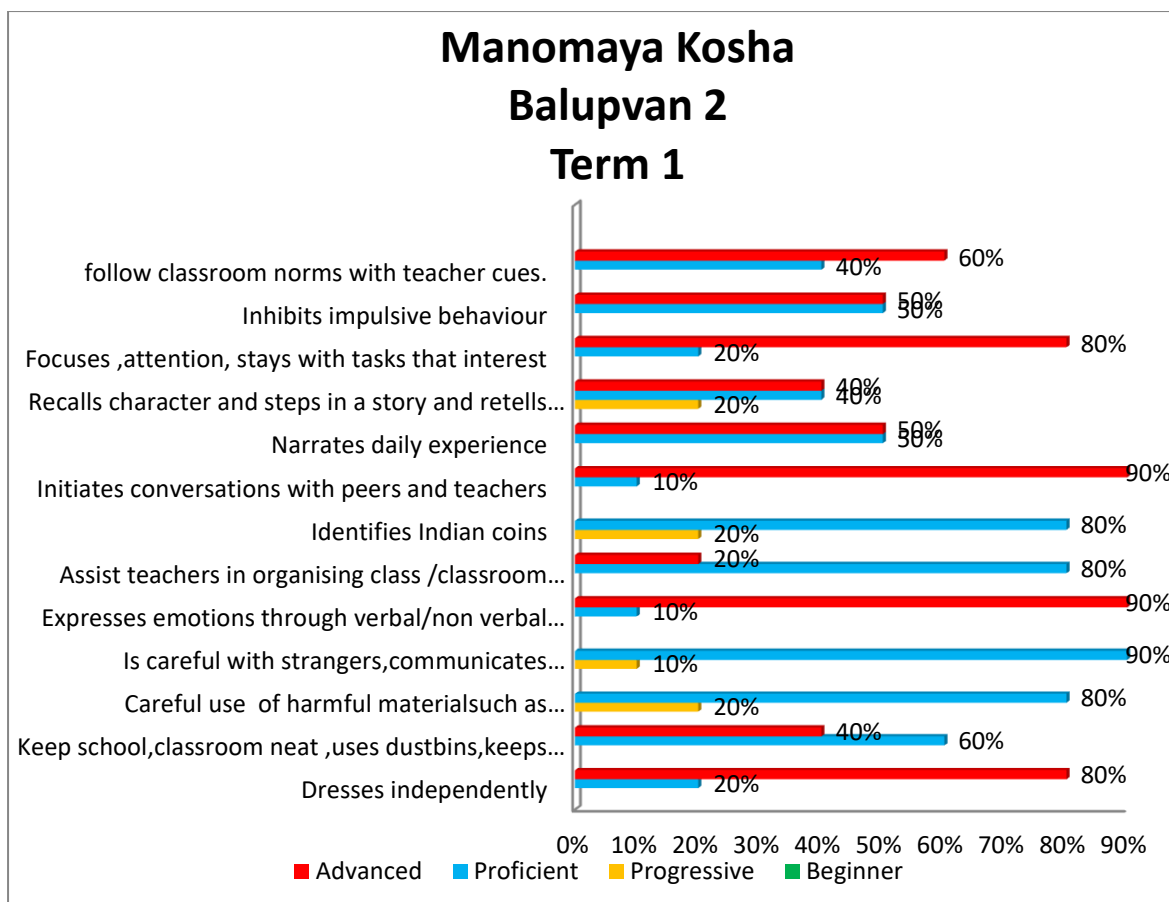


Fig. 3 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Manomaya Kosha of term I.

In term I- From figure 3 it can be seen in them that among the components of manomaya kosha dresses independently 30% students are always progressing while 70% students were proficient. Further in 60% students keeps progressing school neat and clean, while 40% students proficient keeps school neat and clean. Regarding the next component 20% students are beginner for careful use of harmful material while 80% students were progressing in careful use of harmful material. 10% students is beginner in careful with strangers, communicates discomfort to parents/ teachers while 90% students is progressing in careful with strangers, communicates discomfort to parents/ teachers. In another components of the aspect 10% of students progressing while Expresses emotions through verbal/non verbal modes 90% students proficient, in other 80% of students progressing assist teacher in organising class / classroom activities, while 20% proficient assist teacher in organising class / classroom activities. Further in identifies Indian coins beginner students are 40% and progressing students were 60% identifies Indian coins. 10% students progressing in initiates conversations with peers and teachers, while 90% students proficient in initiates conversations with peers and teachers. Other components 50% of students progressing narrates daily experiences , while 50% students were proficient. Further 20% of students beginner recalls characters and steps in a story and retells in own words, 40% of students progressing and 40 % proficient recalls characters and steps in a story and retells in own words. 20% of students progressing in focuses attention ,stays with tasks that interest, while 80% of students proficient in focuses attention ,stays with tasks that interest. Further 10% of students beginner inhibits impulsive behaviour, while 40% of students progressing beginner inhibits impulsive behaviour and 50% of students proficient beginner inhibits impulsive behaviour. The last component were 10 % of students beginner follows classroom norms with teacher cues, while 40 % of students progressing follows classroom norms with teacher cues and while 50 % of students proficient follows classroom norms with teacher cues .

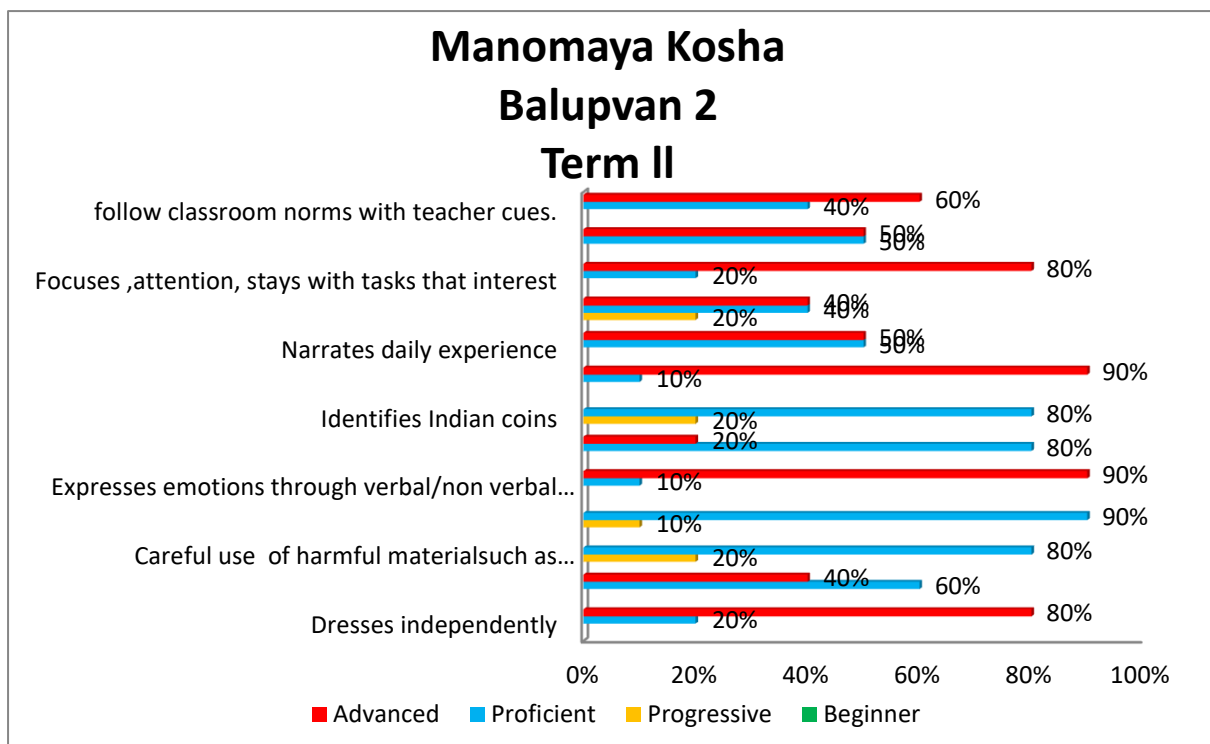


Fig. 4 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Manomaya Kosha of term II.

In term II- From figure 4 it can be seen in them that among the components of manomaya kosha dresses independently 20% students are proficient while 80% students were advanced. Further in 20% students keeps proficient school neat and clean, while 80% students are advanced to keeps school neat and clean. Regarding the next component 20% students are progressing for careful use of harmful material while 80% students were proficient in careful use of harmful material. 10% students are progressing in careful with strangers, communicates discomfort to parents/ teachers while 10% students is proficient in careful with strangers, communicates discomfort to parents/ teachers. In another components of the aspect 90% of students are advanced while Expresses emotions through verbal/non verbal modes, in other 80% of students are proficient to assist teacher in organising class / classroom activities, while 20% are advanced to assist teacher in organising class / classroom activities. Further in identifies Indian coins students are 20% who are progressing and 80% students are proficient to identifies Indian coins. 10% students proficient in initiates conversations with peers and teachers, while 90% students advanced in initiates conversations with peers and teachers. Other components 50% of students proficient narrates daily experiences, while 50% students were advanced. Further 20% of students progressing recalls characters and steps in a story and retells in own words, 40% of students proficient and 40 % students are advanced to recalls characters and steps in a story and retells in own words. 20% of students proficient in focuses attention, stays with tasks that interest, while 80% of students advanced in focuses attention ,stays with tasks that interest. Further 50% of students proficient inhibits impulsive behaviour, while 50% of students advanced inhibits impulsive behaviour. The last component were 40 % of students beginner follows classroom norms with teacher cues, while 40 % of students proficient to follows classroom norms with teacher cues and while 60 % of students are advanced to follows classroom norms with teacher cues .

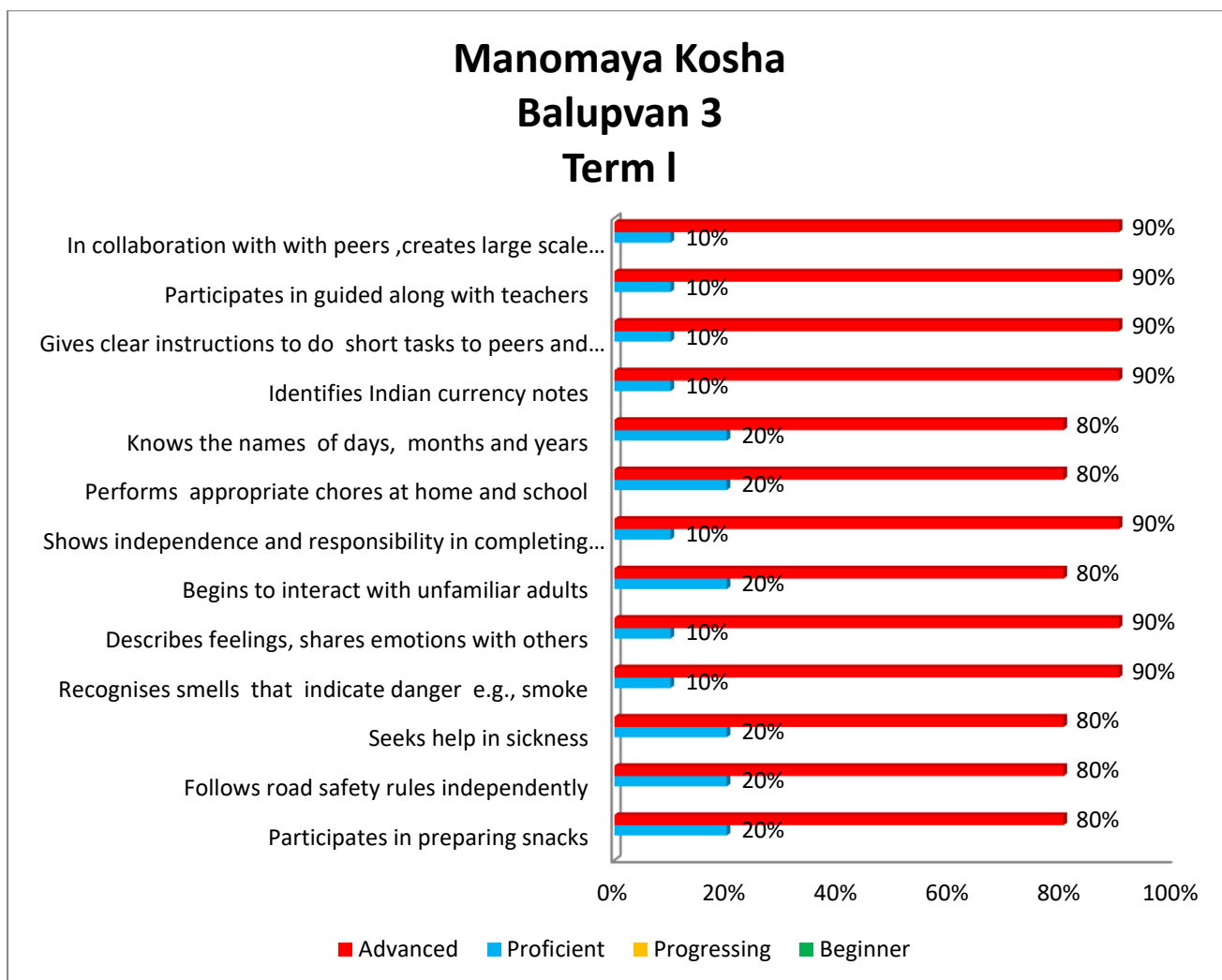


Fig. 5 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Manomaya Kosha of term I.

In term I- From figure 5 it can be seen in them that among the components of manomaya kosha 30% students are proficient in participates in preparing snacks while 70% students are advanced in it. 20% students are proficient in maintains personal belongings in good shape, uses dustbins, uses clean plates while 80% students are advanced in maintains personal belongings in good shape, uses dustbins, uses clean plates. 10% students are proficient in seeks helps in sickness and in unsafe situations while 90% students are advanced in seeks helps in sickness and in unsafe situations. 10% students are proficient in recognises smells that indicate danger eg. Smoke while 90% students are advanced in recognises smells that indicate danger eg. Smoke. 10% students are progressing to describes feelings, share emotions with others, 10% students are proficient to describes feelings, share emotions with others while 80% students are advanced to describes feelings, share emotions with others. 20% students are progressing 10% students are proficient while 70% students are advanced in to begins to interact with unfamiliar adults. 20% students are proficient while 80% students are advanced in showing independence and responsibility in completing tasks. 20% students

are progressing 10% students are proficient while 70% students are advanced to follows simple rules of school. 10% students are progressing, 20% students are proficient while 70% students are advanced to performs appropriate chores at home and school. 10% students are progressing 20% students are proficient while 70% students are advanced in showing understanding of cause and effect relationship. 10% students are progressing, 20% students are proficient and 70% students are advanced to knows the names of days, months and year. 20% students are progressing, 10% students are proficient and 70% students are advanced to identifies Indian currency notes. 10% students are progressing, 20% students are proficient and 70% students are advanced to give clear instructions to do short tasks to peers and adults. 10% students are progressing, 10% students are proficient and 80% students are advanced in participate in guided reading along with teacher. 10% students are progressing , 10% students are proficient and 80% students are advanced in collaboration with peers, creates large scale work.

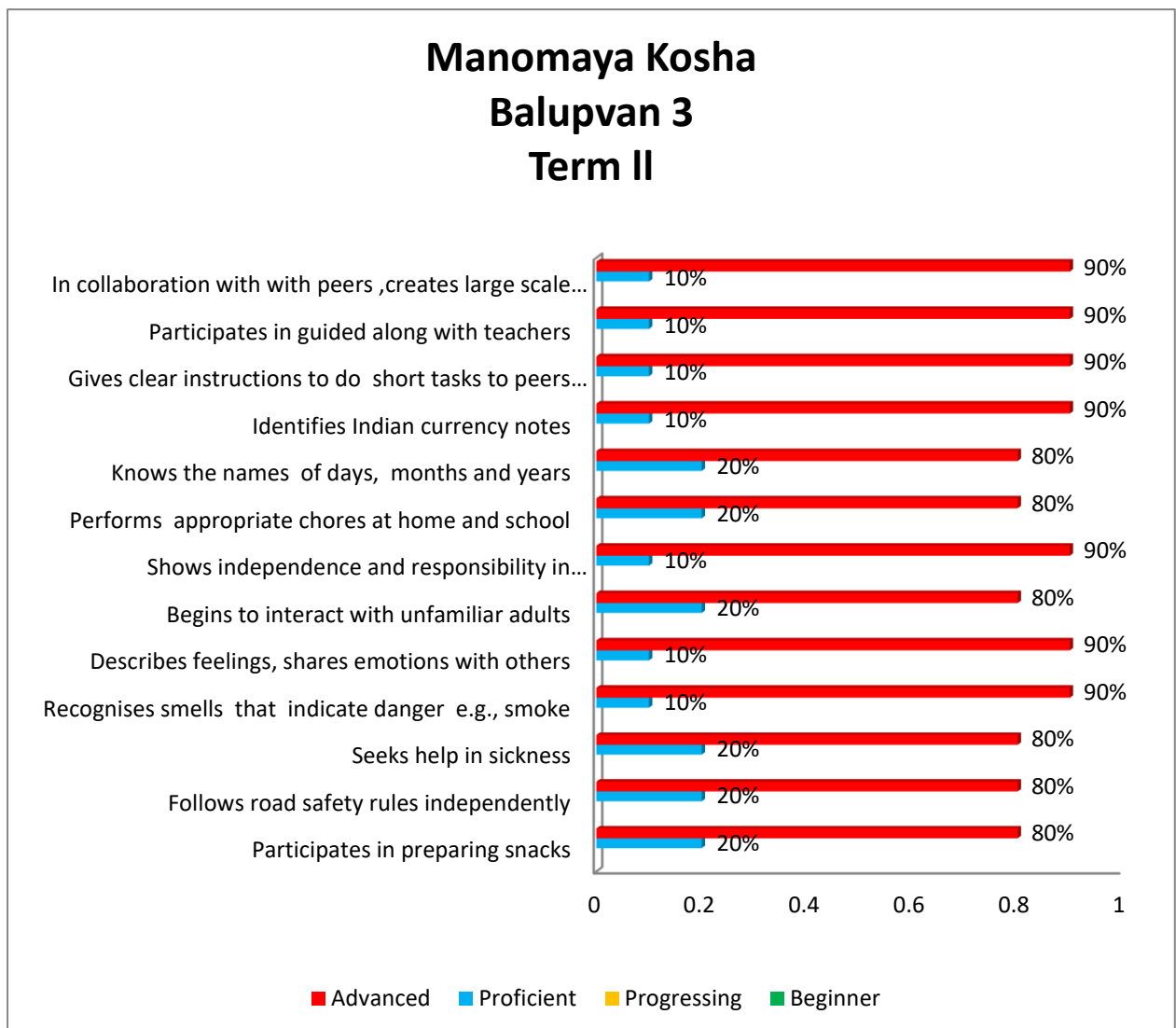


Fig. 6 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Manomaya Kosha of term II.

In term II- From figure 6 it can be seen in them that among the components of manomaya kosha 20% students are proficient in participates in preparing snacks while 80% students are advanced in it. 20% students are proficient in seeks helps in sickness and in unsafe situations while 80% students are advanced in seeks helps in sickness and in unsafe situations. 10% students are proficient in recognises smells that indicate danger eg. Smoke while 90% students are advanced in recognises smells that indicate danger eg. Smoke. 90% students are proficient to describes feelings, share emotions with others while 10% students are advanced to describes feelings, share emotions with others. 20% students are proficient while 80% students are advanced in to begins to interact with unfamiliar adults. 10% students are proficient while 90% students are advanced in showing independence and responsibility in completing tasks. 20% students are proficient while 80% students are advanced to follows simple rules of school. 20% students are proficient while 80% students are advanced to performs appropriate chores at home and school. 20% students are proficient while 80% students are advanced in showing understanding of cause and effect relationship. 10% students are proficient and 80% students are advanced to knows the names of days, months and year. 10% students are proficient and 90% students are advanced to identifies Indian currency notes. 10% students are proficient and 90% students are advanced to give clear instructions to do short tasks to peers and adults. 10% students are proficient and 90% students are advanced in participate in guided reading along with teachers. 10% students are proficient and 90% students are advanced in collaboration with peers, creates large scale work.

3.2.4 Vigyanmaya Kosha-

Vigyanmaya Kosha is composed of wisdom or intellect. The power to reason, analyse, synthesise, summarise, infer, memories as well as linguistic and mathematical abilities all belong to Vigyanmaya Kosha. So, the activities of counting, comprehending and analysing need to be provided for developing Vigyanmaya Kosha. Figure 1,2,3,4,5,6 shown the percentage of students having different levels of achievement under various components of Vigyanmaya Kosha of Balupvan 1, 2 & 3 students in term I & II .

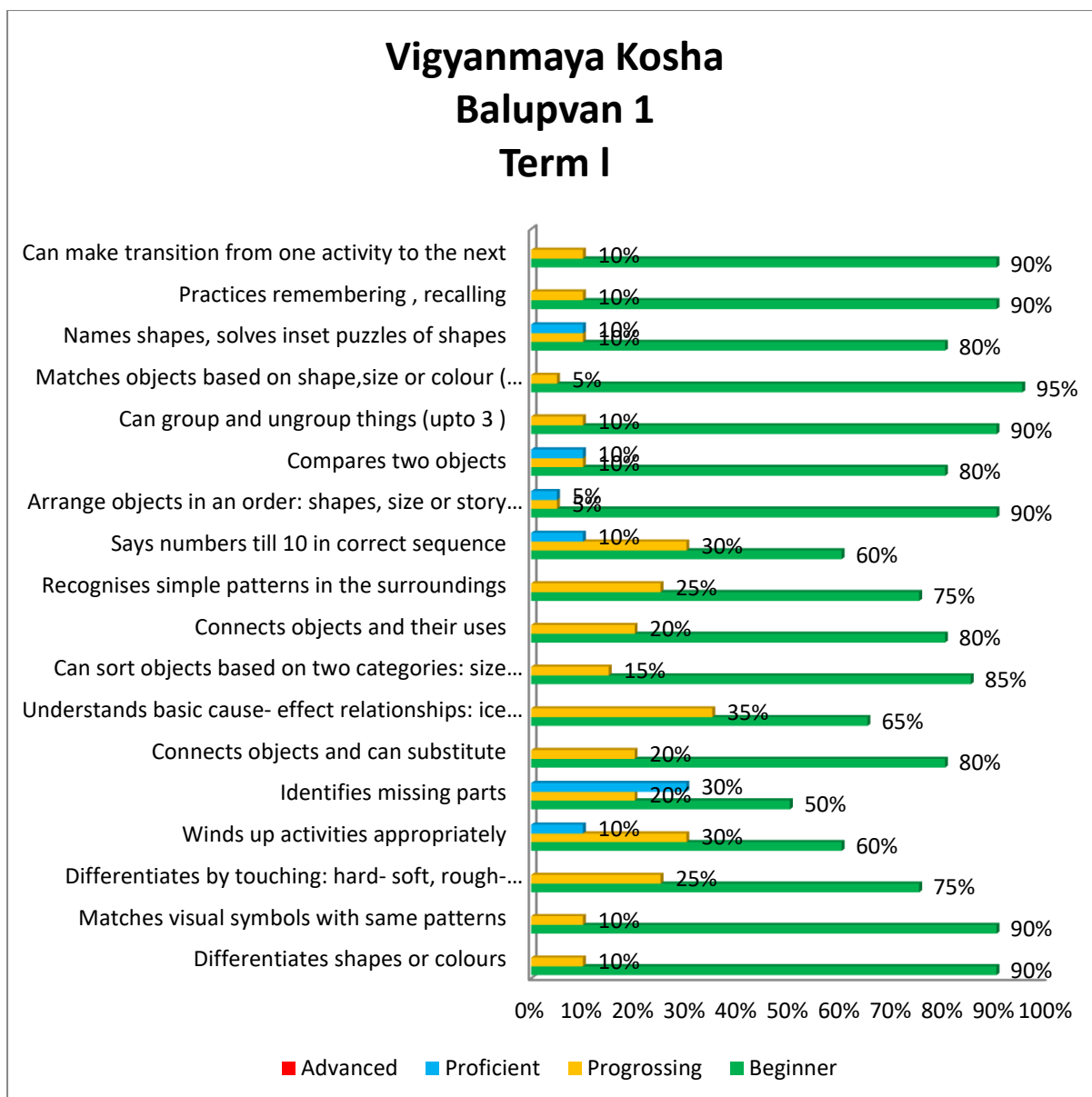


Fig. 1 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Vigyanmaya Kosha of term I.

In term I- From figure 1 it can be seen in them that among the components of Vigyanmaya kosha 90% students are beginner in differentiates shapes or colours while 10% students are progressing in differentiates shapes or colours. 90% students are beginner in matches visual symbols with same patterns while 10% students are progressing in matches visual symbols with same patterns. 75% students are beginner in differentiates by touching: hard- soft, rough-smooth etc while 25% students are progressing in differentiates by touching: hard-soft, rough-smooth etc. 60% students are beginner in winds up activities appropriately, 30% progressing in winds up activities appropriately and 10% students are proficient in winds up activities appropriately. 50% students are beginner in identifies missing parts ,20% students are progressing in identifies missing parts while 30% students are proficient in identifies missing parts. 80% students are beginner in connects objects and can substitute and 20% students are progressing in connects objects and can substitute. 65% students are beginner in

understanding the basic cause- effect relationships: ice melts in sun, salt dissolves in water while 35% students are progressing in understanding the basic cause- effect relationships: ice melts in sun, salt dissolves in water. 85% students are beginner in sort objects based on two categories: size and shape, length and colour while 15% students are progressing in sort objects based on two categories: size and shape, length and colour. 80% students are beginner in connects objects and their uses while 20% students are progressing in connects objects and their uses. 75% students are beginner in recognises simple patterns in the surroundings while 25% students are progressing in recognises simple patterns in the surroundings. 60% students are beginner in saying numbers till 10 in correct sequence, 30% students are progressing in saying numbers till 10 in correct sequence while 10% students are proficient in saying numbers till 10 in correct sequence. 90% students are beginner in arranging objects in an order: shapes, size or story cards (upto 3), 5 % students are progressing in arranging objects in an order: shapes, size or story cards (upto 3) while 5% students are proficient in arranging objects in an order: shapes, size or story cards (upto 3). 80% students are beginner in comparing two objects, 10% students are progressing in comparing two objects while 10% students in comparing two objects. 90% students are beginner to group and ungroup things (upto 3) while 10% students are progressing to group and ungroup things (upto 3). 95% students are beginner to matches objects based on shape,size or colour (only one attribute at a time) while 10%students are progressing to matches objects based on shape,size or colour (only one attribute at a time). 80% students are beginner to names shapes, solves inset puzzles of shapes, 10% students are progressing to names shapes, solves inset puzzles of shapes while 10%students are proficient to names shapes, solves inset puzzles of shapes. 90%students are beginner to practices remembering, recalling while 10%students are to practices remembering, recalling. 90%students are beginner to make transition from one activity to the next while 10% students are progressing to make transition from one activity to the next.

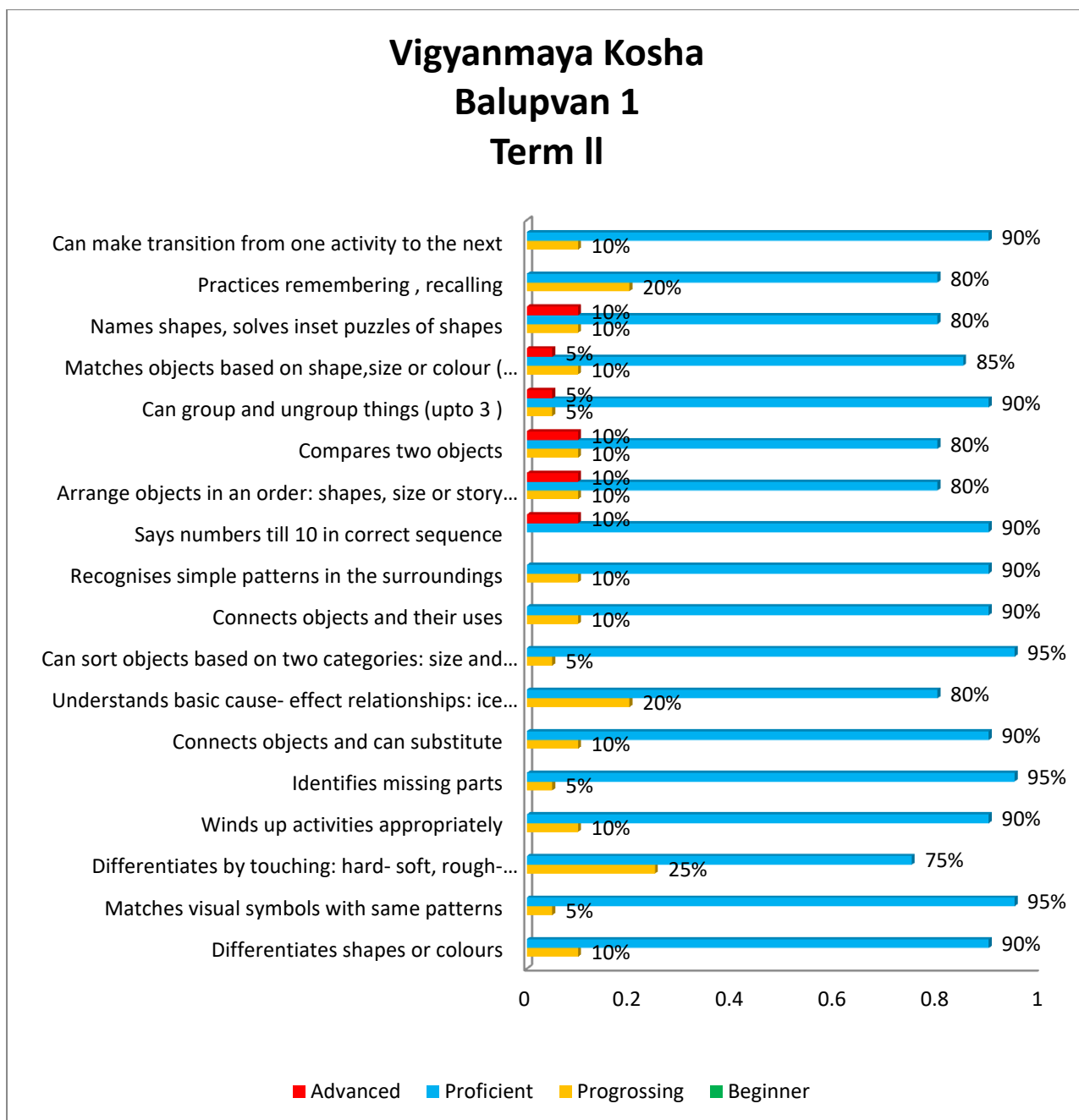


Fig. 2 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Vigyanmaya Kosha of term II.

In term II- From figure 2 it can be seen in them that among the components of Vigyanmaya kosha 10% students are progressing in differentiates shapes or colours while 90% students are proficient in differentiates shapes or colours. 5% students are progressing in matches visual symbols with same patterns while 95% students are proficient in matches visual symbols with same patterns. 25% students are progressing in differentiates by touching: hard-soft, rough-smooth etc while 75% students are proficient in differentiates by touching: hard-soft, rough-smooth etc. 10% students are progressing in winds up activities appropriately and 90% students are proficient in winds up activities appropriately. 5% students are proficient in identifies missing parts while 95%students are proficient in identifies missing parts.10%

students are progressing in connects objects and can substitute and 90% students are proficient in connects objects and can substitute. 20% students are progressing in understanding the basic cause- effect relationships: ice melts in sun, salt dissolves in water while 80% students are proficient in understanding the basic cause- effect relationships: ice melts in sun, salt dissolves in water. 5% students are progressing in sort objects based on two categories: size and shape, length and colour while 95% students are proficient in sort objects based on two categories: size and shape, length and colour. 10% students are progressing in connects objects and their uses while 90% students are proficient in connects objects and their uses. 10% students are progressing in recognises simple patterns in the surroundings while 90% students are proficient in recognises simple patterns in the surroundings. 90% students are proficient in saying numbers till 10 in correct sequence, 10% students are advanced in saying numbers till 10 in correct sequence. 10% students are progressing in arranging objects in an order: shapes, size or story cards (upto 3), 80 % students are proficient in arranging objects in an order: shapes, size or story cards (upto 3) while 10% students are advanced in arranging objects in an order: shapes, size or story cards (upto 3). 10% students are progressing in comparing two objects, 80% students are proficient in comparing two objects while 10% students are advanced in comparing two objects. 5% students are progressing to group and ungroup things (upto 3) while 90% students are proficient to group and ungroup things (upto 3) 5% students are advanced to group and ungroup things (upto 3). 10% students are progressing to matches objects based on shape,size or colour (only one attribute at a time) while 85%students are proficient to matches objects based on shape,size or colour (only one attribute at a time). 5% students are advanced to matches objects based on shape,size or colour (only one attribute at a time). 10% students are progressing to names shapes, solves inset puzzles of shapes, 80% students are proficient to names shapes, solves inset puzzles of shapes while 10%students are advanced to names shapes, solves inset puzzles of shapes. 20%students are progressing to practices remembering, recalling while 80%students are proficient to practices remembering , recalling.10%students are progressing to make transition from one activity to the next while 90% students are proficient to make transition from one activity to the next.

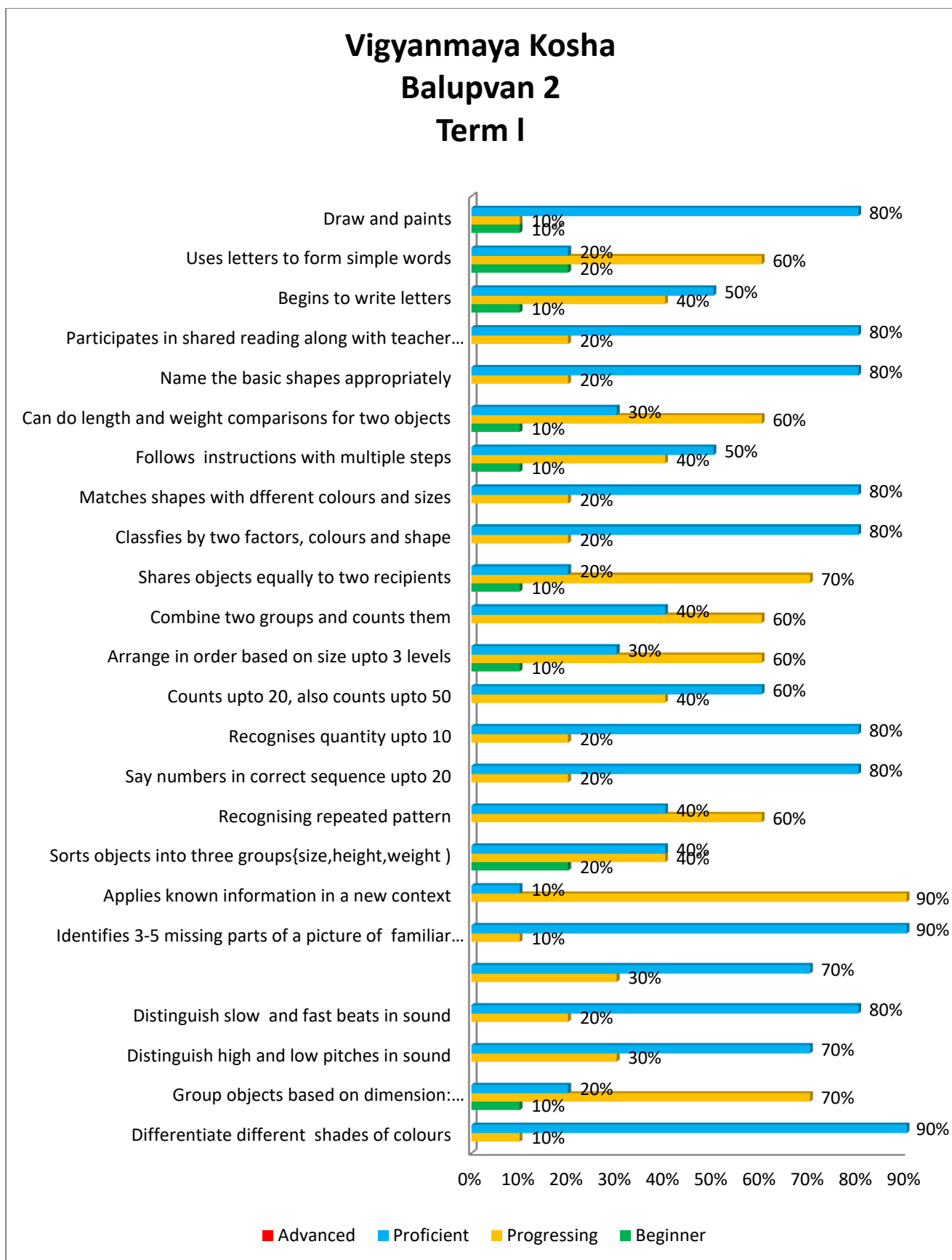


Fig. 3 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Vigyanmaya Kosha of term I.

In term I- From figure 3 it can be seen in them that among the components of vigyanmaya kosha differentiates various shades of colours 10% of students were progressive, while 90% of students were proficient of differentiates various shades of colours. Further components in 10% students were beginner of group objects based on dimension; length , breath , height. 70% students were progressive in group objects based on dimension; length , breath , height. 20% students were proficient in group objects based on dimension; length , breath , height. The next is 30% students were progressive in distinguishes high and low pitches in sound , while 70% students were proficient in distinguishes high and low pitches in sound. 20% students were proficient in distinguishes slow and fast beats in sound while 80% students were in proficient in distinguishes slow and fast beats in sound. 30% students were progressive in compares two objects based on soft –hard, hot-cold, rough- smooth, while 70% students were in proficient in compares two objects based on soft –hard, hot-cold, rough-smooth. 10% students were progressive in identifies 3-5 missing part of a picture of familiar object while , 90% students were proficient in progressive in identifies 3-5 missing part of a picture of familiar object. 90% students were progressive in applies known information in a new context, while 10% students were proficient in applies known information in a new context. 20% students were beginner in sort object into three groups (size, height, weight, etc.), while 40% students were progressive in sort object into three groups (size, height, weight, etc.), and 40% students were proficient in sort object into three groups (size, height, weight, etc.) 20% students were progressive in recognises quantity up to 10, while 80% students were proficient in recognises quantity up to 10. 40% students were progressive count up to 20 , also count up to 50, while 60% students were proficient in count up to 20 , also count up to 50. 10% students were beginner in arrange in order based on size up to 3 levels, while 70% students were progressive in arrange in order based on size up to 3 levels. 60% students were progressive in combines 2 group and counts them, while 40% students were proficient in combines 2 group and counts them. 10% students were beginner in shares object equally to two recipients, while 70% students were progressive in arrange in shares object equally to two recipients and 20% students were proficient in arrange in shares object equally to two recipients. 20% students were progressive in classifies by two factor, colours and size, while 80% students were proficient in classifies by two factor, colours and size. 20% students were progressive in matches shapes with different colour and size, while 80% students were proficient in matches shapes with different colour and size. 10% students were beginner in follow instructions with multiple steps, while 40% students were progressive in arrange in follow instructions with multiple steps, 50% students were proficient in arrange in follow instructions with multiple steps. 10 % students were beginner in can do length and weight comparison for two objects, while 60% students were progressive in can do length and weight comparison for two objects, and 30% students were proficient in can do length and weight comparison for two objects. 20% students were progressive in names the basic shapes appropriately circle, square and triangle. 80% students were proficient in names the basic shapes appropriately circle, square and triangle. 20% students were progressive in participates in shared reading along with teacher, reads picture big book. 80% students were proficient in participates in shared reading along with teacher, reads picture big book . 10% students were beginner in begins to write letters they recognise, 40% students were progressive in begins to write letters they recognise, 50% students were proficient in begins to write letters they

recognise. 20% students were beginner in uses letters to form simple words, 60% students were progressive in uses letters to form simple words, 20% students were proficient in uses letters to form simple words. 10 %students were beginner in draws and paints with more accuracy, 10%students were progressive in beginner in draws and paints with more accuracy, 80%students were proficient in draws and paints with more accuracy.

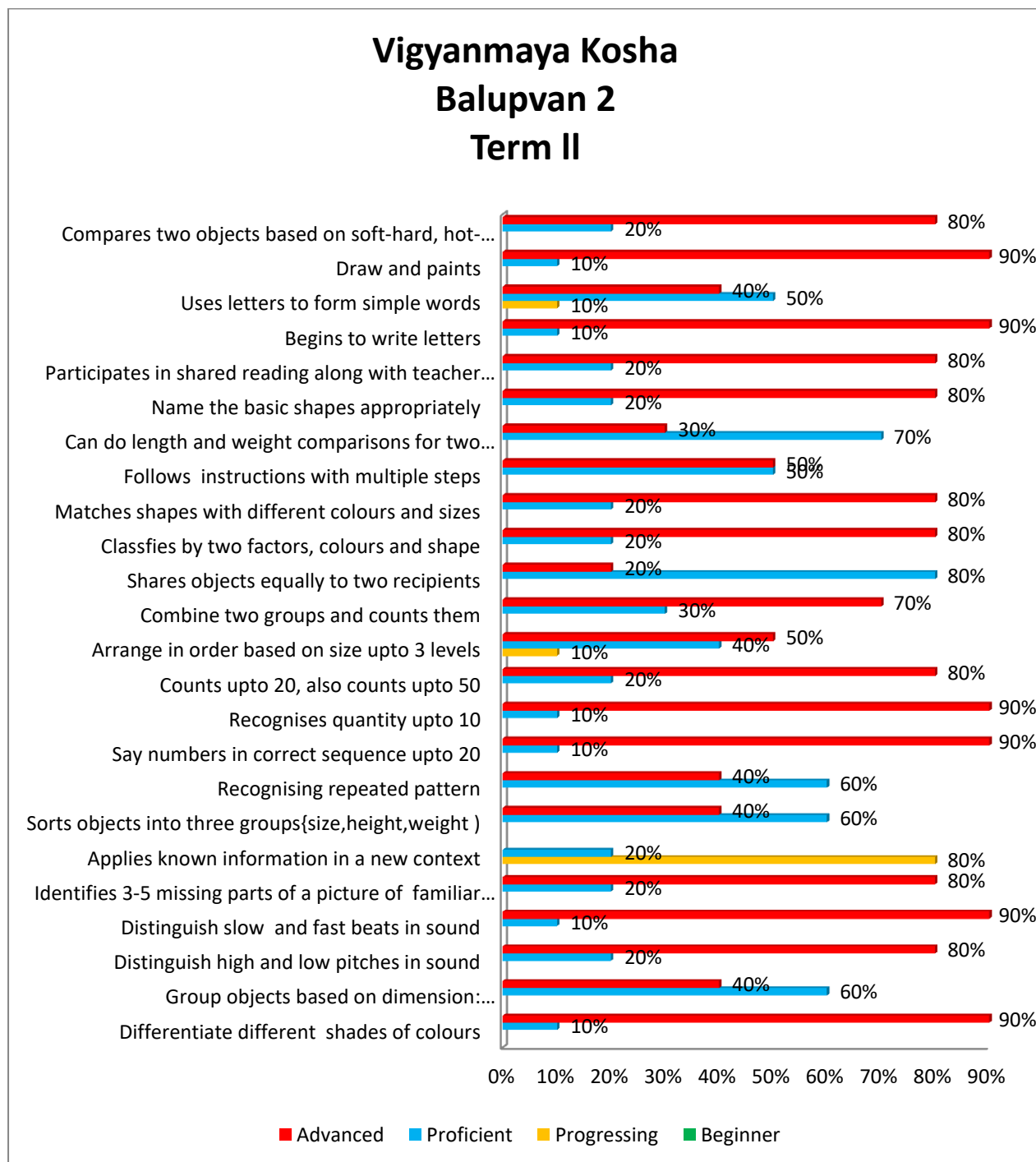


Fig. 4 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Vigyanmaya Kosha of term II.

In term II- From figure 4 it can be seen in them that among the components of vigyanmaya kosha differentiates various shades of colours 10% students were proficient, while 90% students were advanced of differentiates various shades of colours. Further components in 60% students were proficient of group objects based on dimension; length, breath, height. 40% students were advanced in group objects based on dimension; length, breath, height. The next is 20% students were proficient in distinguishes high and low pitches in sound, while 80% students were advanced in distinguishes high and low pitches in sound. 10% students were proficient in distinguishes slow and fast beats in sound while 90% students were advanced in distinguishes slow and fast beats in sound. 20% students were proficient in compares two objects based on soft –hard, hot-cold, rough- smooth, while 80% students were in advanced in compares two objects based on soft –hard, hot-cold, rough- smooth. 10% students were proficient in identifies 3-5 missing part of a picture of familiar object while, 90% students were proficient advanced in identifies 3-5 missing part of a picture of familiar object. 80% students were progressive in applies known information in a new context, while 20% students were proficient in applies known information in a new context. 60% students were proficient in sort object into three groups (size, height, weight, etc.), while 40% students were advanced in sort object into three groups (size, height, weight, etc.) 10% students were proficient in recognises quantity up to 10, while 90% students were advanced in recognises quantity up to 10. 20% students were proficient count up to 20, also count up to 50, while 60% students were advanced in count up to 20, also count up to 50. 10% students were progressive in arrange in order based on size up to 3 levels, while 40% students were proficient in arrange in order based on size up to 3 levels while 50% students were advanced in arrange in order based on size up to 3 levels. 30% students were proficient in combines 2 group and counts them, while 70% students were advanced in combines 2 group and counts them. 80% students were proficient in shares object equally to two recipients, while 20% students were advanced in arrange in shares object equally to two recipients. 20% students were proficient in classifies by two factor, colours and size, while 80% students were advanced in classifies by two factor, colours and size. 20% students were proficient in matches shapes with different colour and size, while 80% students were advanced in matches shapes with different colour and size. 50% students were proficient in arrange in follow instructions with multiple steps, 50% students were advanced in arrange in follow instructions with multiple steps. 70% students were proficient in can do length and weight comparison for two objects and 30% students were advanced in can do length and weight comparison for two objects. 20% students were proficient in names the basic shapes appropriately circle, square and triangle. 80% students were advanced in names the basic shapes appropriately circle, square and triangle. 20% students were proficient in participates in shared reading along with teacher, reads picture big book. 80% students were advanced in participates in shared reading along with teacher, reads picture big book. 10% students were proficient in begins to write letters they recognise, 90% students were advanced in begins to write letters they recognise. 10% students were progressive in uses letters to form simple words, 50% students were proficient in uses letters to form simple words while 40% students were advanced in uses letters to form simple words. 10% students were proficient in draws and paints with more accuracy, 10% students were advanced in beginner in draws and paints with more accuracy

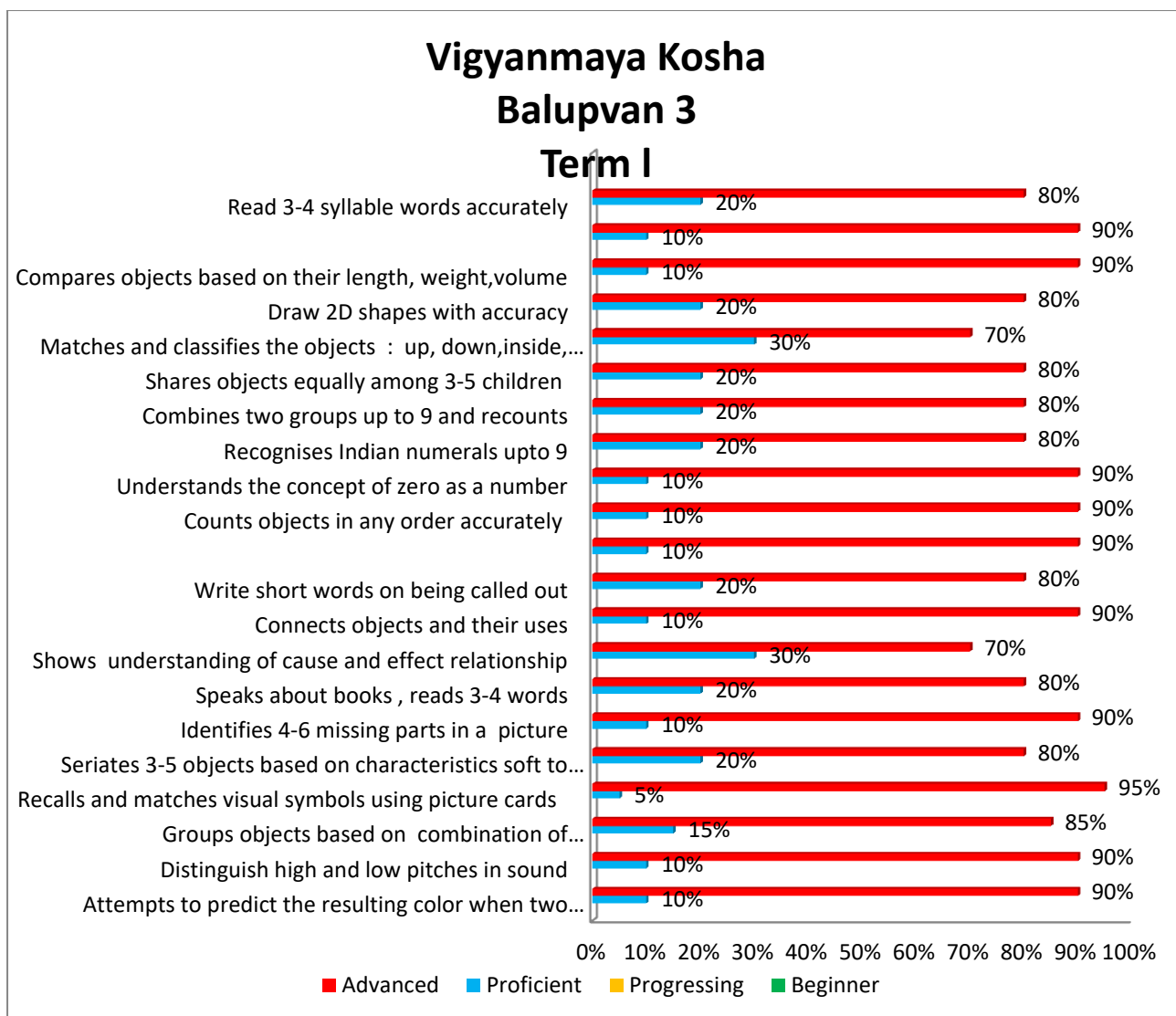


Fig. 5 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Vigyanmaya Kosha of term I

In term I- From figure 5 it can be seen in them that among the components of vigyanmaya kosha 20% were proficient 80% were advanced in Attempting to predict the resulting colour when two colours were mixed, 20% students were proficient and 80% students were advanced in distinguishing high and low pitches in sound, 20% students were proficient while 80% students were advanced in grouping objects based on combination of characteristics, 10% students were proficient 90% students were advanced in recalling and matching visual symbols using picture cards, 20% students were proficient while 80% students were advanced in seriating 3-5 objects based on characteristics soft to hardest - 5 levels, 20% students were proficient 80% students were advanced in Identifying 4-6 missing parts in a picture, 10% students were progressive, 10% students were proficient and 80% students were advanced in recognising hierarchal relationships in categories; animals and their younger ones, 10% students were progressive, 20% students were proficient and 70% students were advanced in understanding cause and effect relationship, 20% students were proficient and 80% students were advanced in connecting objects and their uses. 10% students were progressive, 10% students were proficient and 80% students were advanced in sorting and creating new pattern based on different features ; colours, shapes, size. 10% students were

progressive, 20% students were proficient and 70% students were advanced in saying number names up to 50, 20% students were proficient and 10% students were advanced in counting up, up to 50 accurately. 10% students were proficient and 80% students were advanced in understanding the concept of zero as a number. 30% students were progressive, 20% students were proficient and 50% were advanced in recognising Indian numerals up to 9. 10% students were progressive, 10% students were proficient and 80% students were advanced in combining two groups up to 9 and recounting. 20% students were progressive, 10% were proficient and 70% students were advanced in sharing objects equally among 3-5 children, 20% students were progressive, 30% students were proficient and 50% students were advanced in matching and classifying the objects: up, down, inside, above, below. 20% students were progressive, 10% students were proficient and 70% students were advanced in drawing 2D shapes with accuracy. 10% students were progressive, 10% students were proficient and 80% students were advanced in comparing objects based on their length, weight, volume. 20% students were proficient and 80% students were advanced in reciting 4-5 sentences rhyme and creates new rhyming words. 20% students were progressive, 10% students were proficient and 70% students were advanced in reading 3-4 syllable words accurately. 20% students were progressive, 10% students were proficient and 70% students were advanced in speaking about books and reading 3-4 words. 20% students were progressive, 10% students were proficient and 70% students were advanced in Writing short words on being called out. 10% students were progressive, 10% students were proficient and 80% students were advanced in distinguishing musical tempos, pitch, instrumental and vocal productions. 20% students were progressive, 10% students were proficient and 70% students were advanced in Remembering several steps in the sequence of a task, guides another child.

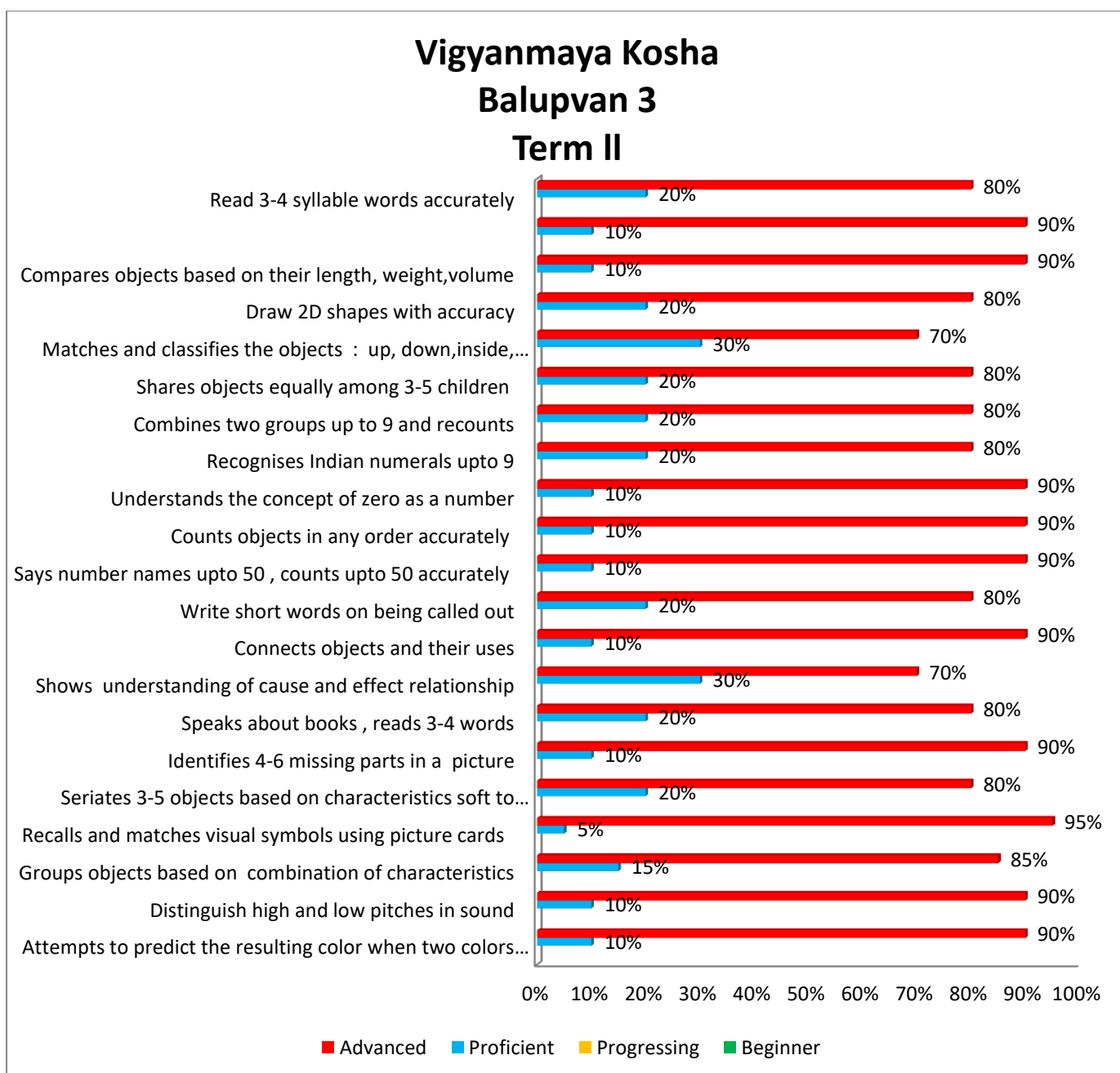


Fig. 6 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Vigyanmaya Kosha of term II.

In Term II- From figure 5 it can be seen in them that among the components of vigyanmaya kosha 10% students were proficient 90% students were advanced in attempting to predict the resulting colour when two colours were mixed, 10% students were proficient 90% students were advanced in distinguishing high and low pitches in sound, 15% students were proficient 85% students were advanced in grouping objects based on combination of characteristics, 5% students were proficient 95% students were advanced in Recalling and matching visual symbols using picture cards, 20% students were proficient 80% students were advanced in seriating 3-5 objects based on characteristics soft to hardest -5 levels, 10% students were proficient 90% students were advanced in Identifying 4-6 missing parts in a picture, 20%

students were proficient and 80% students were advanced in recognising hierarchal relationships in categories ; animals and their younger ones, 30% students were proficient and 70% students were advanced in understanding cause and effect relationship, 10% students were proficient and 90% students were advanced in connecting objects and their uses. 10% students were progressive, 10% students were proficient and 90% students were advanced in sorting and creating new pattern based on different features ; colours, shapes ,size .10% students were proficient and 90% students were advanced in saying number names up to 50, 10% students were proficient and 90% students were advanced in counting up, up to 50 accurately. 10% students were proficient and 90% students were advanced in Understanding the concept of zero as a number.20% students were proficient and 80% students were advanced in Recognising Indian numerals up to 9.20% students were proficient and 80% students were advanced in combining two groups up to 9 and recounting .20% students were proficient and 80% students were advanced in Sharing objects equally among 3-5 children.30% students were proficient and 70% students were advanced in Matching and classifying the objects : up, down, inside, above, below. 20% students were proficient and 80 % students were advanced in Drawing 2D shapes with accuracy. 10% were proficient and 90%students were advanced in Comparing objects based on their length, weight, volume. 10% students were proficient and 90% students were advanced in Reciting 4-5 sentences rhyme and creates new rhyming words.20% students were proficient and 80% students were advanced in Reading 3-4 syllable words accurately. 25% students were proficient and 85% were advanced in Speaking about books and reading 3-4 words.25% students were proficient and 85%students were advanced in writing short words on being called out. 10% students were proficient and 90% students were advanced in distinguishing musical tempos, pitch, instrumental and vocal productions.20%students were proficient and 80%students were advanced in remembering several steps in the sequence of a task, guides an another child.

3.2.5 Anandamaya Kosha-

Figure 1,2,3,4,5,6 shown the percentage of students having different levels of achievement under various components of Anandamaya Kosha of Balupvan 1, 2 &3 students in term I & II

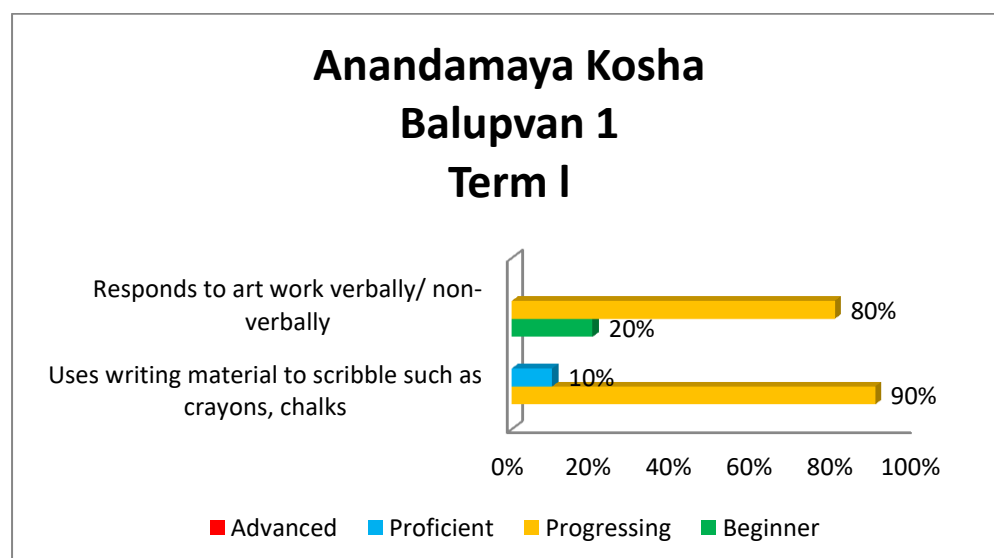


Fig. 1 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Anandamaya Kosha of term I.

In Term I- From figure 1 it can be seen in them that among the components of anandamaya kosha 80%students were beginner in using writing material to scribble such as crayons, chalks, 10%students were progressing in using writing material to scribble such as crayons, chalks while 10%students were proficient in in using writing material to scribble such as crayons, chalks. 90% students were beginner in responds to art work verbally/ non verbally and 10%students are progressing in responds to art work verbally/ non verbally.

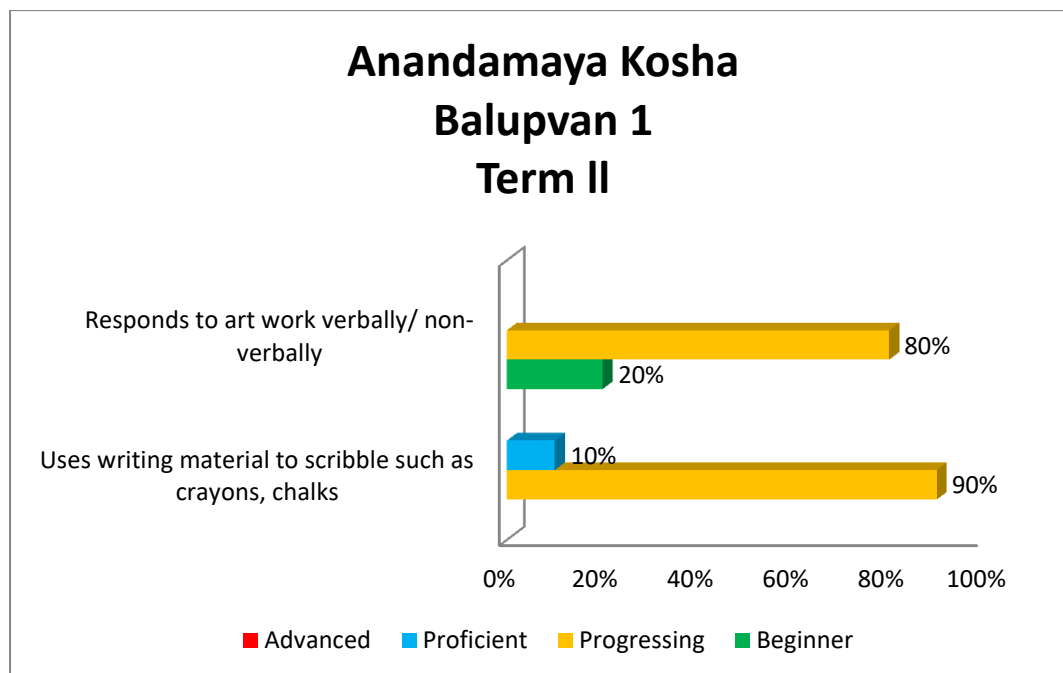


Fig. 2 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Anandamaya Kosha of term II.

In Term II- From figure 2 it can be seen in them that among the components of anandamaya kosha 90%students were progressing in using writing material to scribble such as crayons, chalks, 10%students were proficient in using writing material to scribble such as crayons, chalks while 20%students were beginner in in using writing material to scribble such as crayons, chalks. 80% students were proficient in responds to art work verbally/ non verbally and 10%students are progressing in responds to art work verbally/ non verbally.

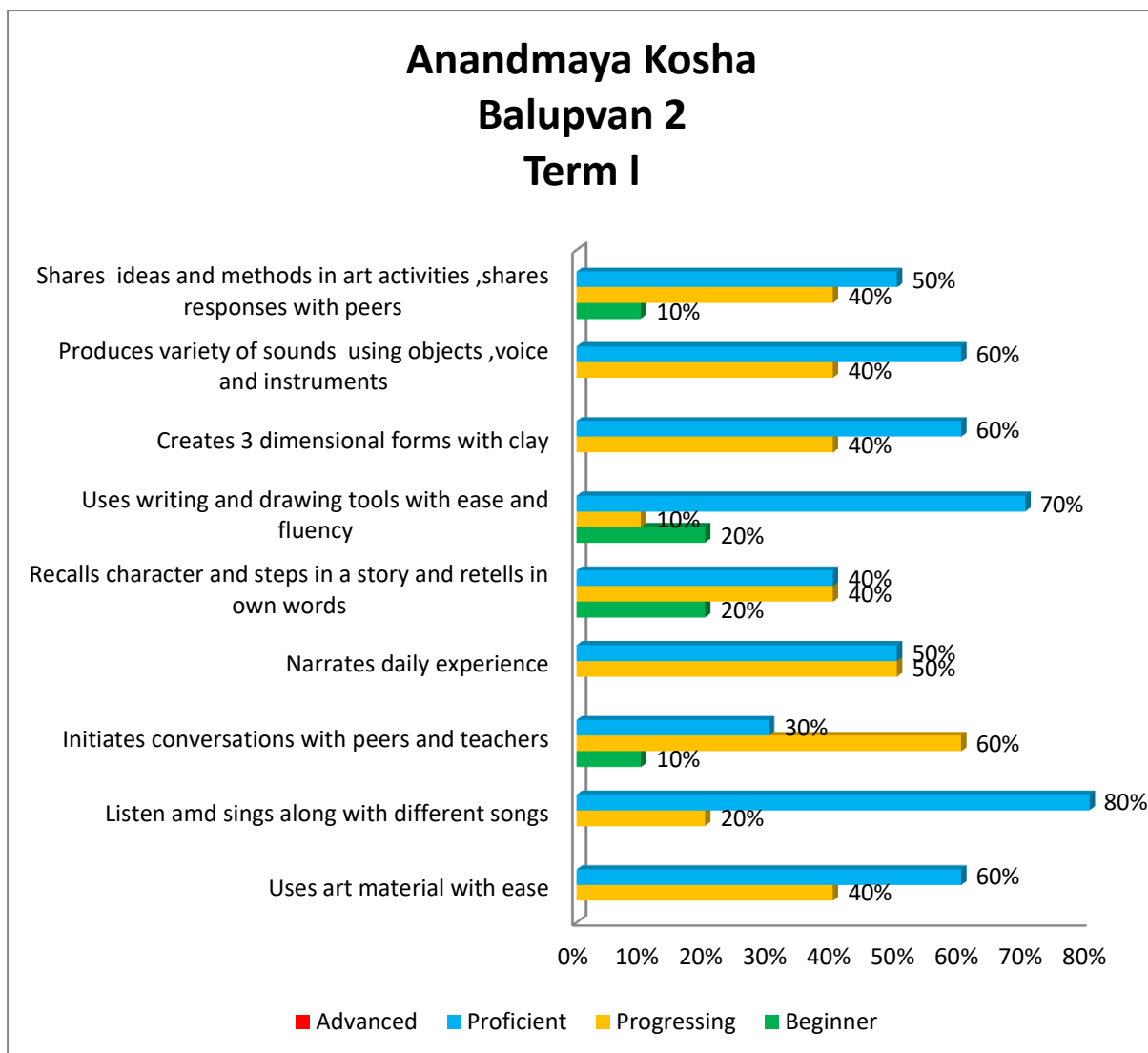


Fig. 3 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Anandamaya Kosha of term I.

In term I- From figure 3 it can be seen in them that among the components of anandamaya kosha , 40%students were progressive in uses art material with ease, while 60% students were proficient in uses art material with ease. 10 %students were beginner in listen sings along different songs with intonation and gestures, while 60%students were progressive in listen sings along different songs with intonation and gestures, and 30% students were proficient in listen sings along different songs with intonation and gestures. 10% students were beginner in combines 2-3 syllable for simple words , while 60%students were progressive in combines 2-3 syllable for simple words, and 30 %students were proficient in combines 2-3 syllable for simple words.40% students were beginner in reads simple two syllable words, while 40%students were progressive in reads simple two syllable words, and 20 % students were proficient in reads simple two syllable words. 10% students were beginner in hold books ,turn pages , follows left to right reading pattern, pretends to read, while , 20%students were progressive in hold books ,turn pages , follows left to right reading pattern, pretends to read, and 70%students were proficient in hold books ,turn pages , follows

left to right reading pattern, pretends to read. 40% students were progressive in create three dimensional forms with clay and dough, while 60% students were proficient in create three dimensional forms with clay and dough. 40% students were progressive in Produces variety of sound using objects, voice and instruments, while 60% students were proficient in Produces variety of sound using objects, voice and instruments. 10% students were beginner in shares ideas and methods in art activities , shares responses with peers, while 40% students were progressive in shares ideas and methods in art activities , shares responses with peers, and 50% students were proficient in shares ideas and methods in art activities, shares responses with peers. 10% students were progressive in shows curiosity in the natural environment ,while 90% students proficient in shows curiosity in the natural environment.

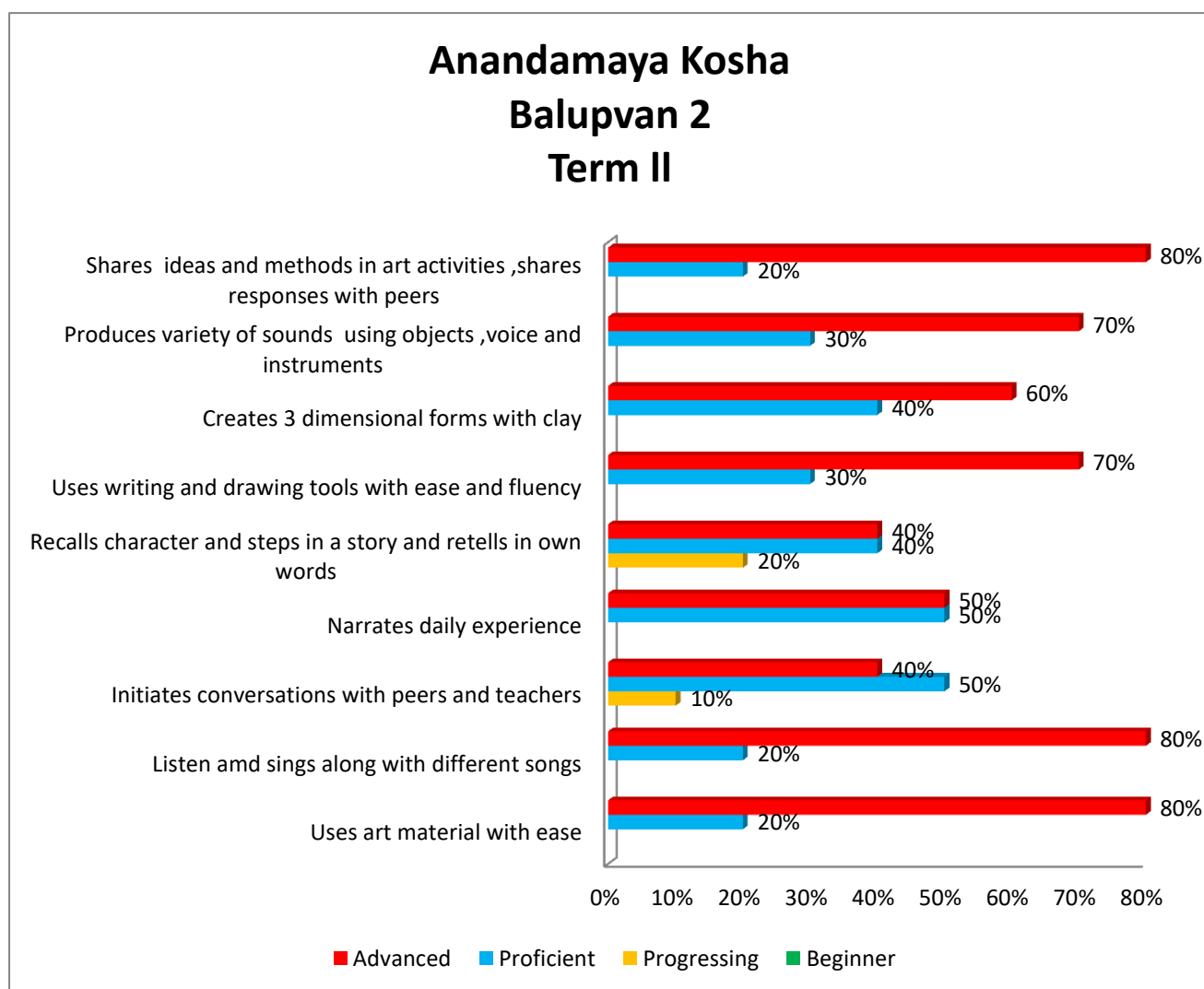


Fig. 4 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Anandamaya Kosha of term II.

In term II- From figure 4 it can be seen in them that among the components of anandamaya kosha , 40%students were proficient in uses art material with ease, while 60%students were advance in uses art material with ease. 20 %students were proficient in listen sings along

different songs with intonation and gestures, while 80% students were advance in listen sings along different songs with intonation and gestures. 10% students were progressing in combines 2-3 syllable for simple words , while 50% students were proficient in combines 2-3 syllable for simple words, and 40 % students were advance in combines 2-3 syllable for simple words. 20% students were proficient in reads simple two syllable words, while 80% students were advance in reads simple two syllable words. 30 % students were proficient in hold books ,turn pages, follows left to right reading pattern, pretends to read, while 70% students were advance in hold books ,turn pages , follows left to right reading pattern, pretends to read. 40% students were proficient in create three dimensional forms with clay and dough, while 60% students were advance in create three dimensional forms with clay and dough. 30% students were proficient in Produces variety of sound using objects, voice and instruments, while 70% students were advance in Produces variety of sound using objects, voice and instruments. 20% students were proficient in shares ideas and methods in art activities, shares responses with peers, while 80% students were advance in shares ideas and methods in art activities, shares responses with peers. 10 % students were proficient in shows curiosity in the natural environment ,while 90% students were advance in shows curiosity in the natural environment.

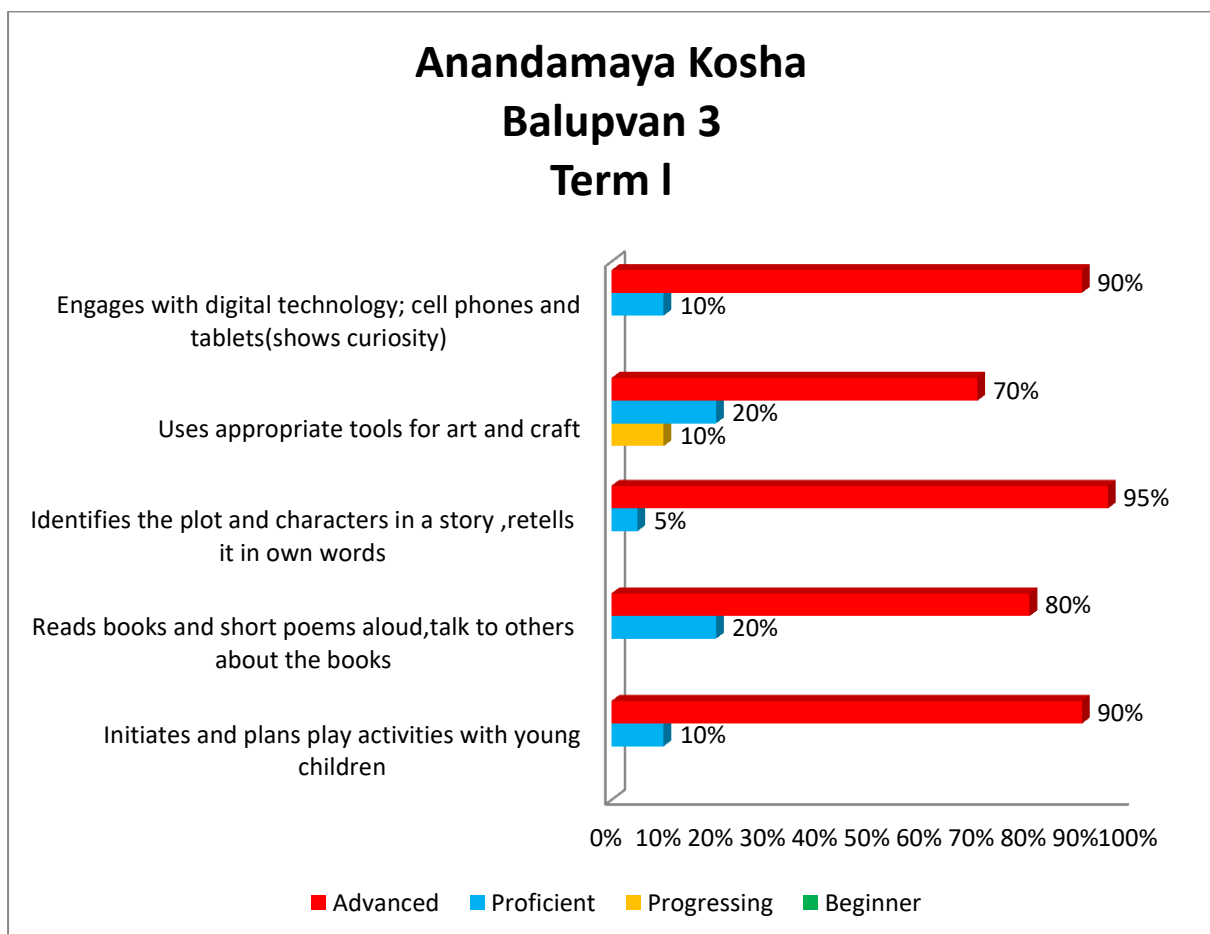


Fig. 5 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Anandamaya Kosha of term I.

In term I- From figure 5 it can be seen in them that among the components of anandamaya kosha. 10%students were progressive,10%students were proficient and 80%students were advanced in Initiating and planning play activities with young children. 20%students were progressive,10% students were proficient and 70% students were advanced in Reading books and short poems aloud and talking to others about the books. 10%students were progressive, 10% students were proficient and 80% students were advanced in identifying the plot and characters in a story and retelling it in own words. 20%students were progressive,20%students were proficient and 60%students were advanced in using appropriate tools for art and craft. 20% students were proficient and 60%students were advanced in Engaging with digital technology; cell phones and tablets(showed curiosity)

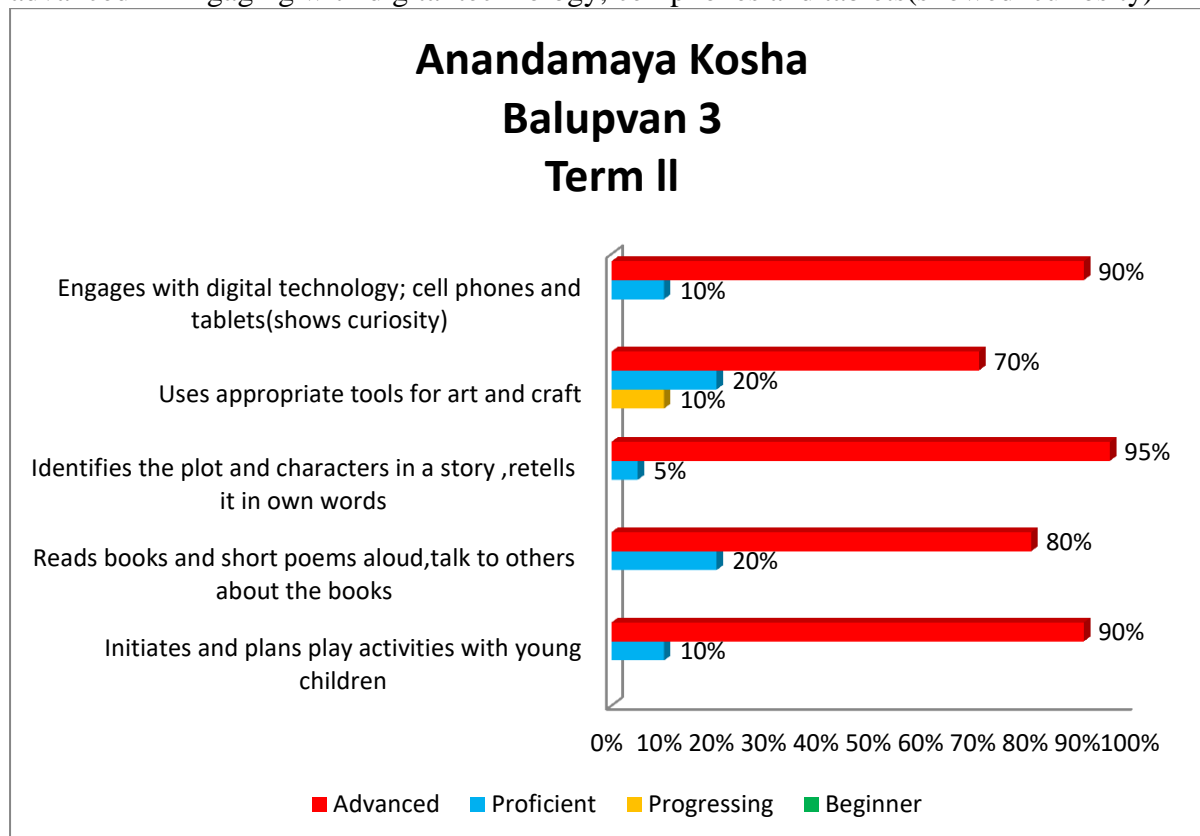


Fig. 6 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Anandamaya Kosha of term II.

In term II- From figure 6 it can be seen in them that among the components of anandamaya kosha. 10%students were proficient and 90%students were advanced in Initiating and planning play activities with young children. 20% students were proficient and 80%students were advanced in Reading books and short poems aloud and talking to others about the books. 5%students were proficient and 95%students were advanced in identifying the plot and characters in a story and retelling it in own words. 20%students were proficient and 70%students were advanced in using appropriate tools for art and craft. 10% students were proficient and 90% students were advanced in Engaging with digital technology; cell phones and tablets(showed curiosity)

3.2.6 Samanygyan/ General Awareness

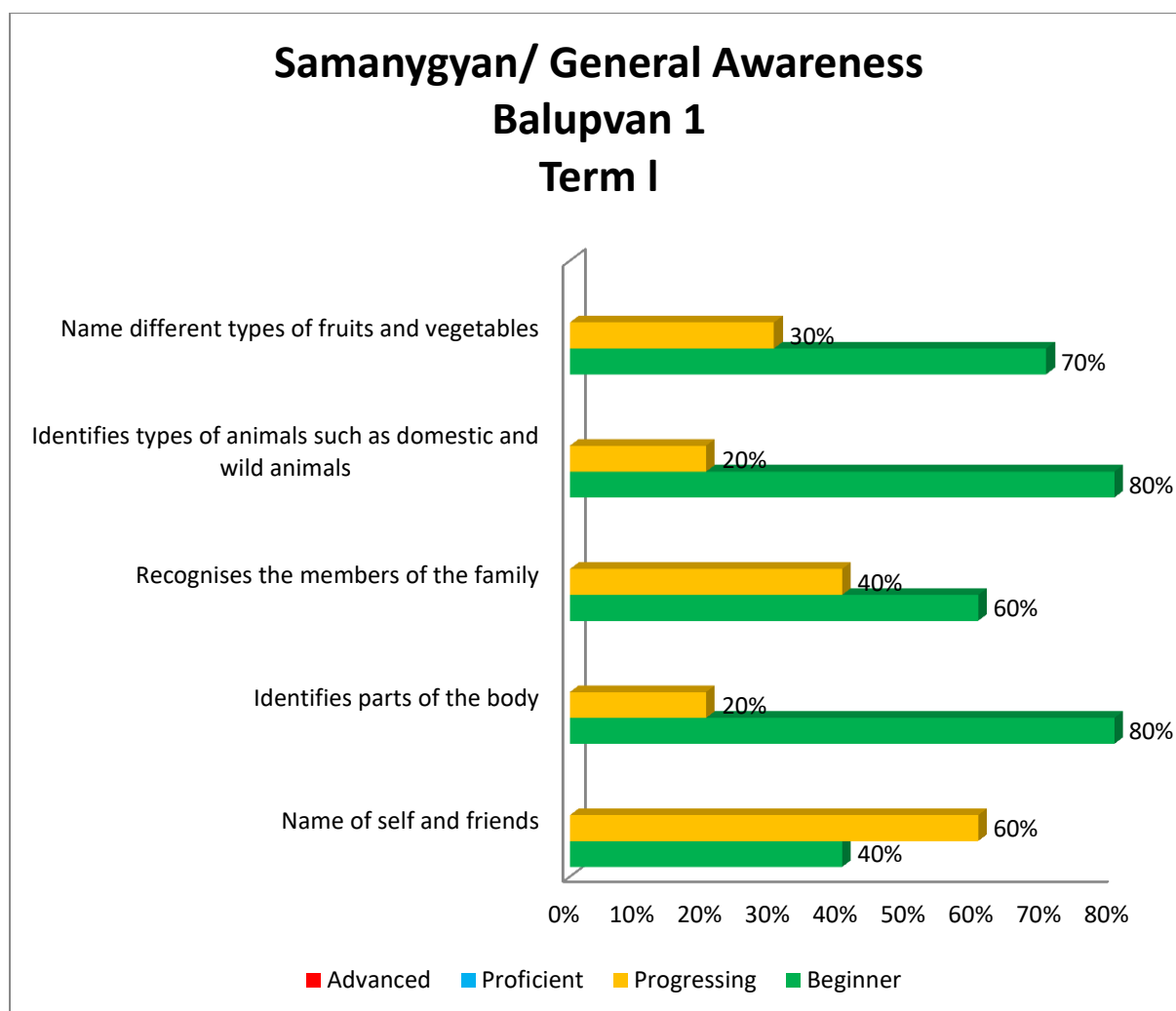


Fig. 1 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of samanygyan/general awareness of term 1.

In term 1- From figure 1 it can be seen in them that among the components of Samanygyan / general awareness 40% students were beginner to know their name of self and friends while 60% students were progressive in know their name of self and friends. 80% students were beginner in identifying parts of the body while 20% students were progressive to identifying their parts of the body. 60% students were beginner to recognises the members of the family while 40% students were progressive to recognises the members of the family. 80% students were beginner to identify types of animals such as domestic and wild animals while 20% students were progressive to identify types of animals such as domestic and wild animals. 70% students were beginner to name different types of fruits and vegetables while 30% students were progressive to name different types of fruits and vegetables.

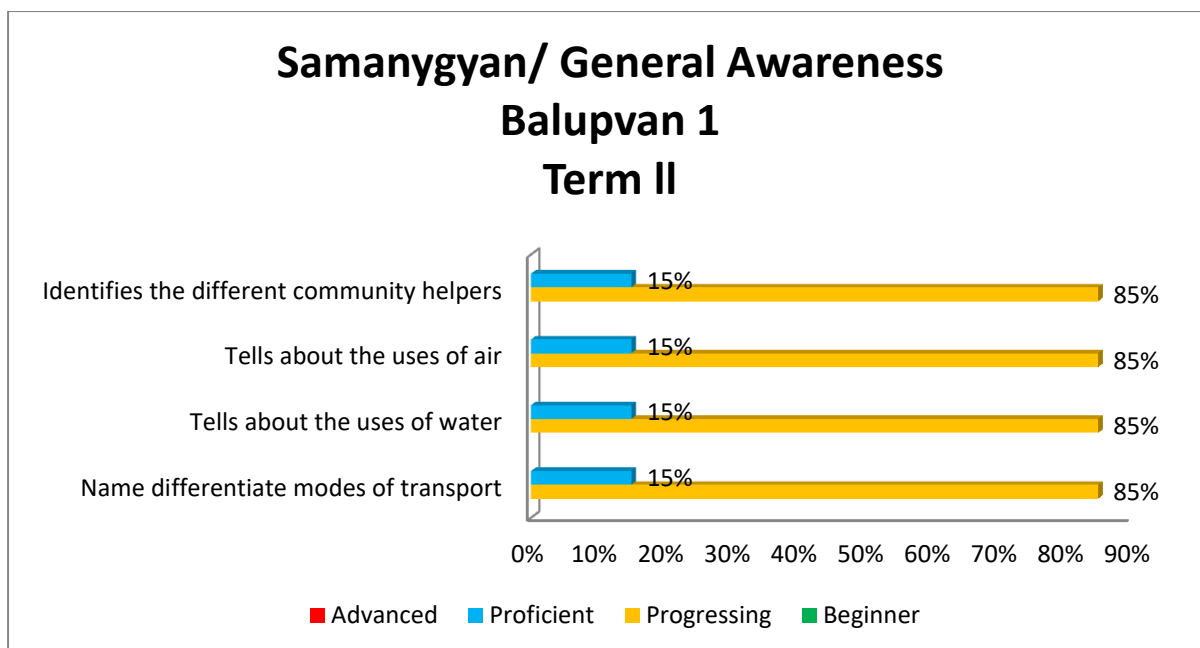


Fig. 2 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of samanygyan/general awareness of term II.

In term II- From figure 2 it can be seen in them that among the components of Samanygyan / general awareness 85% students were progressive in differentiate modes of transport while 15% students were proficient in differentiate modes of transport. 85% students were progressive in tell us about the uses of water while 15% students were proficient in tell us about the uses of water. 85% students were progressive to tell us about the uses of air while 15% students were proficient to tell us about the uses of air. 85% students were progressive to identifies the different community helpers while 15% students are proficient to identifies the different community helpers.

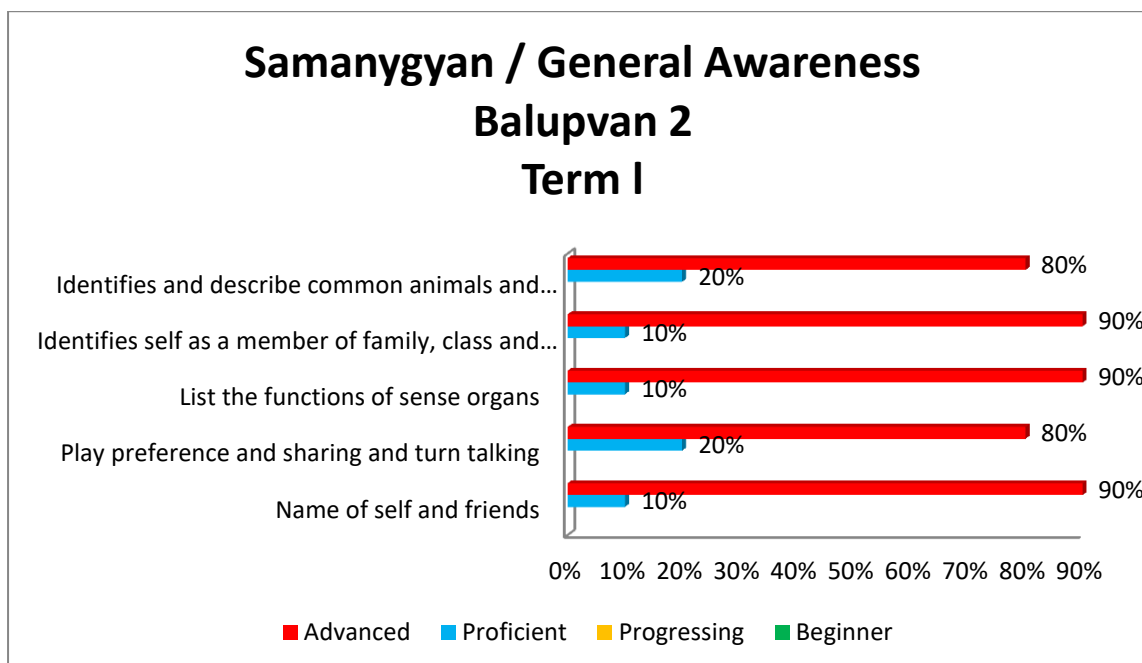


Fig. 3 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of samanygyan/general awareness of term 1.

In term 1- From figure 3 it can be seen in them that among the components of Samanygyan / general awareness 10 %students were proficient in tell their name of self and friend while 90% students were advance in tell their name of self and friend. 85 %students were proficient to play preference and turn talking while 15%students were advanced to play preference and turn talking. 10% students were proficient to Identifies sense of organs while 90% students were advanced to Identifies sense of organs. 10%students were proficient to recognises the members of the family, classmates, neighbours while 90%students were advanced to recognises the members of the family, classmates, neighbours. 20%students were proficient to identifies types of animals such as domestic and wild animals and different birds while 80%students were advanced to identifies types of animals such as domestic and wild animals and different birds. 20%students were proficient in differentiates fragrances of flowers and fruits while 80%students were advanced in differentiates fragrances of flowers and fruits.

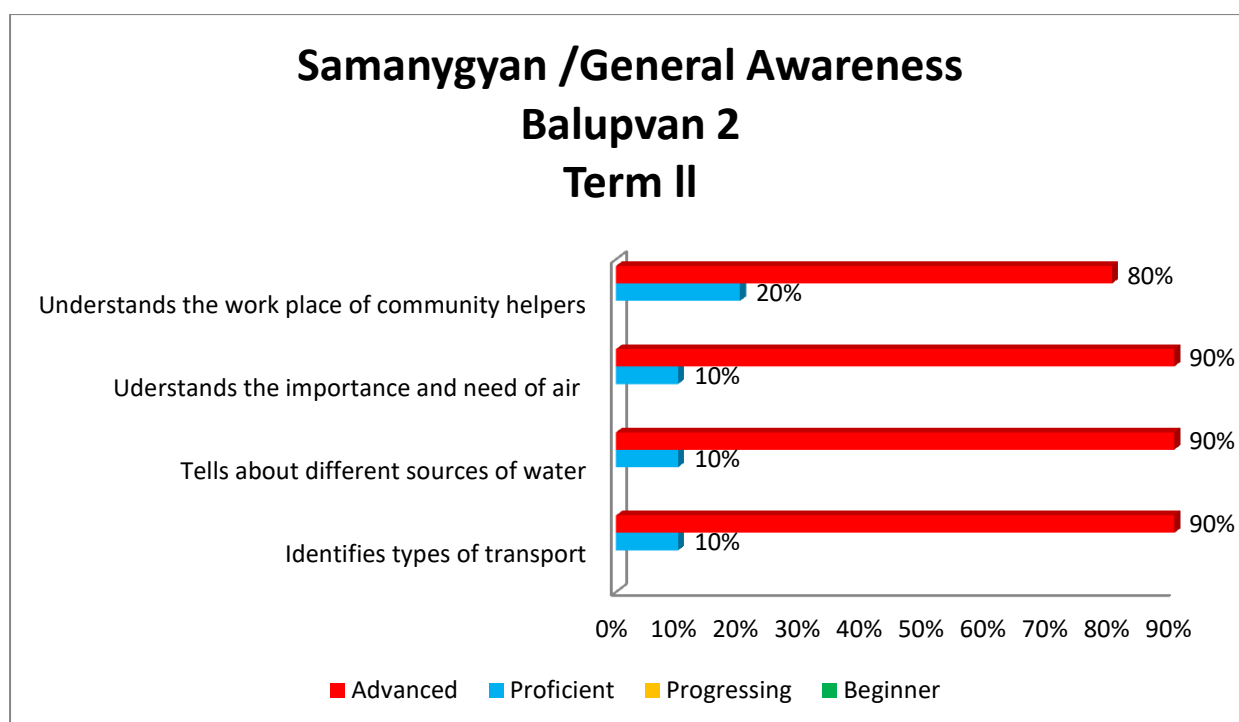


Fig. 4 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of samanygyan/general awareness of term 11.

In term II- From figure 4 it can be seen in them that among the components of Samanygyan / general awareness 10% students were proficient to name differentiate modes of transport 90% students were advanced to name differentiate modes of transport. 10% students were proficient in tells about the uses of water while 90% of students were advance in tells about the uses of water. 10% students were proficient in tells about the uses of air while 90% students were advance in tells about the uses of air. 20%students were proficient in identifies the different community helpers while 80% students were advance in identifies the different community helpers.

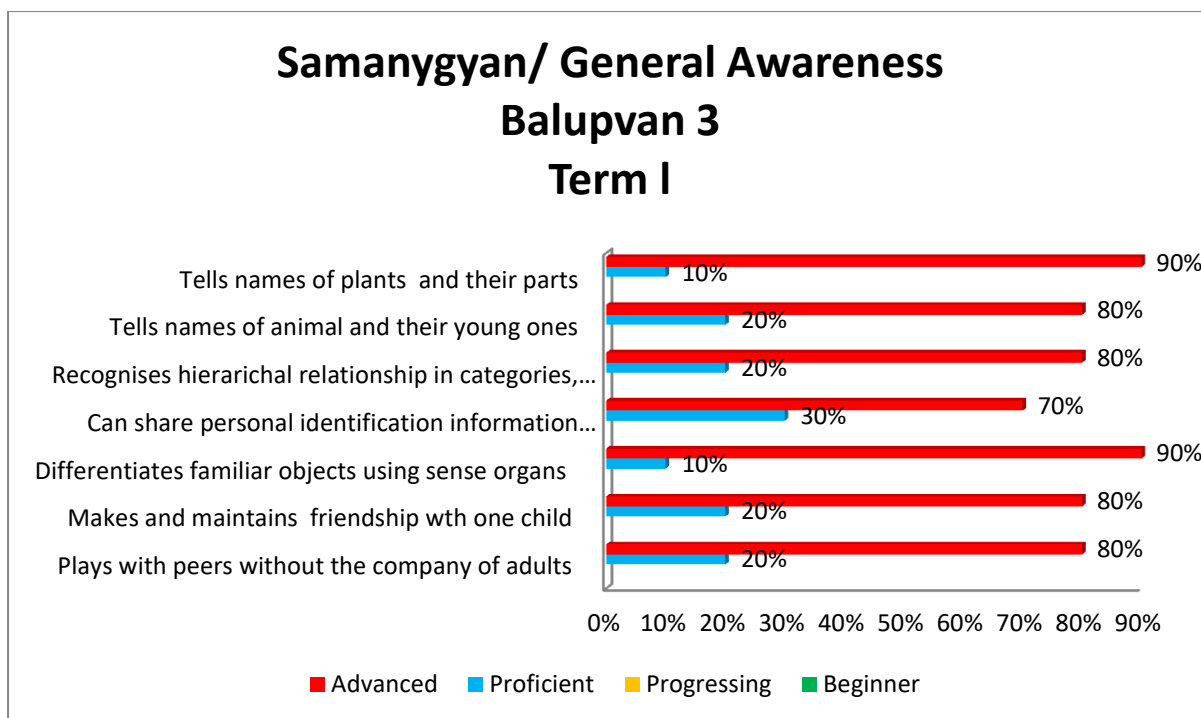


Fig. 5 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of samanygyan/general awareness of term I.

In term II- From figure 5 it can be seen in them that among the components of Samanygyan / general awareness 20% students were proficient and 80% students were advanced in Playing with peers without the company of adults .20% students were proficient and 80% students were advanced in Makings and maintaining friendship with one child .10% students were proficient and 90% students were advanced in Differentiating familiar objects using sense organs . 30% students were proficient and 70% students were advanced in sharing personal identification information ,home ,address, details of family members. 30% students were proficient and 70% students were advanced in recognising hierarchal relationship in categories, animal and their homes. 20% students were proficient and 80% students were advanced in telling names of animal and their young ones.10% students were proficient and 90% students were advanced in telling names of plants and their parts.

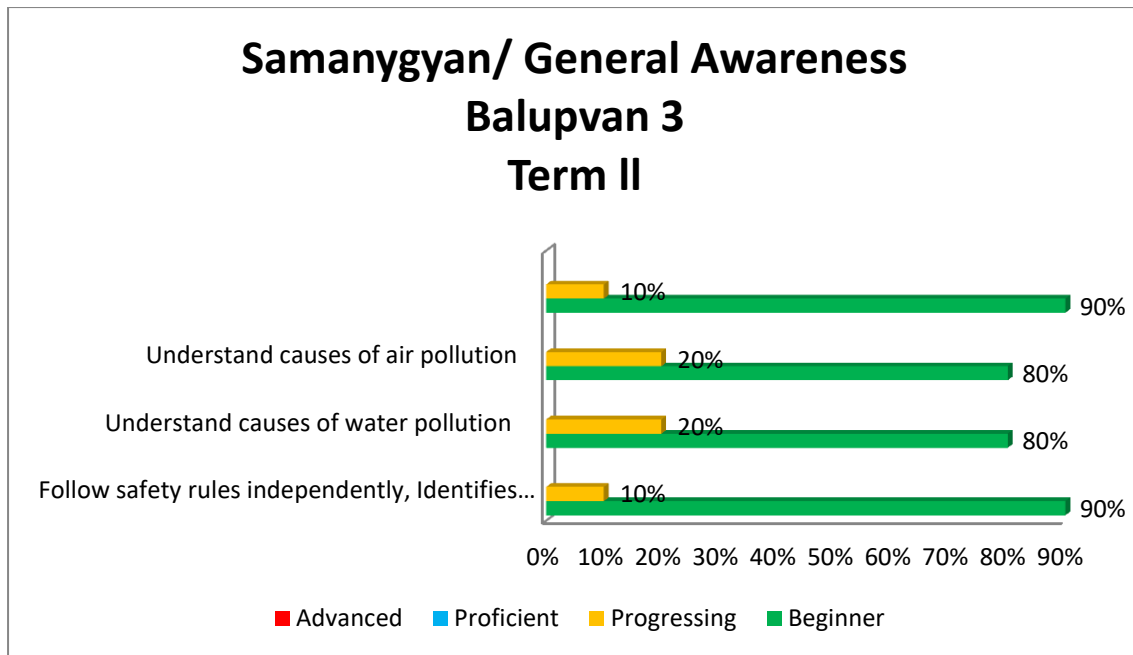


Fig. 6 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of samanygyan/general awareness of term II.

In term II- From figure 6 it can be seen in them that among the components of Samanygyan / general awareness 20%students were proficient and 80%students were advanced in Understanding causes of air pollution, 10%students were proficient and 90%students were advanced in Following safety rules independently. 10%students were proficient and 90%students were advanced in identifying traffic signals. 20%students were proficient and 80%students were advanced in understanding causes of water pollution.10%students were proficient and 90%students were advanced in identifying different kinds of tools used by community helpers

BALUPVAN 1 REPORT CARD-



| HEALTH | TERM - I | TERM - II |
|--------|----------|-----------|
| Height | | |
| Weight | | |



| ATTENDANCE | TERM - I | TERM - II |
|----------------------|----------|-----------|
| Total Days Present | | |
| Total Number of Days | | |

General Remark _____

Class Promoted to _____





**Demonstration
Multipurpose School**
REGIONAL INSTITUTE OF EDUCATION
SHYAMLA HILLS, BHOPAL - 462013

**HOLISTIC PROGRESS CARD
BAL UPVAN - I**

Photo






Name : _____

Class : _____

Roll No. : _____

Scholar No. : _____

Date of Birth : _____

Father's Name : _____

Mother's Name : _____

Address : _____

Contact : _____

Coordinator _____

Head Master _____

Class Teacher _____

Parent _____

| S. No. | Competencies Development | Efficiency Term I | | | | Efficiency Term II | | | |
|--------|---|-------------------|-------------|------------|----------|--------------------|-------------|------------|----------|
| | | Beginner | Progressing | Proficient | Advanced | Beginner | Progressing | Proficient | Advanced |
| 1 | Shows a liking for food | | | | | | | | |
| 2 | Doesn't waste food | | | | | | | | |
| 3 | Practices basic hygiene | | | | | | | | |
| 4 | Awareness of safety in movements, walking, running, jumping etc. | | | | | | | | |
| 5 | Differentiates shapes or colours | | | | | | | | |
| 6 | Matches visual symbols with same patterns | | | | | | | | |
| 7 | Differentiates sounds | | | | | | | | |
| 8 | Identifies good and bad smell | | | | | | | | |
| 9 | Differentiates by touching: hard-soft, rough-smooth etc. | | | | | | | | |
| 10 | Begins to catch, throw, kick with basic body control | | | | | | | | |
| 11 | Stands and balances on one foot for short time | | | | | | | | |
| 12 | Shows fine muscle coordination, and eye - hand coordination | | | | | | | | |
| 13 | Walks backwards, tip toe walking, walks carrying light weights | | | | | | | | |
| 14 | Expresses feelings and recognises simple emotions | | | | | | | | |
| 15 | Interacts well with other children and familiar adults | | | | | | | | |
| 16 | Begins to play with other children | | | | | | | | |
| 17 | Follow simple classroom instructions | | | | | | | | |
| 18 | Winds up activities appropriately | | | | | | | | |
| 19 | Identifies missing parts | | | | | | | | |
| 20 | Connects objects and can substitute | | | | | | | | |
| 21 | Understands basic cause - effect relationships: ice melts in sun, salt dissolves in water | | | | | | | | |
| 22 | Can use appropriate tools for art activities | | | | | | | | |
| 23 | Can sort objects based on two categories: size and shape, length and colour | | | | | | | | |
| 24 | Connects objects and their uses | | | | | | | | |
| 25 | Recognises simple patterns in the surroundings | | | | | | | | |
| 26 | Says numbers till 10 in correct sequence | | | | | | | | |
| 27 | Arrange objects in an order: shapes, size or story cards (upto 3) | | | | | | | | |
| 28 | Compares two objects | | | | | | | | |
| 29 | Can group and ungroup things (upto 3) | | | | | | | | |
| 30 | Matches objects based on shape, size or colour (only one attribute at a time) | | | | | | | | |
| 31 | Names shapes, solves inset puzzles of shapes | | | | | | | | |
| 32 | Listens and repeat rhymes/ poems | | | | | | | | |
| 33 | Listens and follows simple verbal instructions | | | | | | | | |
| 34 | Has 5-7 minutes attention span for listening to stories | | | | | | | | |
| 35 | Has vocabulary for simple familiar things | | | | | | | | |
| 36 | Pretends to read books, differentiate pictures and text in a book | | | | | | | | |
| 37 | Uses writing material to scribble such as crayons, chalks | | | | | | | | |
| 38 | Uses variety of body movements to effectively sing rhymes/songs | | | | | | | | |
| 39 | Responds to art work verbally/ non- verbally | | | | | | | | |
| 40 | Can focus on self-initiated activity, sustains interest in two or three tasks | | | | | | | | |
| 41 | Practices remembering, recalling | | | | | | | | |
| 42 | Can make transition from one activity to the next | | | | | | | | |
| 43 | Enjoys outdoor activities | | | | | | | | |
| 44 | Observes and imitates adult behaviour for classroom norms | | | | | | | | |
| 45 | Ability to shift attention to other tasks | | | | | | | | |
| 46 | Name of self and friends | | | | | | | | |
| 47 | Identifies parts of the body | | | | | | | | |
| 48 | Recognises the members of the family | | | | | | | | |
| 49 | Identifies types of animals such as domestic and wild animals | | | | | | | | |
| 50 | Name different types of fruits and vegetables | | | | | | | | |
| 51 | Name differentiate modes of transport | | | | | | | | |
| 52 | Tells about the uses of water | | | | | | | | |
| 53 | Tells about the uses of air | | | | | | | | |
| 54 | Identifies the different community helpers | | | | | | | | |

BALUPVAN 2 REPORT CARD-



HEALTH

| | TERM - I | TERM - II |
|--------|----------|-----------|
| Height | | |
| Weight | | |



ATTENDANCE

| | TERM - I | TERM - II |
|----------------------|----------|-----------|
| Total Days Present | | |
| Total Number of Days | | |

General Remark

Class Promoted to

Demonstration Multipurpose School
REGIONAL INSTITUTE OF EDUCATION
SHYAMLA HILLS, BHOPAL - 462013

HOLISTIC PROGRESS CARD
BAL UPVAN - 2

Photo

Coordinator

Head Master

Class Teacher

Parents

Name : _____

Class : _____

Roll No. : _____

Scholar No. : _____

Date of Birth : _____

Father's Name : _____


Mother's Name : _____

Address : _____


Contact : _____

| S. No. | Competencies Development | Efficiency Term I | | | | Efficiency Term II | | | |
|--------|---|-------------------|-------------|------------|----------|--------------------|-------------|------------|----------|
| | | Beginner | Progressing | Proficient | Advanced | Beginner | Progressing | Proficient | Advanced |
| 1 | Identifies, healthy, unhealthy foods, eats a variety of nutritious food | | | | | | | | |
| 2 | Dresses independently | | | | | | | | |
| 3 | Keep school, classroom neat, uses dustbins, keeps personal belongings safe | | | | | | | | |
| 4 | Careful use of harmful material such as scissors, knife, | | | | | | | | |
| 5 | Is careful with strangers, communicates discomfort to parents/teachers | | | | | | | | |
| 6 | Differentiate different shades of colours | | | | | | | | |
| 7 | Group objects based on dimension: length, breadth, height | | | | | | | | |
| 8 | Distinguishes high and low pitches in sound | | | | | | | | |
| 9 | Distinguishes slow and fast beats in sound | | | | | | | | |
| 10 | Differentiate various fragrance of fruits and flowers | | | | | | | | |
| 11 | Compares two objects based on soft-hard, hot-cold, rough-smooth | | | | | | | | |
| 12 | Catches, throws, kicks the ball with good force | | | | | | | | |
| 13 | Balances body on various surfaces | | | | | | | | |
| 14 | Motor control better for fine motor, eye hand coordination activities | | | | | | | | |
| 15 | Walks, crawls, climbs up and down the stairs, jumps on two feet, move small furniture | | | | | | | | |
| 16 | Expresses emotions through verbal/non verbal modes | | | | | | | | |
| 17 | Assist teachers in organising class/classroom activities | | | | | | | | |
| 18 | Identifies 3-5 missing parts of a picture of familiar object | | | | | | | | |
| 19 | Applies known information in a new context | | | | | | | | |
| 20 | Sorts objects into three groups (size, height, weight) | | | | | | | | |
| 21 | Recognising repeated pattern | | | | | | | | |
| 22 | Say numbers in correct sequence upto 20 | | | | | | | | |
| 23 | Recognises quantity upto 10 | | | | | | | | |
| 24 | Counts upto 20, also counts upto 50 | | | | | | | | |
| 25 | Arrange in order based on size upto 3 levels | | | | | | | | |
| 26 | Combine two groups and counts them | | | | | | | | |
| 27 | Shares objects equally to two recipients | | | | | | | | |
| 28 | Classifies by two factors, colours and shape | | | | | | | | |
| 29 | Matches shapes with different colours and sizes | | | | | | | | |
| 30 | Follows instructions with multiple steps | | | | | | | | |
| 31 | Can do length and weight comparisons for two objects | | | | | | | | |
| 32 | Identifies Indian coins | | | | | | | | |
| 33 | Name the basic shapes appropriately | | | | | | | | |
| 34 | Uses art material with ease | | | | | | | | |
| 35 | Listen and sings along with different songs | | | | | | | | |
| 36 | Initiates conversations with peers and teachers | | | | | | | | |
| 37 | Narrates daily experience | | | | | | | | |
| 38 | Recalls character and steps in a story and retells in own words | | | | | | | | |
| 39 | Combines 3-3 syllables to form simple words | | | | | | | | |
| 40 | Holds books, turns pages, follows left to right reading pattern | | | | | | | | |
| 41 | Reads simple two syllable words | | | | | | | | |
| 42 | Participates in shared reading along with teacher, reads pictures, big books | | | | | | | | |
| 43 | Uses writing and drawing tools with ease and fluency | | | | | | | | |
| 44 | Begins to write letters | | | | | | | | |
| 45 | Uses letters to form simple words | | | | | | | | |
| 46 | Draw and paints | | | | | | | | |
| 47 | Creates 3 dimensional forms with clay | | | | | | | | |
| 48 | Produces variety of sounds using objects, voice and instruments | | | | | | | | |
| 49 | Shares ideas and methods in art activities, shares responses with peers | | | | | | | | |
| 50 | Focuses, attention, stays with tasks that interest | | | | | | | | |
| 51 | Inhibits impulsive behaviour | | | | | | | | |
| 52 | Shows curiosity in the natural environment | | | | | | | | |
| 53 | Name of self and friends | | | | | | | | |
| 54 | Play preference and sharing and turn taking | | | | | | | | |
| 55 | List the functions of sense organs | | | | | | | | |
| 56 | Identifies self as a member of family, class and neighbourhood | | | | | | | | |
| 57 | Identifies and describe common animals and birds etc. | | | | | | | | |
| 58 | Differentiates fragrances of flowers and fruits | | | | | | | | |
| 59 | Identifies types of transport | | | | | | | | |
| 60 | Tells about different sources of water | | | | | | | | |
| 61 | Understands the importance and need of air | | | | | | | | |
| 62 | Understands the work place of community helpers | | | | | | | | |

BALUPVAN 3 REPORT CARD-



Demonstration Multipurpose School
REGIONAL INSTITUTE OF EDUCATION
SHYAMLA HILLS, BHOPAL - 462013


HOLISTIC PROGRESS CARD
BAL UPVAN - 3

Photo

Name : _____

Class : _____

Roll No. : _____

Scholar No. : _____

Date of Birth : _____

Father's Name : _____

Mother's Name : _____

Address : _____

Contact : _____

| ATTENDANCE | TERM - I | TERM - II |
|----------------------|----------|-----------|
| Total Days Present | | |
| Total Number of Days | | |

General Remark _____

Class Promoted to _____

Coordinator Head Master Class Teacher Parents

| S. No. | Competencies Development | Efficiency Term I | | | | Efficiency Term II | | | |
|--------|---|-------------------|-------------|------------|----------|--------------------|-------------|------------|----------|
| | | Beginner | Progressing | Proficient | Advanced | Beginner | Progressing | Proficient | Advanced |
| 1 | Recognises and explains food from different food groups | | | | | | | | |
| 2 | Participates in preparing snacks | | | | | | | | |
| 3 | Eats variety of foods without wasting | | | | | | | | |
| 4 | Maintains personal belongings in good shape, uses dustbins and uses clean plates | | | | | | | | |
| 5 | Follows road safety rules independently | | | | | | | | |
| 6 | Seeks help in sickness | | | | | | | | |
| 7 | Attempts to predict the resulting color when two colors are mixed | | | | | | | | |
| 8 | Distinguish high and low pitches in sound | | | | | | | | |
| 9 | Groups objects based on combination of characteristics | | | | | | | | |
| 10 | Recalls and matches visual symbols using picture cards | | | | | | | | |
| 11 | Recognises smells that indicate danger e.g., smoke | | | | | | | | |
| 12 | Catch, throws, kicks the ball with good force | | | | | | | | |
| 13 | Sorts 3-5 objects based on characteristics soft to hardest - 5 levels | | | | | | | | |
| 14 | Catches, kicks, throws different sized balls | | | | | | | | |
| 15 | Shows good body balance : Balances things on head and in hand, rides bicycle well | | | | | | | | |
| 16 | Coordinates fine muscle movements, drawing, cutting, threading, pasting etc. | | | | | | | | |
| 17 | Jumps from 3 feet | | | | | | | | |
| 18 | Describes feelings, shares emotions with others | | | | | | | | |
| 19 | Begins to interact with unfamiliar adults | | | | | | | | |
| 20 | Initiates and plans play activities with young children | | | | | | | | |
| 21 | Shows independence and responsibility in completing tasks | | | | | | | | |
| 22 | Performs appropriate chores at home and school | | | | | | | | |
| 23 | Identifies 4-6 missing parts in a picture | | | | | | | | |
| 24 | Recognises hierarchical relationships in categories : animals and their younger ones | | | | | | | | |
| 25 | Connects objects and their uses | | | | | | | | |
| 26 | Shows understanding of cause and effect relationship | | | | | | | | |
| 27 | Uses appropriate tools for art and craft | | | | | | | | |
| 28 | Engages with digital technology: cell phones and tablets (shows curiosity) | | | | | | | | |
| 29 | Sorts and creates new pattern based on different features : colors, shapes, size | | | | | | | | |
| 30 | Says number names upto 50, counts upto 50 accurately | | | | | | | | |
| 31 | Counts objects in any order accurately | | | | | | | | |
| 32 | Understands the concept of zero as a number | | | | | | | | |
| 33 | Recognises Indian numerals upto 9 | | | | | | | | |
| 34 | Combines two groups up to 9 and recounts | | | | | | | | |
| 35 | Shares objects equally among 3-5 children | | | | | | | | |
| 36 | Matches and classifies the objects : up, down, inside, above, below | | | | | | | | |
| 37 | Draw 2D shapes with accuracy | | | | | | | | |
| 38 | Compares objects based on their length, weight, volume | | | | | | | | |
| 39 | Combines 3-3 syllables to form simple words | | | | | | | | |
| 40 | Knows the names of days, months and years | | | | | | | | |
| 41 | Identifies Indian currency notes | | | | | | | | |
| 42 | Recites 4-5 sentences rhyme and creates new rhyming words | | | | | | | | |
| 43 | Gives clear instructions to do short tasks to peers and adults | | | | | | | | |
| 44 | Begins to write letters | | | | | | | | |
| 45 | Identifies the plot and characters in a story, retells it in own words | | | | | | | | |
| 46 | Read 3-4 syllable words accurately | | | | | | | | |
| 47 | Speaks about books, reads 3-4 words | | | | | | | | |
| 48 | Participates in guided along with teachers | | | | | | | | |
| 49 | Reads books and short poems aloud, talk to others about the books | | | | | | | | |
| 50 | Write letters and form simple words and sentences | | | | | | | | |
| 51 | Write short words on being called out | | | | | | | | |
| 52 | In collaboration with peers, creates large scale work | | | | | | | | |
| 53 | Musically distinguishes tempo, pitch, instrumental and vocal productions | | | | | | | | |
| 54 | Remembers several steps in the sequence of a task, guides an another child | | | | | | | | |
| 55 | Controls impulses | | | | | | | | |
| 56 | Play with peers without the company of adults | | | | | | | | |
| 57 | Makes and maintains friendship with one child | | | | | | | | |
| 58 | Differentiates familiar objects using sense organs | | | | | | | | |
| 59 | Can share personal identification information, home, address, details of family members | | | | | | | | |
| 60 | Recognises hierarchical relationship in categories, animal and their homes | | | | | | | | |
| 61 | Tells names of animal and their young ones | | | | | | | | |
| 62 | Tells names of plants and their parts | | | | | | | | |
| 63 | Follow safety rules independently, identifies traffic signals | | | | | | | | |
| 64 | Understand causes of water pollution | | | | | | | | |
| 65 | Understand causes of air pollution | | | | | | | | |
| 66 | Identifies different kinds of tools used by community helpers | | | | | | | | |