

**EARLY CHILDHOOD CARE AND
EDUCATION (ECCE)
CENTRE (BALUPVAN) IN DEMONSTRATION
MULTIPURPOSE SCHOOL BHOPAL (M.P.)**

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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 accord 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 others

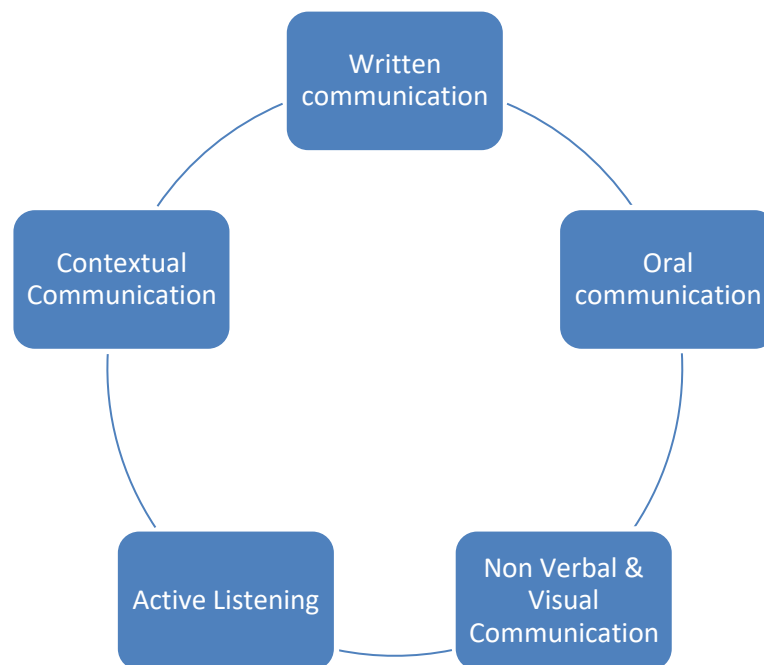
4- years- old are very interested in relationships with other children. They:

- 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 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.

1.7 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

1.6 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.

1.7 CELEBRATIONS AT BALUPVAN, DMS BHOPAL 2023-2024

JULY- Rainy & Blue day celebration

AUGUST- Friendship day Activity, Vidhyarambh Ceremony, Independence Day celebration, Red day celebration, Me & My family Activity, Grandparents day celebration, Rakshabandhan celebration

SEPTEMBER- Teachers day, Janmashtami celebration, Yellow day celebration, Drawing competition, Animals day Activity

OCTOBER- Navratri & Dusshera celebration, Fruits & Vegetables day celebration

NOVEMBER- Diwali celebration, Children's day celebration, Fancy dress competition, Poem Recitation competition, Solo Dance competition, Transportation Activity

DECEMBER- Water Activity, Annual Sports day, Annual Function, Christmas celebration,

JANUARY- New Year celebration, Makar Sankranti celebration, Air day Activity, Black & White day celebration, Republic Day celebration

FEBRUARY- Picnic, Mom To Me function, Prize Distribution Ceremony, People who help us Activity

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 theme 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.

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.

SPECIFIC OBJECTIVES -

Students will 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.

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.

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.

Fine motor development :-

Match and identify sorting colours using colours dominoes.

- 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.
- 8) Match, identify and name shapes.



Fig.1 Arranged coloured beats in sequence



Fig. 2 Arranged blocks and beads in sequence

C) Social and emotional development-

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



Fig.3 Students of Balupvan 2 making handmade friendship card for one another



Fig.4 Students of Balupvan 3 making friendship cards for one another

C) Language Development-

Balupvan -2

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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

English – 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

1) I went to visit a friend one day,

She lived only across the way

She said she could not come play

Because it was her cleaning day

This is the way she cleans away.....

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 – 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
- Three letter words like Ag, (bag, tag.) eg, (leg, peg)
- Introduction of four-letter words
- AR sound, AKE sound words (flashcards)(car, bar, far, jar, star, cake, bake , take, make)
- Sight words ... I, am, he, she is, at, my
- Action words Swim, jump, hop, skip....
- Opposite words Heavy -light

तीन,चार अक्षरो के शब्द

आ की मात्रा का परिचय, आ की मात्रा के शब्द



Fig. 5 Students of Balupvan3 arranging hindi varnmala

MATHS READINESS-

(Age 4-5 years)

- Oral (1,2,3...20) with poems.
- Shape circle.
- Numbers 1-20.
- Counting numbers upto 20.
- Shapes- circle and square.
- Patterns.
- Pre number concepts hot-cold, big-small, with card.



Fig.6 Students of Balupvan 2 colouring the cards



Fig.7 Hand 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.

CIRCLE TIME-

- Talking about parts of body.
- 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) Our body can move in many ways and do many things.
- 5) Students will learn personal care & hygiene.
- 6) Every individual has a body with many parts. Each body part has a function.
- 7) Our five senses will help us to discover the immediate words.

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.8 Hand on experience on senses (feel) by balupvan 2 students



Fig.9 hands on experiment on senses (tasting) 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. Sliding, Free outdoor play.

Fine motor development –

- 1) Let children colour picture of body parts .
- 2) Let children draw and colour body parts.
- 3) Clay and plasticine play.
- 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



Fig.10 Students of Balupvan 1 making friendship heart with palm printing

C) Social Emotional development –

- Group dancing (rain dance), Learn sharing and caring .
- Daily morning prayer, Birth day celebration.



Fig. 11 Students of balupvan 2 learning about sense organs through play

D) Language development-

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Bal upvan-1

एक- एक नाक हमारी एक , दो दो कान हमारे दो

दो दो आंखें हमारी दो, एक एक नाक हमारी एक

Clap your hands, clap your hands,
Listen to the music and clap Your hands
Turn around, turn around,
Listen to the music and turn around.
Jump up high, jump up high,
Listen to the music and jump up high.
Wave your hand, wave your hand,
Listen to the music and wave your hand...

Bal upvan -2

Head, shoulders, knees, and toes, knees and toes.
Head, shoulders, knees, and toes, knees and toes.
And eyes and ears and mouth and nose.
Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.
Head, shoulders, knees, and toes, knees and toes.
And eyes and ears and mouth and nose.
Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.
Head, shoulders, knees, and toes, knees and toes.
And eyes and ears and mouth and nose.
Head, shoulders, knees, and toes, knees and toes.

Head, shoulders, knees, and toes, knees and toes.
Head, shoulders, knees, and toes, knees and toes.
And eyes and ears and mouth and nose.
Head, shoulders, knees, and toes, knees and toes.

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

कूदती जुराबे

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 मछलियां को पास बुलाना चाहता था । उसने तालाब में रोटी के टुकड़े डाले । रोटी खाने के लिए खूब सारी मछलियां आ गईं । 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 गईं । 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 गईं । उसमें से कुछ निकला । माधव उसको देखकर हंस पड़ा और उसके अंदर से निकला दो मेंढक ।

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....
- अ से अनार, आ से आम... .. (कविता)

(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 करन.
- क से घ तक के व्यंजन – (लिखना)

(Age 5 to 6 years)

- All phonics , ck phonics (back, sack, rack, lack, ball, call, mall, tall...)
- Revision of all three letter words
- Name of days (Sunday, Monday)
- Sight words ... he, she is, at, my
- Opposite words Heavy -light, front – back
- छोटी इ की मात्रा का परिचय
- छोटी इ की मात्रा के शब्द

MATHS READINESS-

Next Page

(Age 3 to 4 years)

- Oral 1 to 10.
- Identifying the pre number concepts like :- same – different and big – small with activity

(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 40
- Addition of objects
- Subtraction of objects
- Shapes .
- Pre number concept more-less.



Fig.12 Students of Balupvan 3 understanding colour domains, matching and sorting

Fig.13 RAINY DAY CELEBRATION at Balupvan DMS Bhopal-





Fig.14 Drawing and Colouring RAINBOW by Balupvan 2 students



Fig. 15 Cutting, pasting and making rainbow by Balupvan 3 students



Fig.16 Blue day celebration of Balupvan 1, students making blue handprint butterfly



Fig.17 Making first day of school memory with Handprints by balupvan 1 students

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.18 Discussion about big and small family with Balupvan 2 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.



Fig.19 Red day celebration of Balupvan 1, students tearing and pasting red colour paper and making apple

SPECIFIC OBJECTIVE –

Students will be able to –

1. Know themselves they can tell their names.
2. Learn about hygiene

3. Students will be able to tell their favourites what they like what they don't.
4. Students can express about family, family members and relationship
5. They learn sharing ,caring and helping one another
6. They get to know difference between nuclear and joint family

DOMAINS OF DEVELOPMENT -

A) Cognitive development-

- Block building.
- Family puzzle.
- Rings and counting.
- Pre number concepts like big-small, tall- short.
- Conversation on self-introduction.
- Sorting of pictures.
- Name card puzzle.
- Family hand printing with different colours.

B) Physical development-



Reduce Space

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, finger, clicking tongue, tapping feet etc.
- 5) Play game , pakdam pakdaai.

Fine motor development–

- 1) Colour in house drawing .
- 2) Write capital A, B, C, D, E, F and 1,2,3,4,5 on sand
- 3) Let do free hand drawing.
- 4) Writing small letters a, b, c, d, e, f on sand.
- 5) Drawing making shapes.
- 6) Printing and hand printing.
- 7) Making house using paper (art &craft).
- 8) Drawing different expressions like happy ,sad, angry faces.



Fig.19 Paper folding house making by Balupvan 1



Fig.20 Making family members by Handprint activity done by Balupvan 2 students



Fig.21 Students of Bal upvan 3 making house with paper craft activity

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.22 Prof. Jaydip Mandal denoting addressing the parents on Vidhya Aarambh ceremony of Balupvan 1



Fig.23 Dr. Ishwant Kaur, Headmistress DMS Bhopal performing rituals of vidhya arambh sanskar with student of Balupvan 1



Fig.24 Making tri colour National flag with fingerprint by Balupvan 1 students



Fig.25 Making tri colour National flag with icecream sticks by Balupvan 2 students



Fig.26 Making tricolour National flag with paper strands and icecream sticks by Balupvan 3 students

C) Language development –

Rhymes

Bal upvan -1

Father ,mother, brother ,sister,
grand- father and grand- mother too,
we all living and help another.
as all loving family do.....(2)

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.

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

ऊन का गोला

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 लुडक- लुडककर 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।

हिच हिच हिचकी

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 रामा को कदम ताल करने को खा या रामा 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।

LITERACY SKILLS -

(Age 3 to 4 years)

- poem and rhymes .
- making family tree.
- Reading word wall.
- Identifying and tracing Sleeping and standing alphabets E, F, H,I, L,T
- Identify pictures related to alphabets.
- 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

(Age 5 to 6 years)

- Sight words.... you, are, we, they ...
- Revision of all three letter words
- Opposite words Heavy -light, front – back, thick- thin,
- -EE phonics introduction (deep, keep, beep, bee,)
- 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
- Tracing the number 1, 2

(Age 4 to 5 years)

- Tracing and write numbers 21 to 40 .
- Object counting oral up to 30.
- Oral numbers 1-50.
- 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.






Fig.27 Handmade paper rakhi made by Balupvan 1, 2 & 3 students



Fig.28 Freedom fighters role play performance given by BAL UPVAN students at RIE, BHOPAL ground.





Reduce space

Fig.30 Grandparents day celebration at BALUPVAN DMS Bhopal

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.
- Talking on common animals that children have seen in their surrounding.
- Sounds of animals.
- Rhyming words like- cat, rat, bat..
- Picture stories/ puzzles.



Fig.31 Circle time discussion with Balupvan 3 students on animal and their young ones

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)

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.
- Seri ate animal pictures.



Fig.32 Students of Balupvan 2 arranging seriation cards.

B) Physical development -

Gross motor development –

- 1) Let the children run here and there.
- 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 on 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.

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.
- 7) Animals mask making.
- 8) Puzzle, Building blocks.
- 9) Drawing, colouring, Painting.



Fig.33 Making dog with paper folding activity done by balupvan 1 students



Fig.34 Making cat with paper folding activity done by balupvan 2 students



Fig. 35 Making paper bug 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.
- Creating awareness related to animal survival.

D) Language development –

Rhymes

Bal upvan1 -

1. Five little monkey jumping on the bed,
one felt down heart his head.
Mummy called the dr. & dr. said ,
no more monkey jumping on the bed.

Four little monkey

Three little monkey

Two little monkey

One little monkey

No more monkey jumping on the bed.

Bal upvan 2-

“Baa- baa black sheep

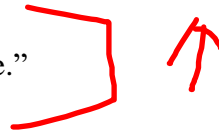
Have you any wool

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.”



Take to earlier page

Bal upvan 3-

Old MacDonald had a farm ee-eye, ee-eye-oh

And on that farm he had a duck ee-eye, ee-eye-oh

With a quack, quack here and a quack, quack there Here a quack, there a quack,
everywhere a quack, quack

Old MacDonald had a farm, ee-eye, ee-eye-oh

. Old MacDonald had a farm ee-eye, ee-eye-oh And on that farm he had a cow ee-eye, ee-eye-oh

With a moo, moo here and a moo, moo there Here a moo, there a moo, everywhere a
moo, moo

Old MacDonald had a farm ee-eye, ee-eye-oh And on that farm he had a dog ee-eye, ee-eye-oh

With a woof, woof here and a woof, woof there Here a woof, there a woof, everywhere a
woof, woof

STORY NARRATION for Balupvan-

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 कॉपने 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.36 Story time with Balupvan 2 students



Fig.37 Story time with Balupvan students

चांद पर खरगोश

बहुत समय पहले गंगा किनारे एक जंगल में चार दोस्त रहते थे, खरगोश, सियार, बंदर और ऊदबिलाव। इन सभी दोस्तों की एक ही चाहत थी, सबसे बड़ा दानवीर बनना। एक दिन चारों ने एक साथ फैसला लिया कि वो कुछ-न-कुछ ऐसा ढूँढकर लाएंगे, जिसे वो दान कर सकें। परम दान करने के लिए चारों मित्र अपने-अपने घर से निकल गए। ऊदबिलाव गंगा तट से लाल रंग की सात मछलियां लेकर आ गया। सियार दही से भरी हांडी और मांस का टुकड़ा लेकर आया। उसके बाद बंदर उछलता-कूदता बाग से आम के गुच्छे लेकर आया। दिन ढलने को था, लेकिन खरगोश को कुछ नहीं समझ आया। उसने सोचा अगर वो घास का दान करेगा, तो उसे दान का कोई लाभ नहीं मिलेगा। यह सोचते-सोचते खरगोश खाली हाथ वापस चला गया। खरगोश को खाली हाथ लौटते देख उससे तीनों मित्रों ने पूछा, “अरे! तुम क्या दान

करोगे? आज ही के दिन दान करने से महादान का लाभ मिलेगा, पता है न तुम्हें।” खरगोश ने कहा, “हां, मुझे पता है, इसलिए आज मैंने खुद को दान करने का फैसला लिया है।” यह सुनकर खरगोश के सारे दोस्त हैरान हो गए। जैसे ही इस बात की खबर इंद्र देवता तक पहुंची, तो वो सीधे धरती पर आ गए। इंद्र साधु का भेष बनाकर चारों मित्रों के पास पहुंचे। पहले सियार, बंदर और ऊदबिलाव ने दान दिया। फिर खरगोश के पास इंद्र देवता पहुंचे और कहा तुम क्या दान दोगे। खरगोश ने बताया कि वो खुद को दान कर रहा है। इतना सुनते ही इंद्र देव ने वहां अपनी शक्ति से आग जलाई और खरगोश को उसके अंदर समाने के लिए कहा।

खरगोश हिम्मत करके आग के अंदर घुस गया। इंद्र यह देखकर हैरान रह गए। उनके मन में हुआ कि खरगोश सही में बहुत बड़ा दानी है और इंद्र देव यह देख बहुत खुश हुए। उधर, खरगोश आग में भी सही सलामत खड़ा था। तब इंद्र देव ने कहा, “मैं तुम्हारी परीक्षा ले रहा था। यह आग मायावी है, इसलिए इससे तुम्हें कोई नुकसान नहीं पहुंचेगा।” इतना कहने के बाद इंद्र देव ने खरगोश को आशीर्वाद देते हुए कहा, “तुम्हारे इस दान को पूरी दुनिया हमेशा याद करेगी। मैं तुम्हारे शरीर का निशान चांद पर बनाऊंगा।” इतना कहते ही इंद्र देव ने चांद में एक पर्वत को मसलकर खरगोश का निशान बना दिया। तब से ही मान्यता है कि चांद पर खरगोश के निशान हैं और इसी तरह चांद तक पहुंचे बिना ही, चांद पर खरगोश की छाप पहुंच गई। कहानी से सीख:

किसी भी काम को करने के लिए दृढ़ शक्ति का होना जरूरी है।



Fig.38 Story making with cards by Balupvan 3 students



Fig. 39 Animal role play by PS2 students

LITERACY SKILLS-

(Age 3 to 4 years)

- Identifying and tracing slanting lines alphabets A, K, M, N, V, W, X, Y, Z
- 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,)
- Name of days (Sunday, Monday)
- Name of months
- Sight words.... you, are, we, they ...
- Opposite words Heavy -light, front – back, thick- thin, happy -sad,
- 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 circle and things that are related to circle shape
- Tracing the number 3, 4, 5
- Counting the objects till 10

(Age 4 to 5 years)

- Numbers- write 41 to 50.
- Counting- 1 to 50.
- 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



Fig.39 Arranging animals puzzles by Balupvan 3 students





Fig.40 Animals day celebration at Balupvan DMS Bhopal, students understanding animals home, babies , food.



Fig.41 Janmashtami celebration at Balupvan DMS Bhopal



Fig.42 Greetings teachers with handmade cards on teachers day

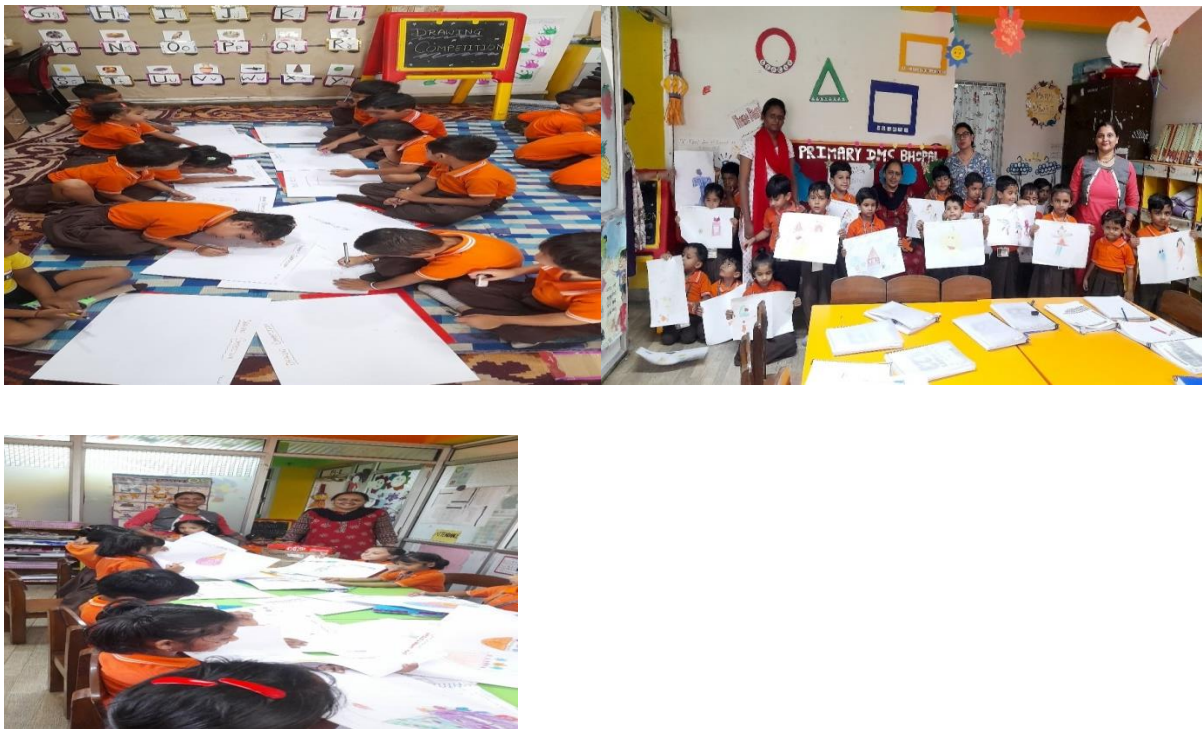


Fig.43 Drawing competition held at Balupvan DMS Bhopal



Fig.44 Yellow day celebration of Balupvan 1

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.

CIRCLE TIME-

- Talking of Various plants like mango, neem their flowers, leaves structure and connection with different seasons like spring , monsoon.
- Uses of plants (food , medicine,wood,shelter)
- Demonstration of different parts of plants
- Types of leaves, flowers, fruits by showing it and touching
- Poem recitation

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.45 Making vegetables with potato tracing .



Fig.46 Tree making with pencil waste



Fig.47 Paper flower making by Bal upvan 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 .
- Fruit testing.
- 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.48 Colour domains matching and sorting

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.
- Go on a natural walk to observe different kinds of plants , collect different kinds of leaves flowers.

Fine motor development –

- Vegetable word wall cards.
- Fruit & vegetable puzzle & drawing of vegetable & fruits.
- Sorting of different seeds of fruits & match them with particular fruit.
- 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.



Fig.49 Tearing paper activity done by Balupvan 2 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.50 Balupvan 1 students exploring nature understanding about branches, leaves etc



Fig.51 Exploring nature with Balupvan 2 student

THEME BOARD-



Fig. 52 Balupvan 2 theme board



Fig.53 Balupvan 3 Theme board

D) Language development –

Rhymes –

Bal upvan - 1

पालक बोली, मुझको खाओ,

मैं तुमको ताकत दे दूंगी ।

गाजर, मटर, टमाटर, बोले,

गोभी, भिंडी, बैंगन, आलू बोले,

अगर हमें भी खाओगे

तो जल्दी बड़े हो जाओगे ।

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

PLANTS AND TREES

Carrot (carrot) - Cabbage (cabbage) - Broccoli (broccoli)

(One - two - three)

Let's chop some carrots

(Carrots na - na - na)

Let's chop some Cabbage

(Cabbage na - na - na)

Let's chop some Broccoli

(Broccoli na - na - na)

(Some vegetables for you and me)

Carrot - Cabbage - Broccoli

(Carrot - cabbage - broccoli)

(Some vegetables for you and me)

And we sing na - na - na

(Na - na - na).....

STORY NARRATION for Balupvan-

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 रूठा 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 तीनो बच्चों ने अलग-अलग तीन पौधे लगाए, पौधा रोपन खेल हो गया बिना पैसे अनमोल हो गया, पौधे की लग गई कतार, नन्हें हाथो की नई बहार,

पौधारोपण बडे हो गए, हरे भरे बैग बन गए।

THE LUCKY SEED

A long time ago a farmer took a big bag of seeds to sell at the market. Suddenly his cart's wheel hit a big stone one of the seeds fell out of the bag and on to the hot dry ground. I am scared said the seed I need to be safe under the soil just then a buffalo walked on the seed and pushed it into the ground. I am thirsty said the seed. I need some water to help me grow. Just then it started to rain. The next morning the seed had a little green shoot all day it sat in the sun and grew taller and taller. The next day it had its first leaf .this helped it to catch sunlight and grow that evening a hungry bird tried to eat it, but the seed had roots to help it stay in the ground. Many years of sunshine and rain passed. The seed became a plant and then a plant became a tree, today if you visit you can see the tree. Its big and strong and now makes seeds of its own.

LITERACY SKILLS-

(Age 3 to 4 years)

- Identifying and tracing curve alphabets B, C, D, G, J, O, P, Q, R, S, U
- Identify pictures related to alphabets
- स्वरों को चित्रों के माध्यम से परिचय कराना
- 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 व्यंजनों की पहचान या व्यंजनों 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
- Name of months
 - बड़े ऊ की मात्रा का परिचय
 - बड़े ऊ कि मात्रा के शब्द

MATHS READINESS-



Move to next page

(Age 3 to 4 years)

- Identifying the pre number concept heavy and light with activity
- Understanding the shape triangle and things that are related to triangle shape
- Tracing the number 6, 7, 8
- Counting the objects till 10

(Age 4 to 5 years)

- Can identify numbers (1 to 50).
- Shapes revision .
- Back counting 20 to 11.
- Number names three, four.
- Numbers 1 to 50
- 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

FRUITS AND VEGETABLE ACTIVITY





Move to the earlier Page

Fig.54 Knowing names of fruits and vegetables through scene of market



Fig.55 Knowing leaf textures, sizes, colours through park visit of Balupvan 2 students

DUSSHERA CELEBRATION at Balupvan DMS Bhopal



Fig.56 Students came to school in role of Lord Ram, Lord Laxman, Lord Hanuman and Goddess Sita

Month : November
Theme : TRANSPORTATION

Move to the next page

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
- Zebra crossing, signals, road signs like- danger, left turn, right turn

THEME BOARD-



Fig. 57 Theme Board of Balupvan 1



Fig.58 Theme Board of Balupvan 2



Fig.59 Theme Board of Balupvan 3

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

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...
- Let them read aloud and practice



Fig.60 Students arranging transport puzzle cards of Balupvan 2 students



Fig.61 Students of Balupvan 3 learning about shapes

B) Physical development -

Move to the next page

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

Fine motor development-

- Drawing transports like car , auto , cycle
- Paper folding ,
- Can do printing, pasting
- Coloring and joining the dots
- Paper crafting [boat, aero plane making]
- Can draw shapes like circle, square, rectangle, square.



Fig.62 Students of Balupvan 1 making traffic light



Fig.63 Students making vegetable basket tracing with original vegetables

C) Socio Emotional Development-

Move to the next page

- Students develop bonds with their friends when sharing the same transport.



Fig.64 Balupvan 1 students make paper diya



Fig.65 Balupvan 2 students make paper diya

Adjust
width



Fig. 66 Balupvan 3 students make paper rocket

D) Language Development-

Rhymes

Bal upvan 1-

Red light, red light what do you say...

I say stop... and “stop right away”...

yellow light, yellow light.... what do you mean... ?

I mean ‘wait’ , till the “ light turns green “

green light, green light what do you say....

I say ‘cross’ , “ First Look each way”..

Thank you, thank you..

Red ,Yellow, Green..... now I know what traffic light means..

Bal upvan 2-

I can see a plane I can fly

Next
page

I can see a bike I can drive,
I can see a Boat I can sail ,
where can I go where can I go,
I don't know ????
I can see a bus I can drive,
I can see a balloon,
I can fly I can see a train ,I can drive,
I can see a shape I can send ,
when can I go, I don't know?????????

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 -

मोद हाथी

Next page

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

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.

LITERACY SKILLS-

(Age 3 to 4 years)

- Understanding the sequence of alphabets and tracing from A TO M
- Identify pictures related to alphabets
- Revision for half yearly examinations
- स्वरों को चित्रों के माध्यम से परिचय कराना
- ऋ स्वर लिखने का अभ्यास
- अ से ऋ तक लिखने का अभ्यास



Fig.67 Balupvan 1 students understands with which alphabet their name starts

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page

(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,)
- 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
- Tracing the number 9, 10
- Counting and tracing the numbers till 10



Fig68.Balupvan 1 students done number activity with sticks

(Age 4 to 5 years)

- Counting oral - 1 to 70 .
- Numbers write - 1-70
- Counting objects upto 50
- Number names- five , six .
- 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

TRANSPORTATION ACTIVITY OF PS1 and PS2-



Fig.69 Students knowing types of transport through toys.

DIWALI CELEBRATION by Bal upvan DMS-



Fig.70 Dr. Ishwant Kaur, Headmistress DMS visited Balupvan and celebrated Diwali with burning crackers, lighting lamps and diyas together.





Fig. 71 Students came in various getup to participate in Fancy dress competition.



Fig.72 Students performing various dance styles and recites poems with particular props under judgement of Dr. Ishwant Kaur, Headmistress DMS Bhopal & Mrs. Kamlesh Markam, PGT History

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-

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 Balupvan 1 students learning about uses of water



Fig.74 Students of Balupvan understanding sources of water



Fig.75 Balupvan 2 Theme Board



Fig.76 Balupvan 3 Theme Board

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.
- 10) Importance of water.
- 11) To differentiate between three forms of water solid, liquid and gas.
- 12) To understand water pollutions.

13) To understand water cycle.

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
- Songe 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.77 Balupvan 2 students arranging buttons

B) Physical development-

Gross motor development

- Waving arms, bending over.
- Stacking empty cardboard boxes.
- Pass the ice cube
- Push ups by counting 10
- Jump game

- Water relay race
- Blow bubbles games
- Water colour change
- Eye dropper art game
- Tortoise walk game
- Hold and walk water cup activity
- Puddle jump game

Fine motor development

- Tying shoes.
- Cutting out simple shapes.
- Lacing threading beads
- Finger painting
- Makes pictures and drawing of fish and colour it
- Colouring the objects (shapes)
- Tearing and pasting activity making river
- Colour the aquatic animals
- Tear small blue paper pieces and paste it in paper painting
- Finger puppet play
- Coloured drops on a drawing
- Filling the sand colours in various shapes
- Finger puppet play



Fig.78 Balupvan 1 students tear and paste paper making star



Fig.79 Balupvan 2 students doing colouring

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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-



Fig.80 Students of Balupvan 2 reciting shapes poem

Rhymes

Bal upvan 1-

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

Bal upvan 2-

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

Bal upvan 3-

Next page

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

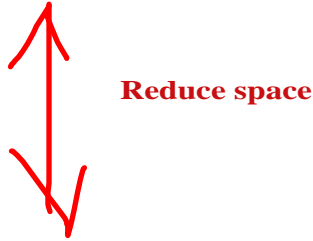
they will go dry

that is when we all start to cry

when we thirsty we need water

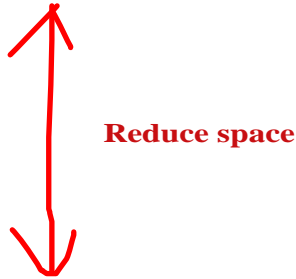
cleaning, bathing need water

life is water water is life



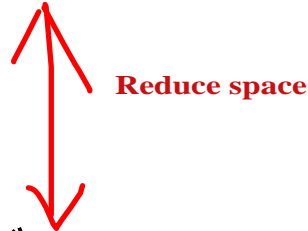
STORY NARRATION for Balupvan

शरबत



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 उँगलिया घुमा कर मछली बना दी, उसे मछली की पूंछ भी बनाई । सितारा ने गिरे हुए शरबत में फूल बना दिया, फूल के नीचे दो पत्तियां 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 है । उसे यह सब दिखाएंगे । तारा और सितारा ममता के साथ लौटी शरबत की पतंग और डोर तो गायब थी । उन्होने देखा कि मुनमुन सारा शरबत चट कर चुकी थी । तारा और सितारा जोर-जोर से हंसने लगी ।



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, तुम इतने दुःखी क्यों हो ?” इस पर लकड़हारे ने अपनी परेशानी बताई । तालाब के देवता ने उसी समय पानी में डुबकी 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 डुबकी 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 डुबकी 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)

- Understanding the sequence of alphabets and tracing from N to Q
- Identify pictures related to alphabets

○ स्वरों को चित्रों के माध्यम से परिचय कराना

Next page



- 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)
- Name of months
- 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



Fig.81 Learning phonics with alphabets by balupvan 3 students

(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 70 .
- Revision of previous shapes.
- Missing numbers.
- Days name.
- Month name.
- Number names revision seven to eight.
- Numbers object counting 1 to 50.
- 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 of zero
- Subtraction of zero
- 3D shape Cylinder,
- Name of months



Fig.82 Balupvan 3 students playing balancing with balls number game



Fig.83 Water theme activity and Students explaining causes of water pollution



Fig.84 Christmas activity made santa claus with cotton by Balupvan 1 students



Fig.85 Christmas activity made x-mas tree with paper by Balupvan 2 students



Fig.86 Students came in getup of Santa claus & enjoys snacks, cakes, dance with joy at Balupvan DMS Bhopal



Fig.87 Celebrated Christmas with Dr. Ganga Mahto Assistant Professor at RIE Bhopal & Dr. Ishwant Kaur, Headmistress DMS Bhopal



Fig.88 56th Annual function held at DMS Bhopal



Fig.89 55th Annual Sports Day held at Balupvan DMS Bhopal



Fig.90 Medals distribution at RIE Bhopal ground from the chief guests

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 term 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.91 Students of Balupvan 1 visits in RIE campus and learned about nature and uses of air

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



Fig.92 Theme board of Balupvan 2



Fig.93 Theme board of 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.94 Students of Balupvan 2 making water bubbles with the help of bubble wand stick

B) Physical development-

Gross motor development-

- Children go outside and run with the paper kites.
- Do activity, play music and blow up balloons.
- 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.95 Balupvan 2 students playing ‘moves like kites’ in music beats

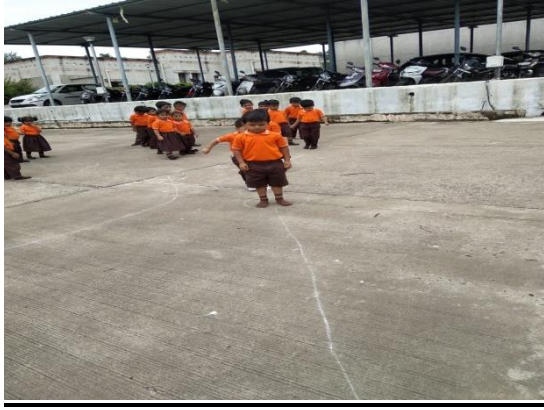


Fig.96 Balupvan 1 students moving on zigzag, straight, curvelines

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.97 Balupvan 2 students cutting papers with scissors and made paper firkees



Fig.98 Air theme Activity- Made hot air balloon with tissue paper and cotton by Balupvan 1 students



Fig.99 Air theme Activity- Made kites with paper and ropes by Balupvan 2 students



Fig.100 Air theme Activity- blowing balloons by Balupvan 3 students

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.



Fig.101 Enjoyed winter season with bonfire

D) LANGUAGE DEVELOPMENT-



Reduce Space



Fig.102 Students of Balupvan 2 learned sight words with role play activity

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 उडाते चली, हवा चली भाई हवा चली.....

 Move to earlier page

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



Reduce space

मिली का गुब्बारा

एक दिन मिली के पापा गुब्बारा लाए। मिली ने गुब्बारा हवा में उछाल दिया। गुब्बारे की हवा धीरेधीरे - निकलने लगी। 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।

हमारी पतंग



Reduce space

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

माँ ने कागज को काटा या तिली मोड़ी। उन्हें मिली की मदद से तिली कागज पर चिपकाई। फिर उन्हें पतंग के बीचो बीच दो छेड़ किया, ये छेड़ माँझो 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 1-70.
- Back counting 20-1
- Picture addition with counting
- Number names – 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

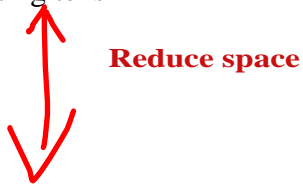
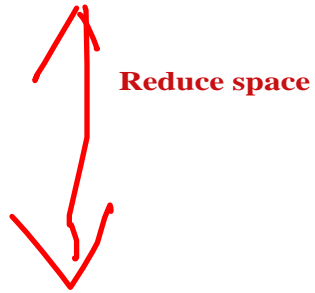


Fig.103 New year celebration 2024 at Balupvan DMS Bhopal



Fig.104 New year handprint greeting cards made by balupvan students

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Air day / makar sankranti celebration-



Fig.105 Balupvan 1 students playing with paper aeroplanes and firkees



Fig.106 Balupvan 1 students blow water bubbles with bubble stick wand



Fig.107 Balupvan 2 students blow balloons



Fig.108 Balupvan 3 students blow balloons and fly kites in the air



Fig.109 Black & White day celebrated in Balupvan 1

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
-

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-



Fig.110 Theme board Balupvan 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.111 Students playing with find the path board

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.112 Free time play to build bond with each other

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.



Fig.113 Balupvan 1 students learnt how to make shapes with soil and clay



Fig.114 Balupvan 1 students made flowers with ladyfinger printing



Fig.115 Balupvan 2 students made 3D mango with papers

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.116 Students learnt see no evil, hear no evil, speak no evil through play way activity

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-

Move to next page

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-

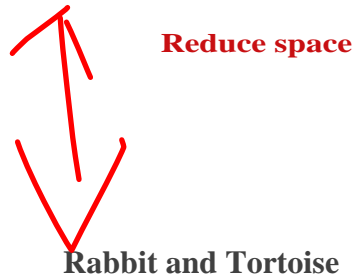
देखो एक डाकिया आया , साथ में ठेला लाया
पहनना है वो खाकी कपडे, चिट्ठी गई हाथ में पकडे
बात रही घर घर में चिट्ठी, मुझको भी लाकर चिट्ठी
चिट्ठी में संदेशा आया, शादी में है हमें बुलाया
शादी में हम जायेंगे, हम खूब मिठाई खाएंगे।

STORY NARRATION for Bal upvan

रानी

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 कंघा की, रानी ने भी अपने बालों में कंघा 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।



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
- अं, अ: स्वर लिखने का अभ्यास

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.

(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 70. (written)
- Object counting upto 30.
- Missing numbers till 30.
- Days name, (revision)
- 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
- Name of months
- Compare numbers (<, =,>)
- Shapes (corners, sides)
- Revision for annual examination.



Fig.117 Balupvan 2 students identifying community helpers



Fig.118 Balupvan 3 students identifying community helpers with their tool

PICNIC – MANAV SANGRAHALAYA

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Fig.119 Group pictures Bal upvan1 , Bal upvan 2 and Bal upvan 3 together at Manav Sangrahalaya



Fig 120 Bengali santhal tribal painting demonstration to students

Students excursion at picnic



Fig.121 Students excursion at picnic (Bal upvan 1)



Fig122 Students excursion at picnic (Bal upvan 2)



Fig.123 Students excursion at picnic (Bal upvan 3)



Fig.124 Enjoyed lunch meal together

Prize Distribution Ceremony & Mom to Me Function-



Fig.125 Fireless cooking competition held under judgement of Dr. Chitra Singh (Head DEE, RIE Bhopal), Dr. Ishwant Kaur (Headmistress, DMS Bhopal), Dr. Avani Parashar, Guidance & Counselling DMS Bhopal)



Fig.126 Academic & sports prizes distribution with the chief guests.

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, Vighyanmaya 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 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 performs and the frequency of performance.

3.2.1 Annamaya Kosha-

The aspect of Annamaya Kosha it is the outmost layer , the gross physical body that represent 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 b hygiene and good habits, doing exercises and yoga. Figure 1,2,3,4,5,6 shown 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 .

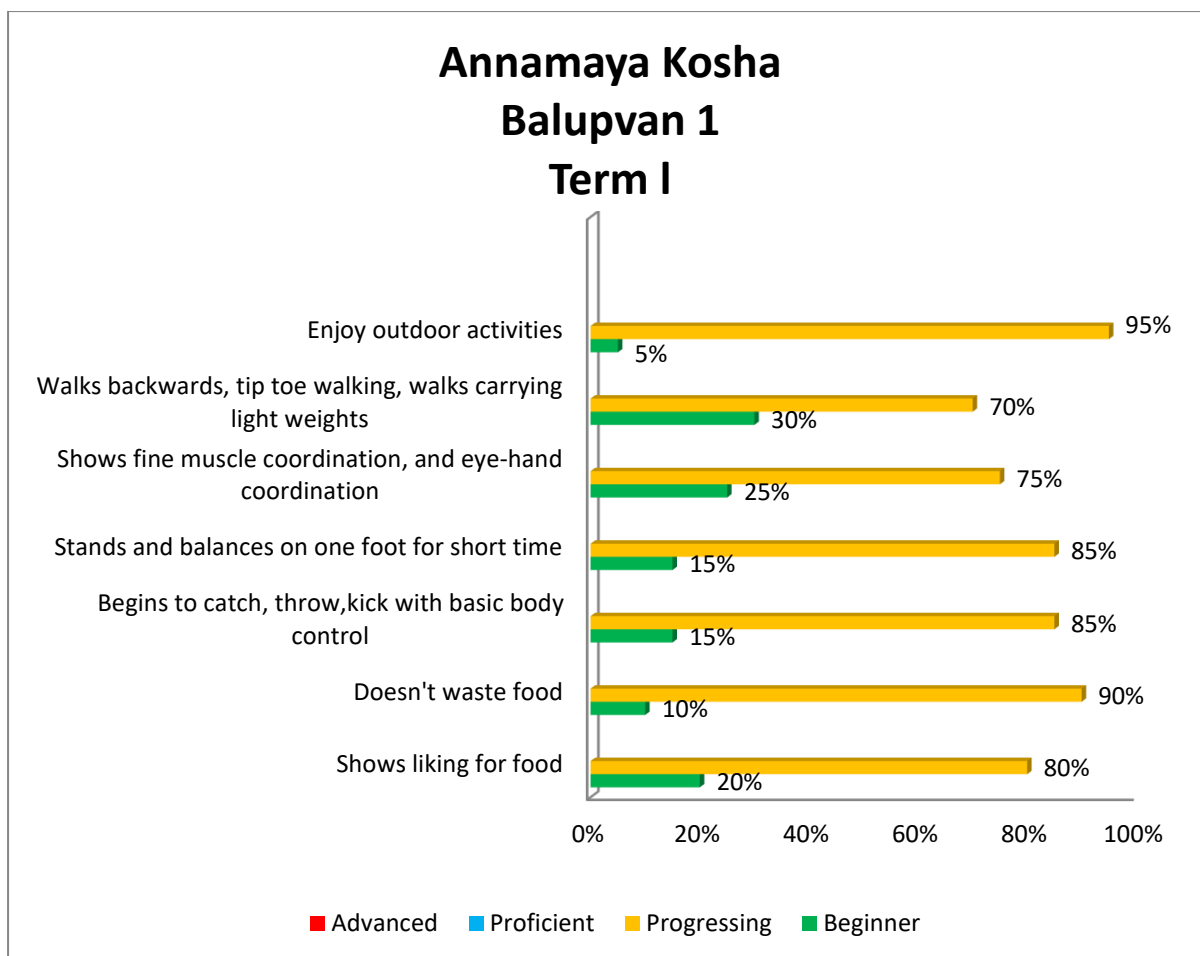


Fig. 1 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Annamaya Kosha of term I.

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.

Annamaya Kosha Balupvan 1 Term II

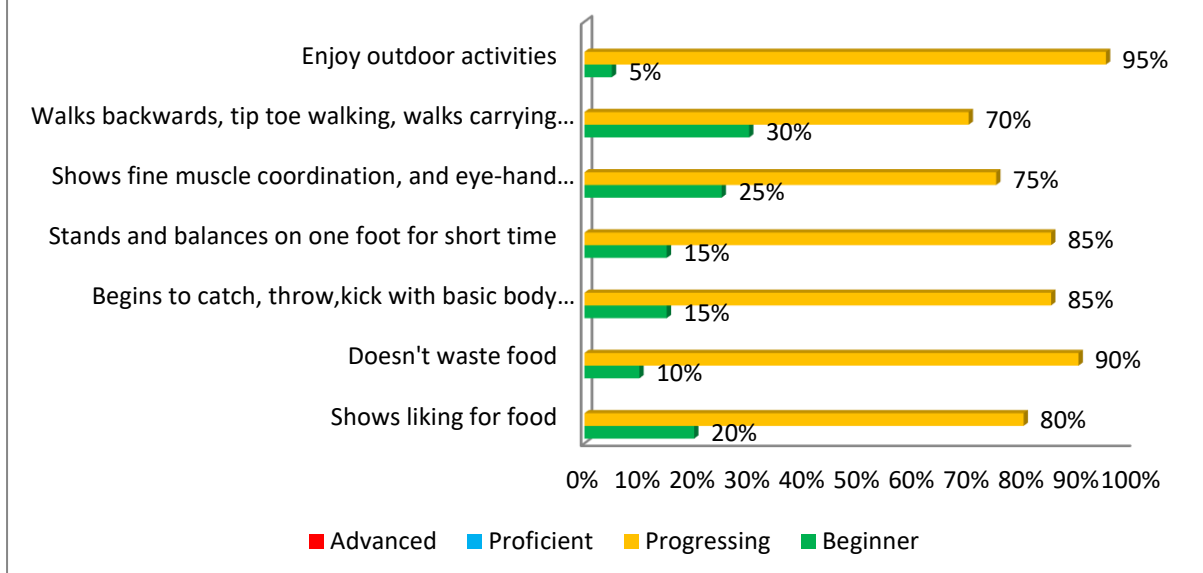


Fig. 2 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Annamaya Kosha of term II.

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.

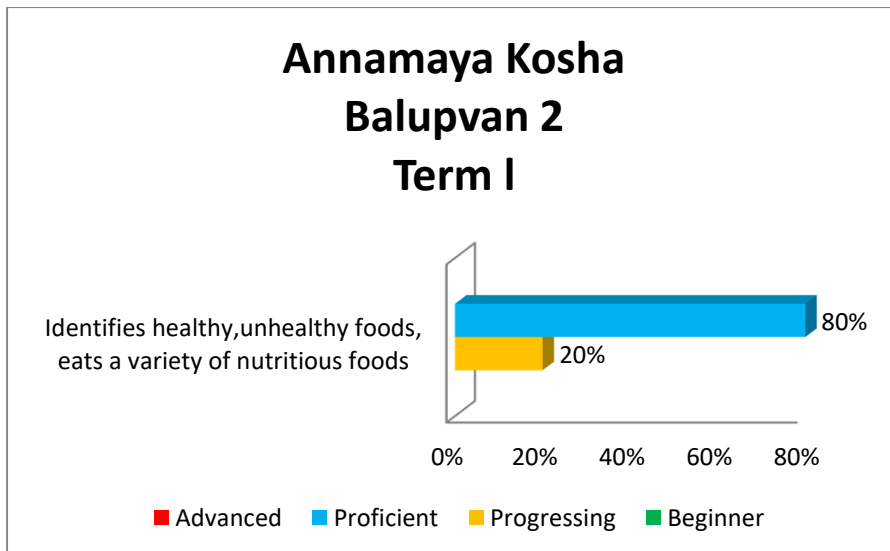


Fig. 3 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Annamaya Kosha of term I.

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.

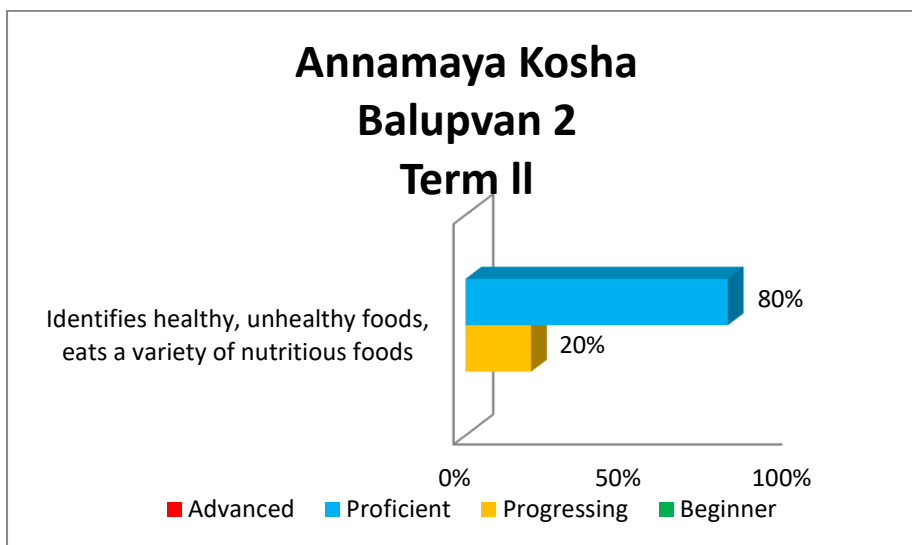


Fig. 4 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Annamaya Kosha of term II.

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.

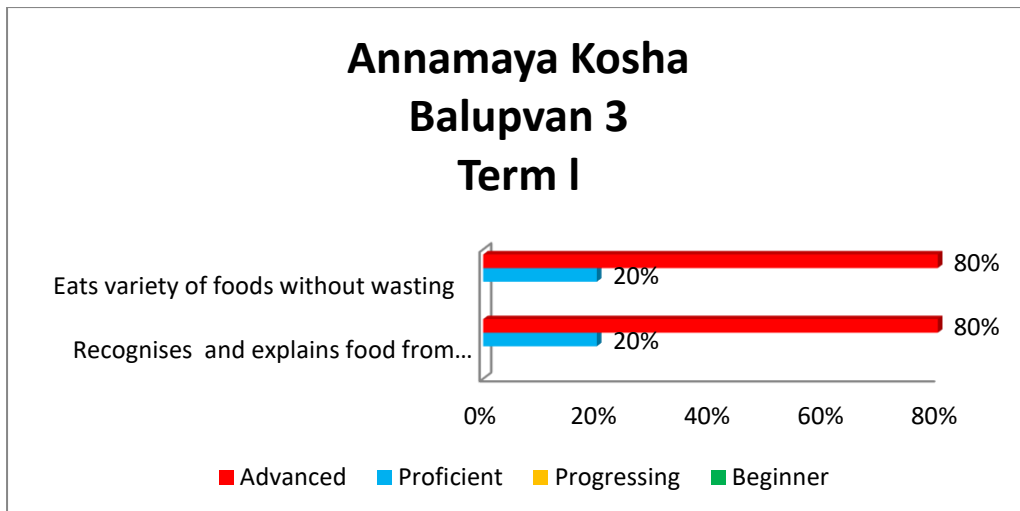


Fig. 5 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Annamaya Kosha of term I.

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.

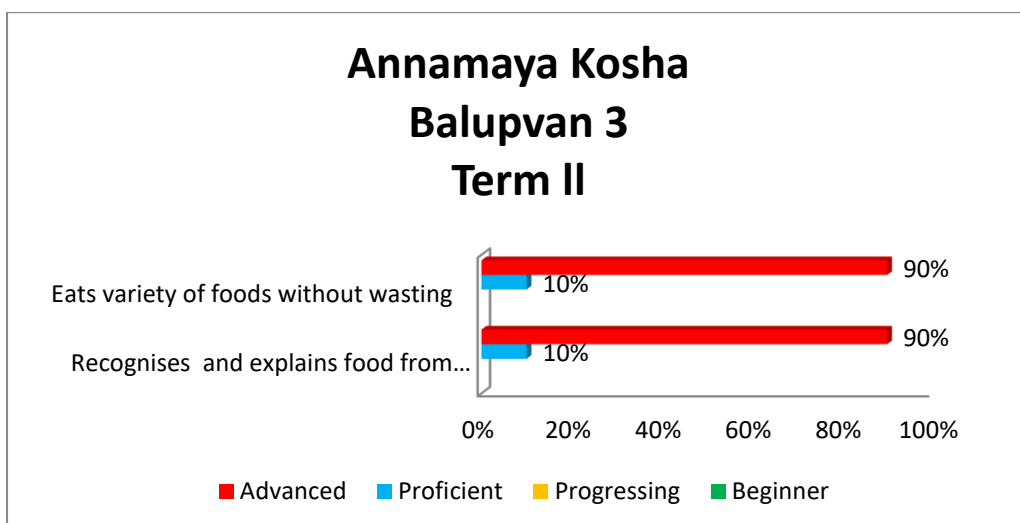


Fig. 6 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Annamaya Kosha of term II.

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 .

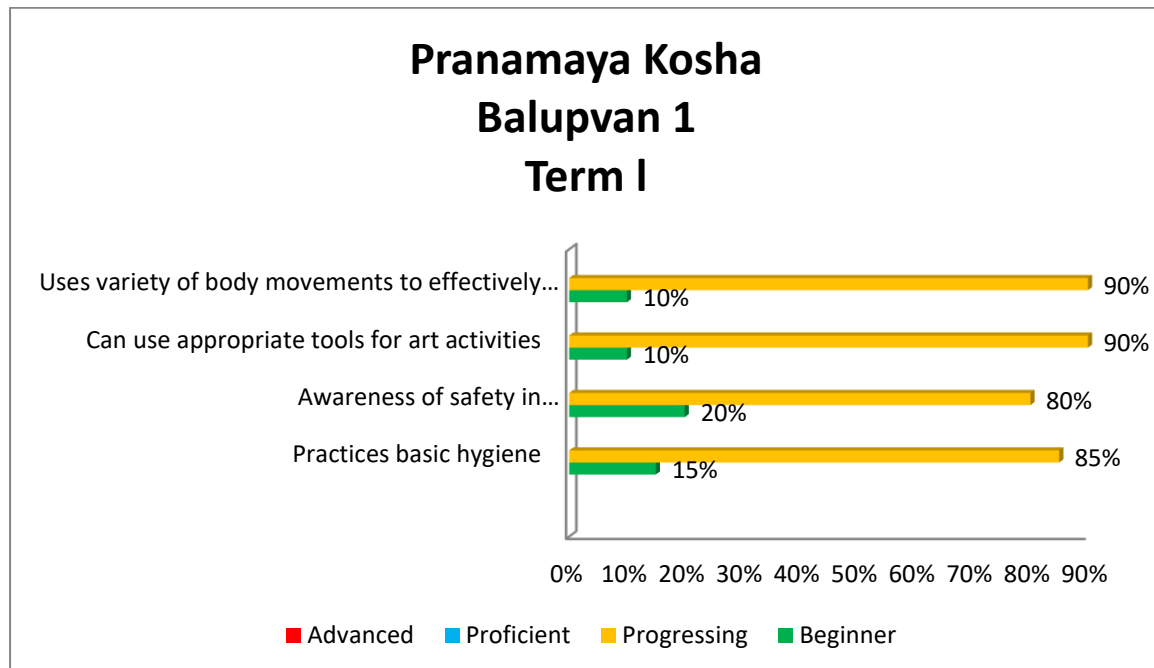


Fig. 1 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Pranamaya Kosha of term I.

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.

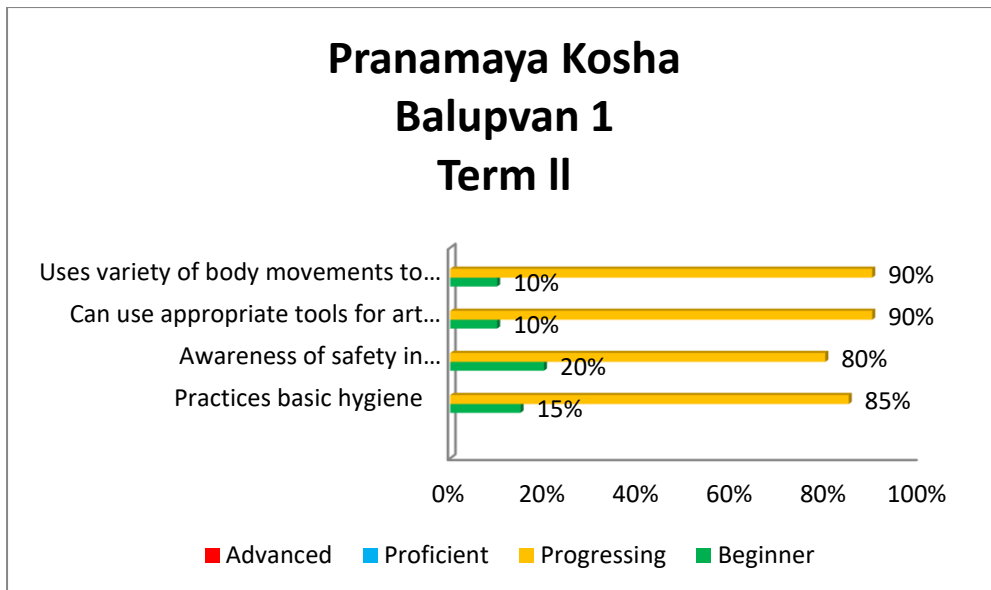
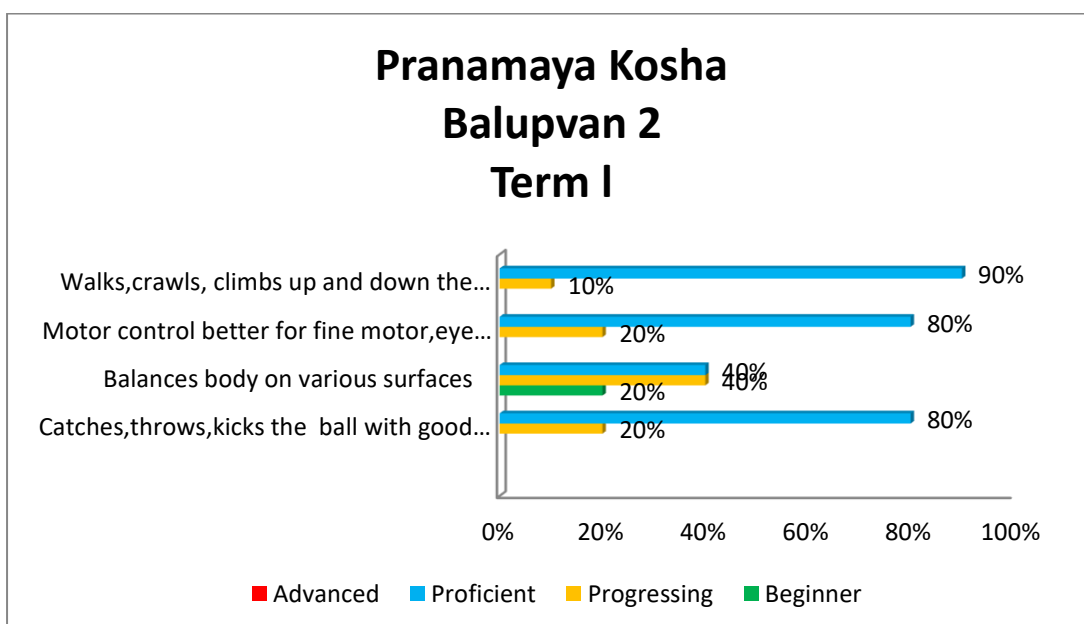


Fig. 2 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Pranamaya Kosha of term II.

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.



move to earlier page

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.

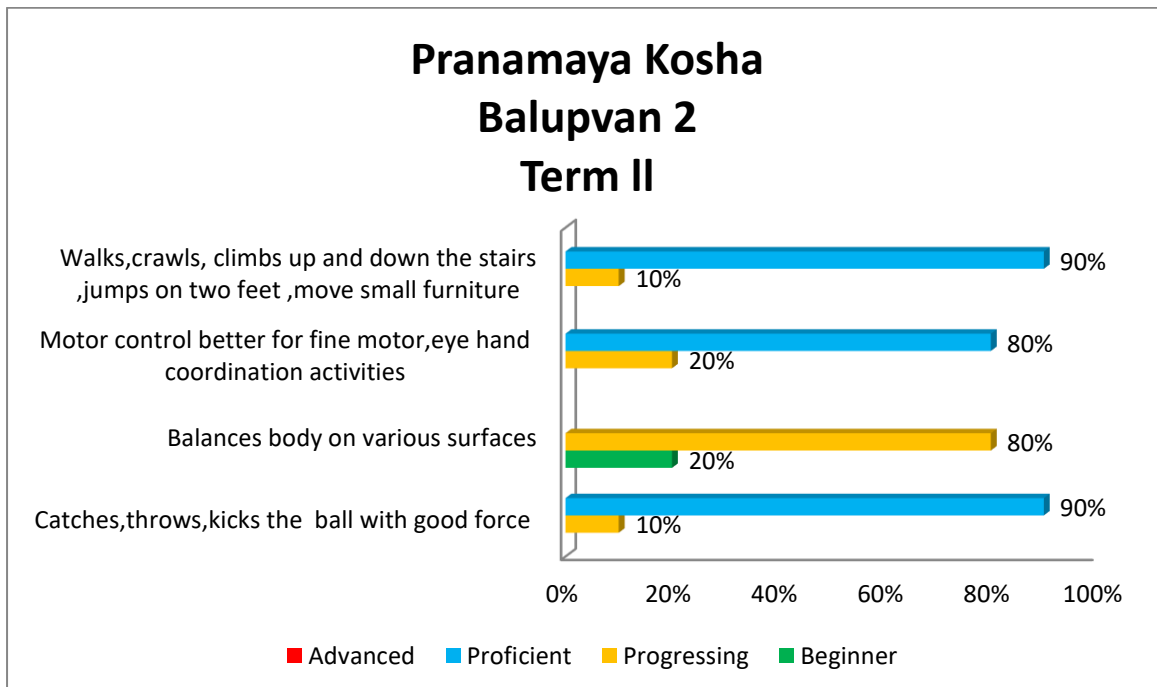


Fig. 4 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Pranamaya Kosha of term II.

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.

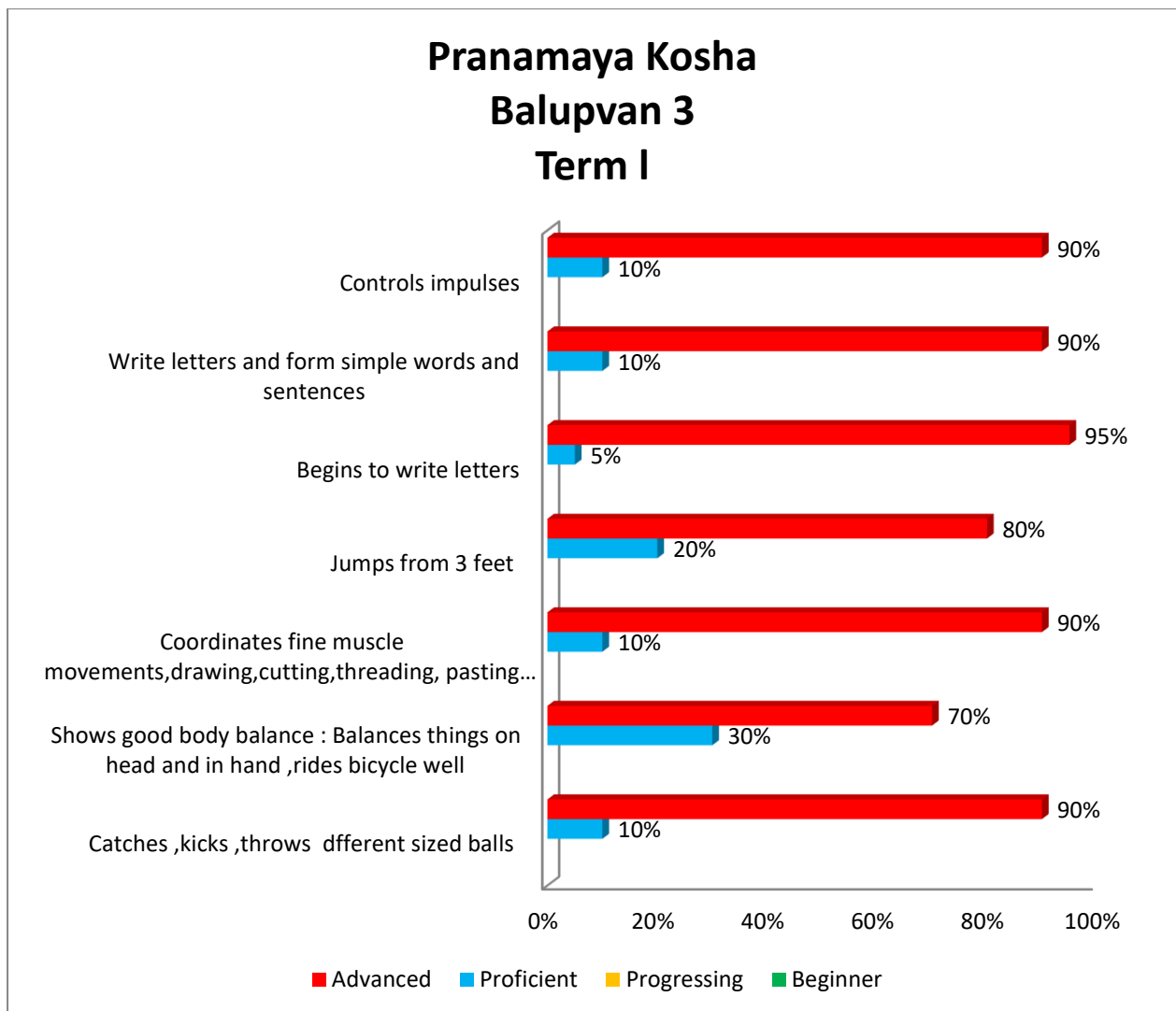


Fig. 5 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Pranamaya Kosha of term I.

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.

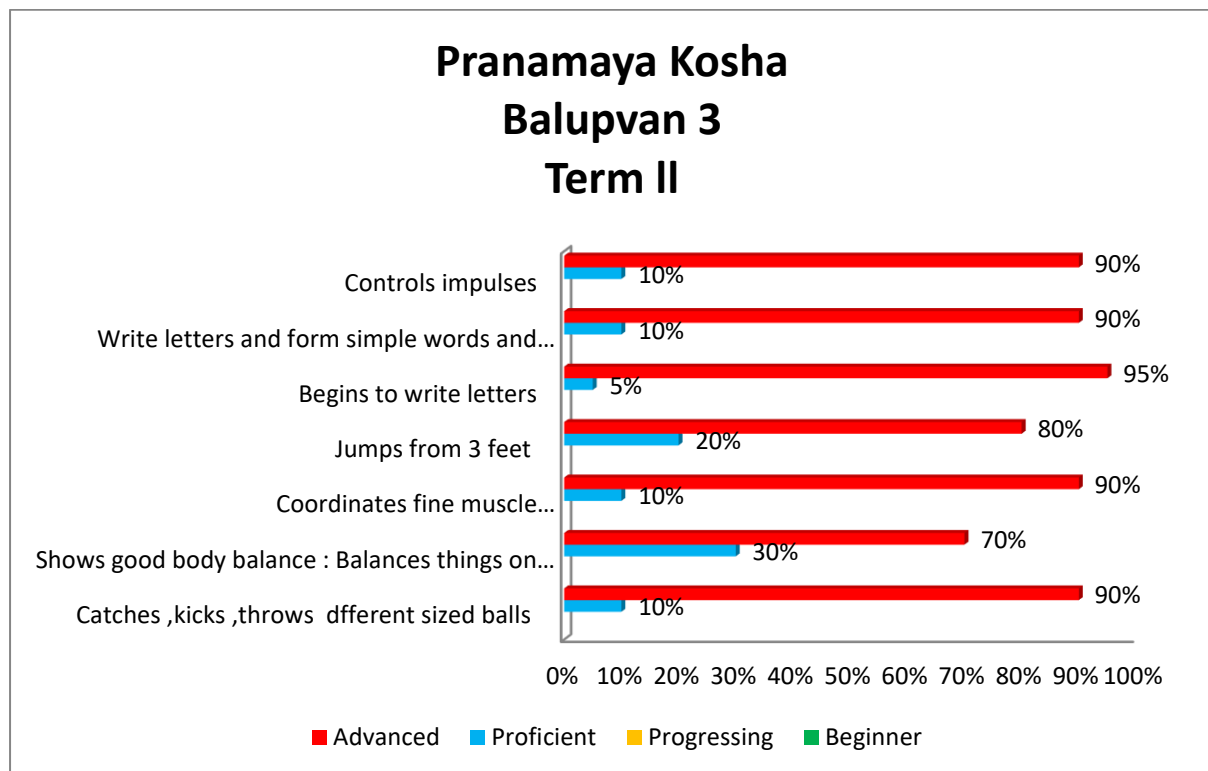
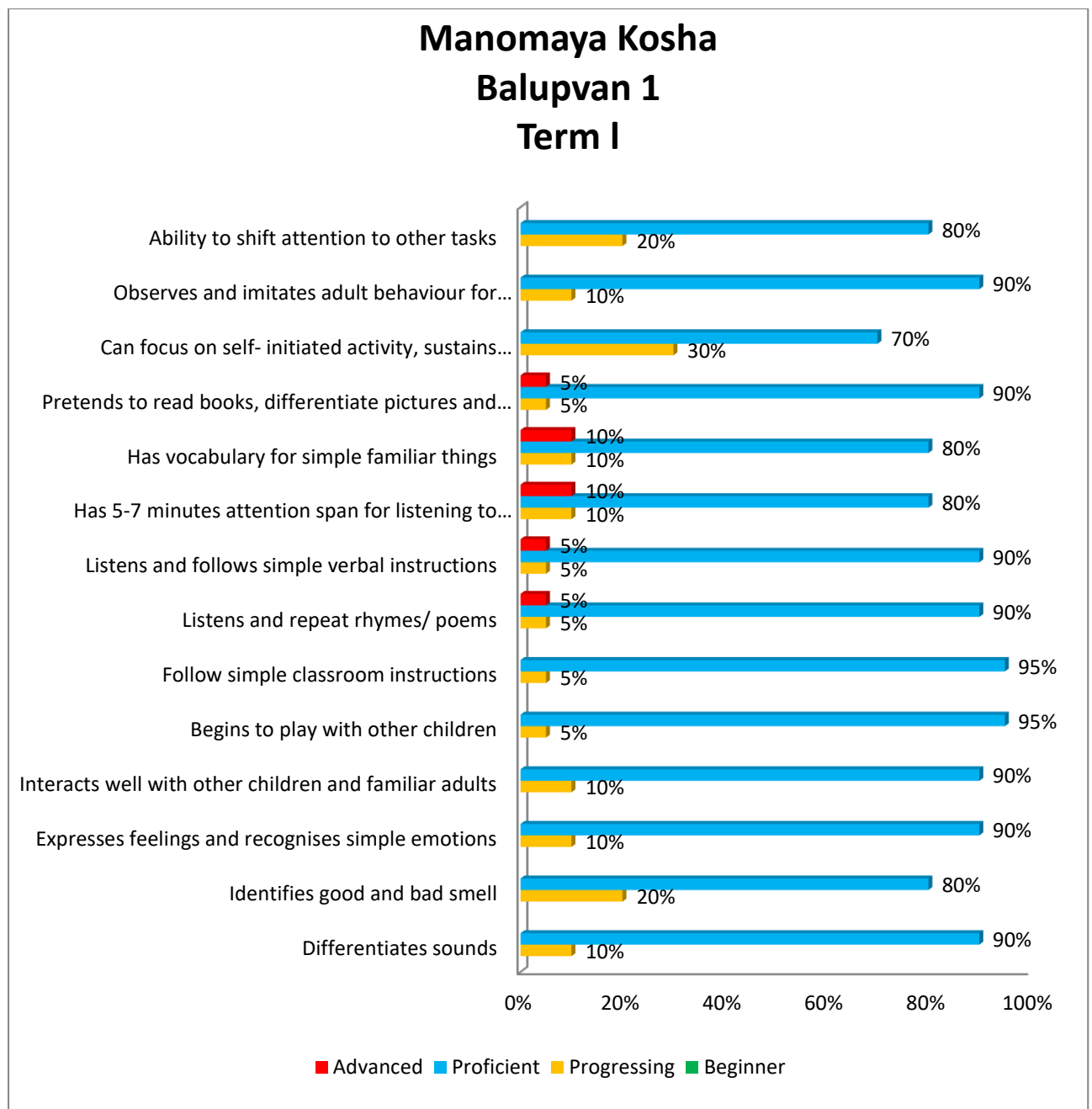


Fig. 6 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Pranamaya Kosha of term II.

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 .



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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.

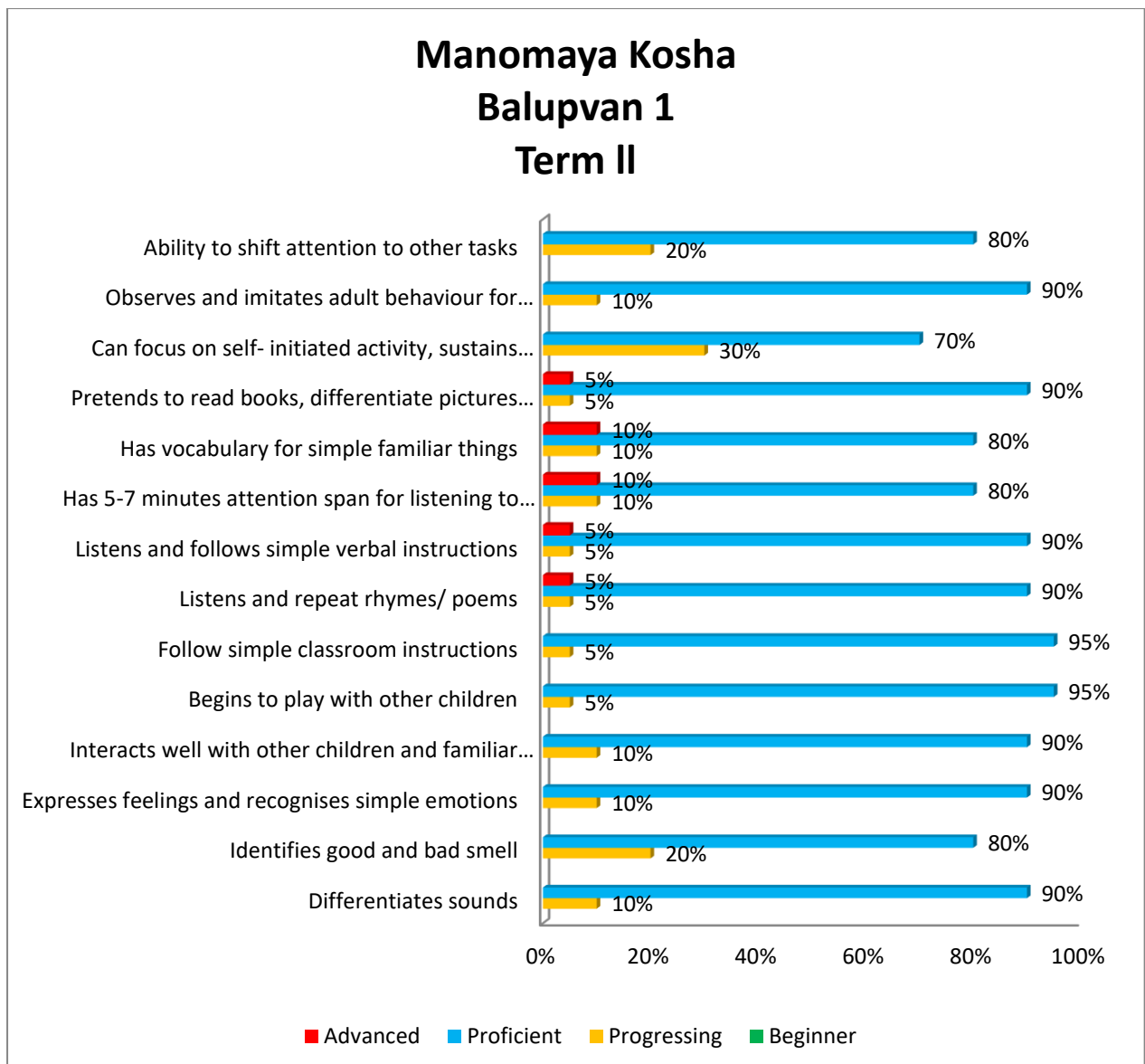


Fig. 2 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Manomaya Kosha of term II.

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.

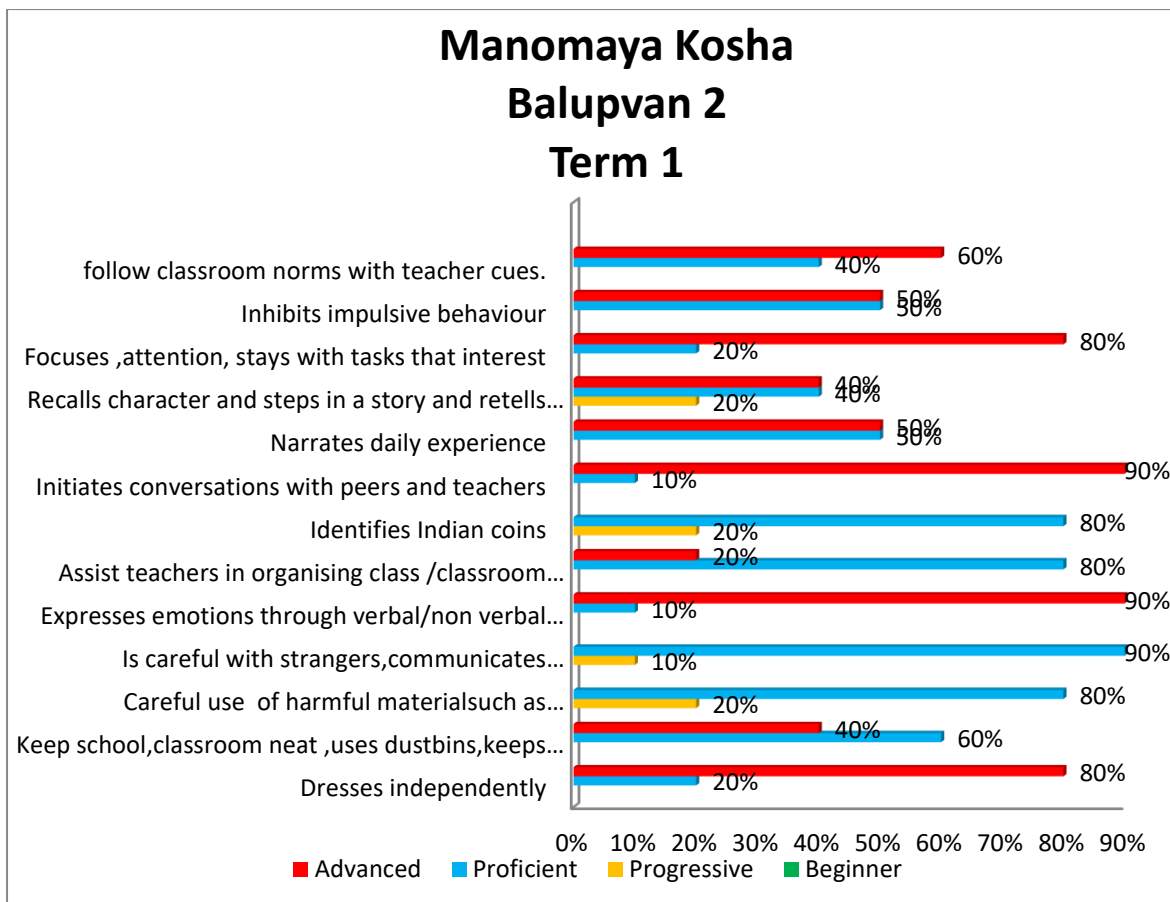
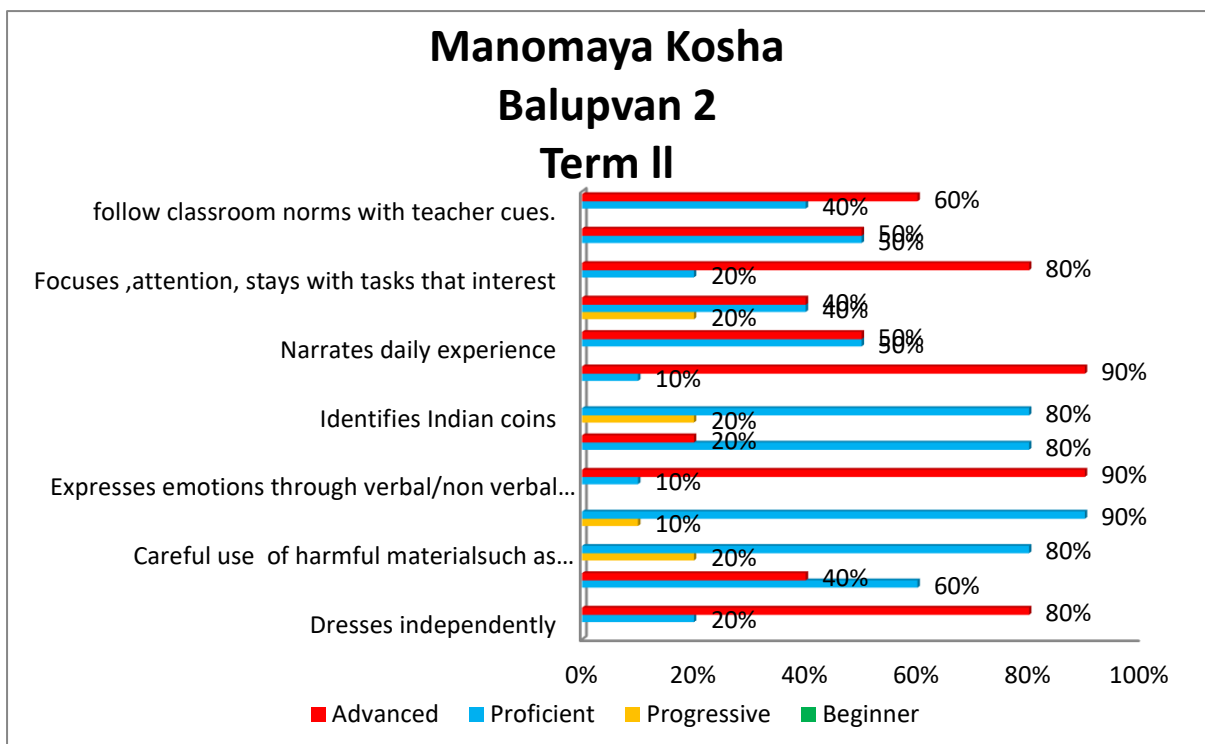


Fig. 3 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Manomaya Kosha of term 1.

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 .



Move to earlier page

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 .

Manomaya Kosha Balupvan 3 Term I

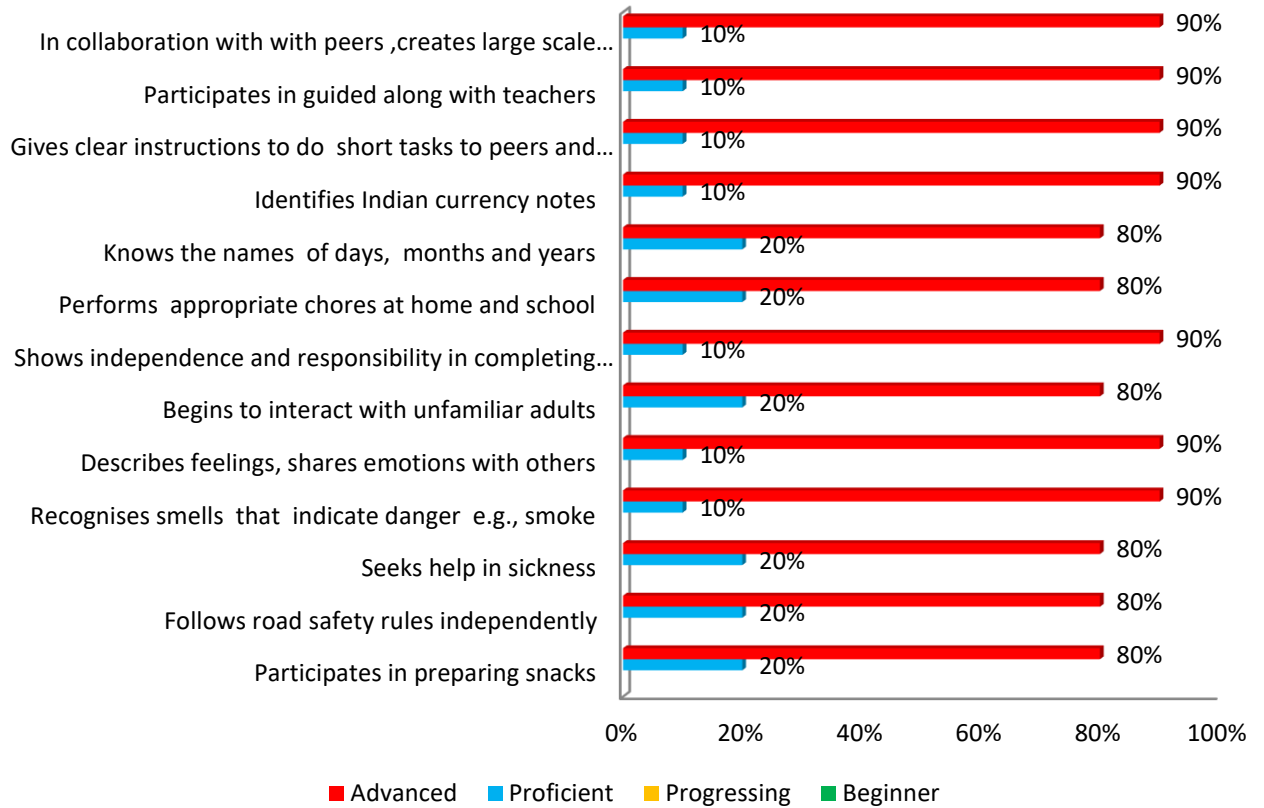


Fig. 5 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Manomaya Kosha of term I.

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.

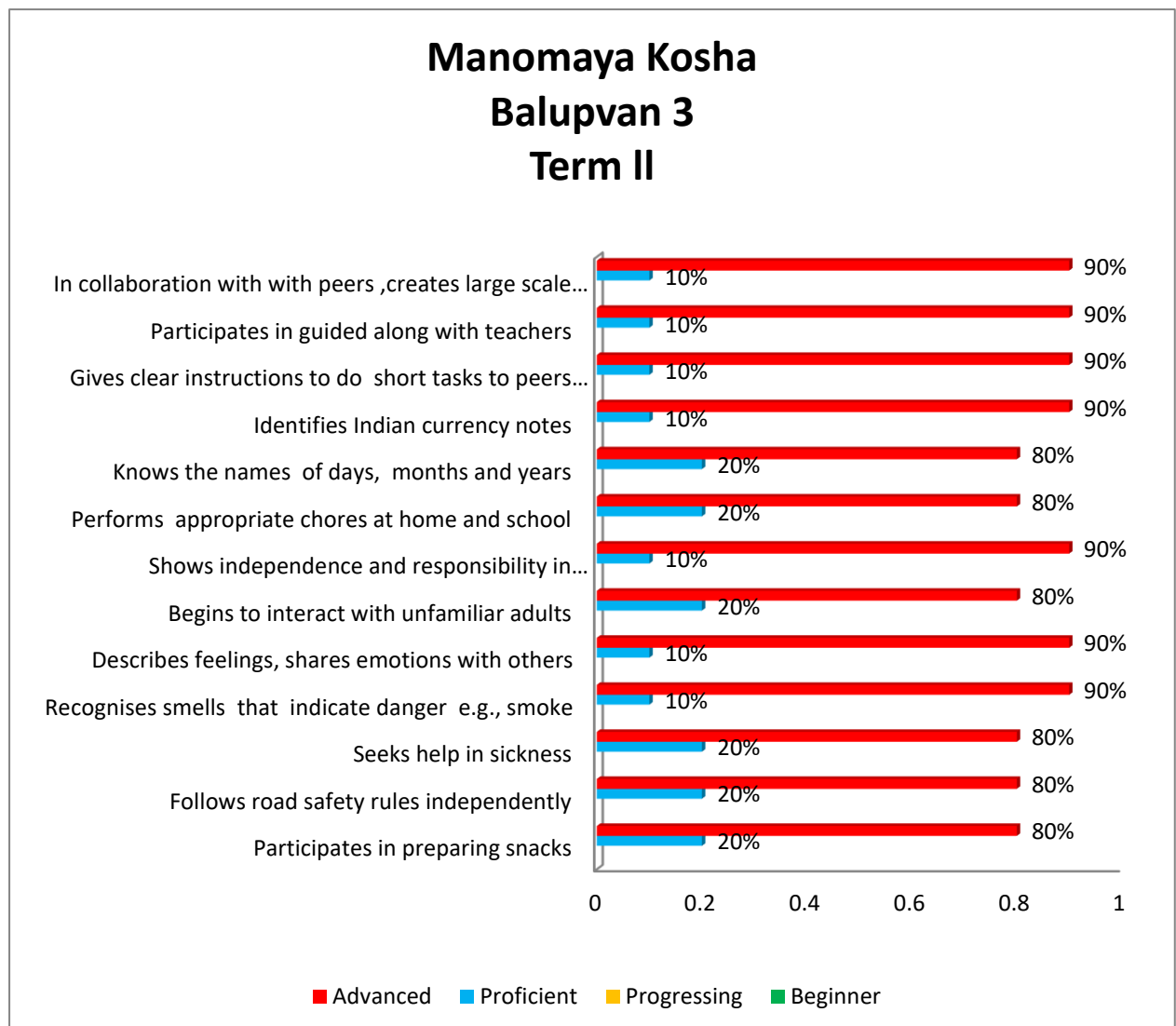


Fig. 6 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Manomaya Kosha of term II.

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 .

Vigyanmaya Kosha Balupvan 1 Term I

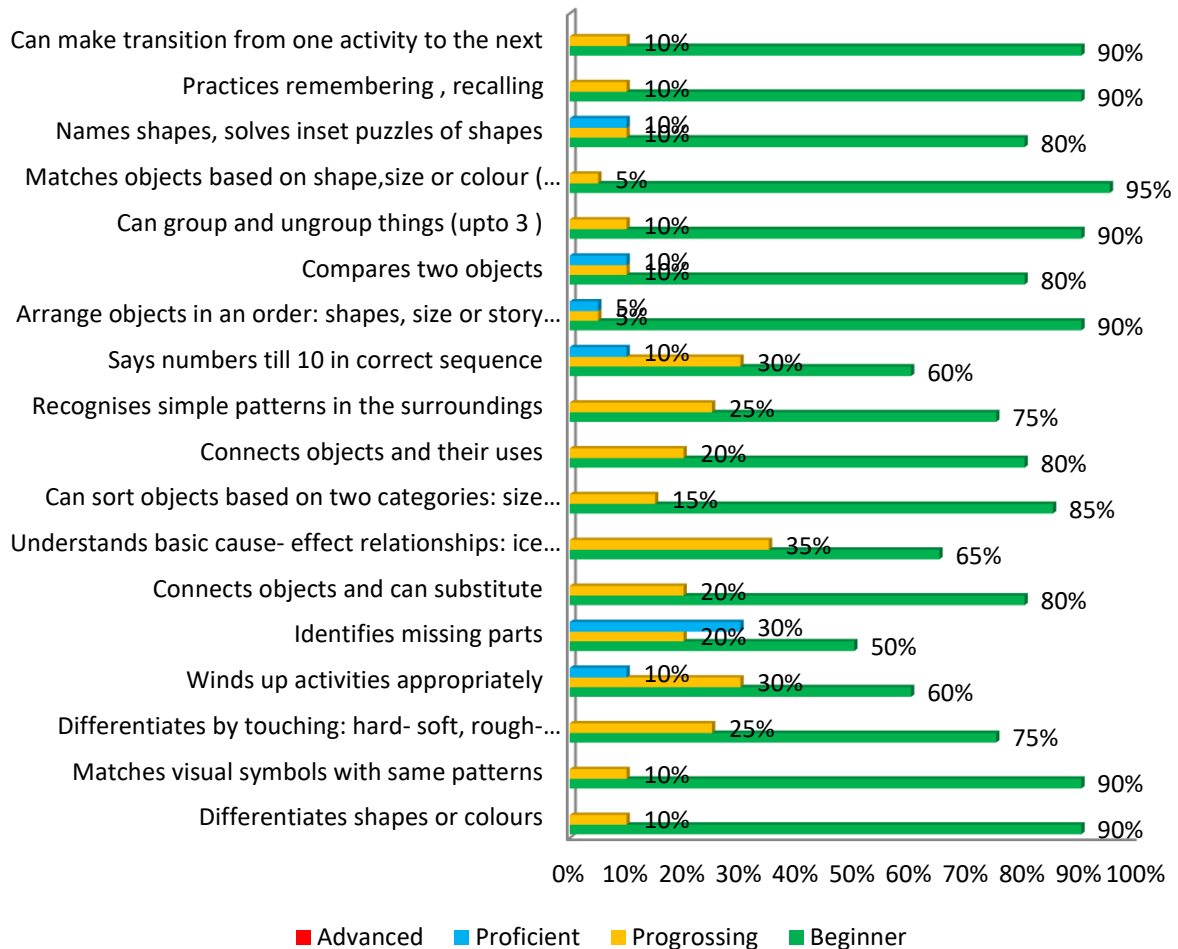


Fig. 1 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Vigyanmaya Kosha of term I.

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.

Vigyanmaya Kosha Balupvan 1 Term II

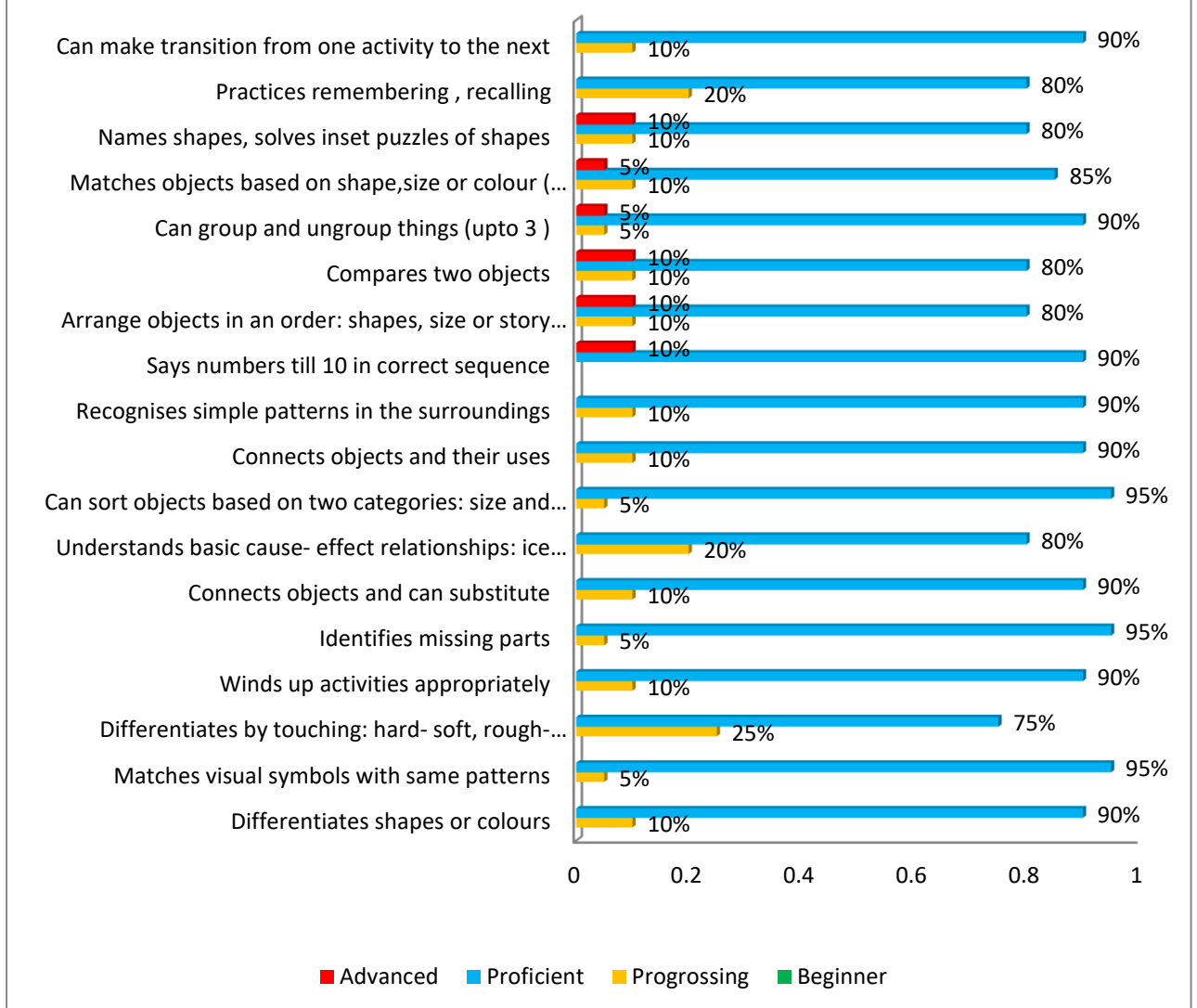


Fig. 2 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Vigyanmaya Kosha of term II.

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.

Vigyanmaya Kosha Balupvan 2 Term I

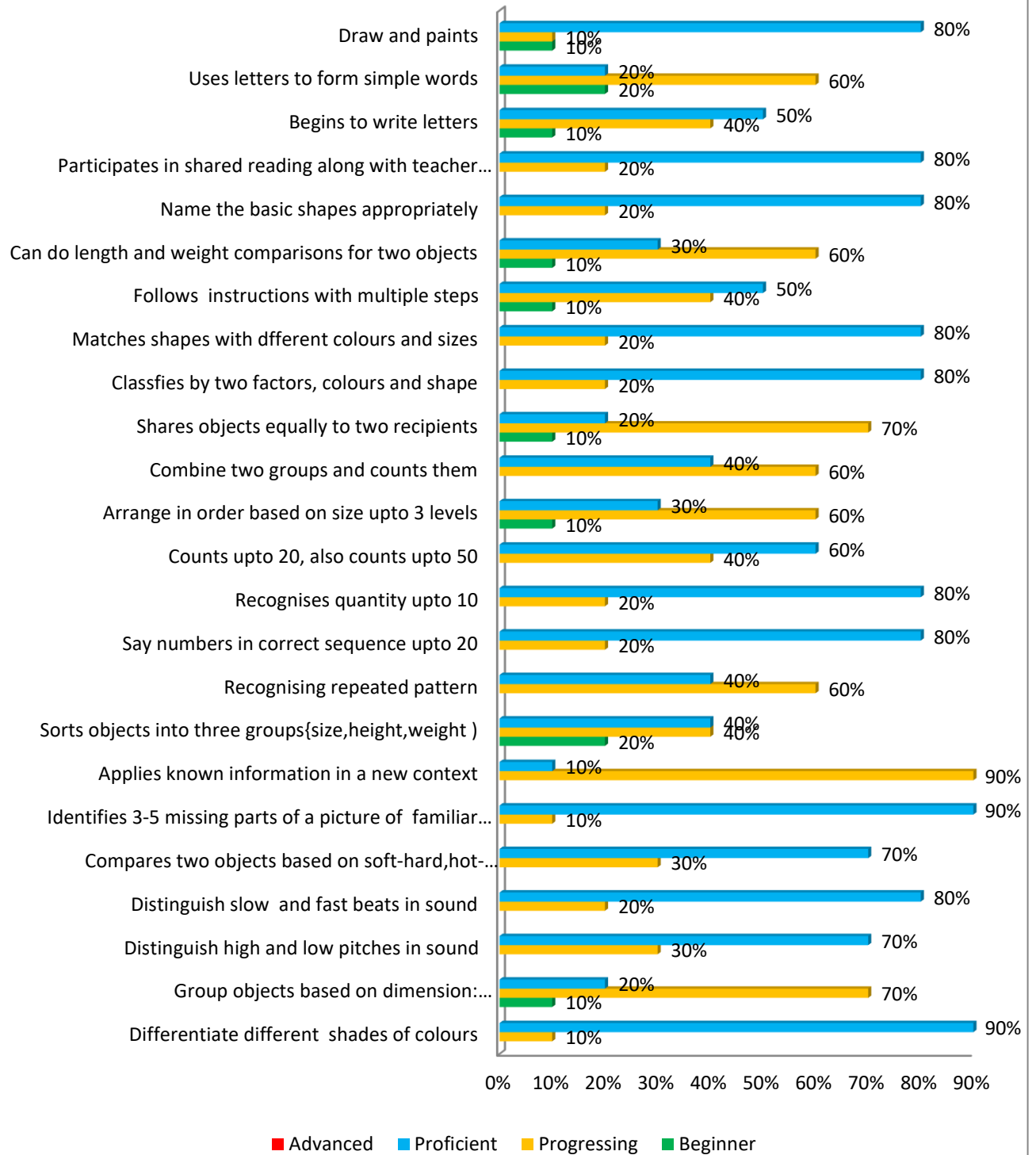


Fig. 3 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Vigyanmaya Kosha of term I.

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.

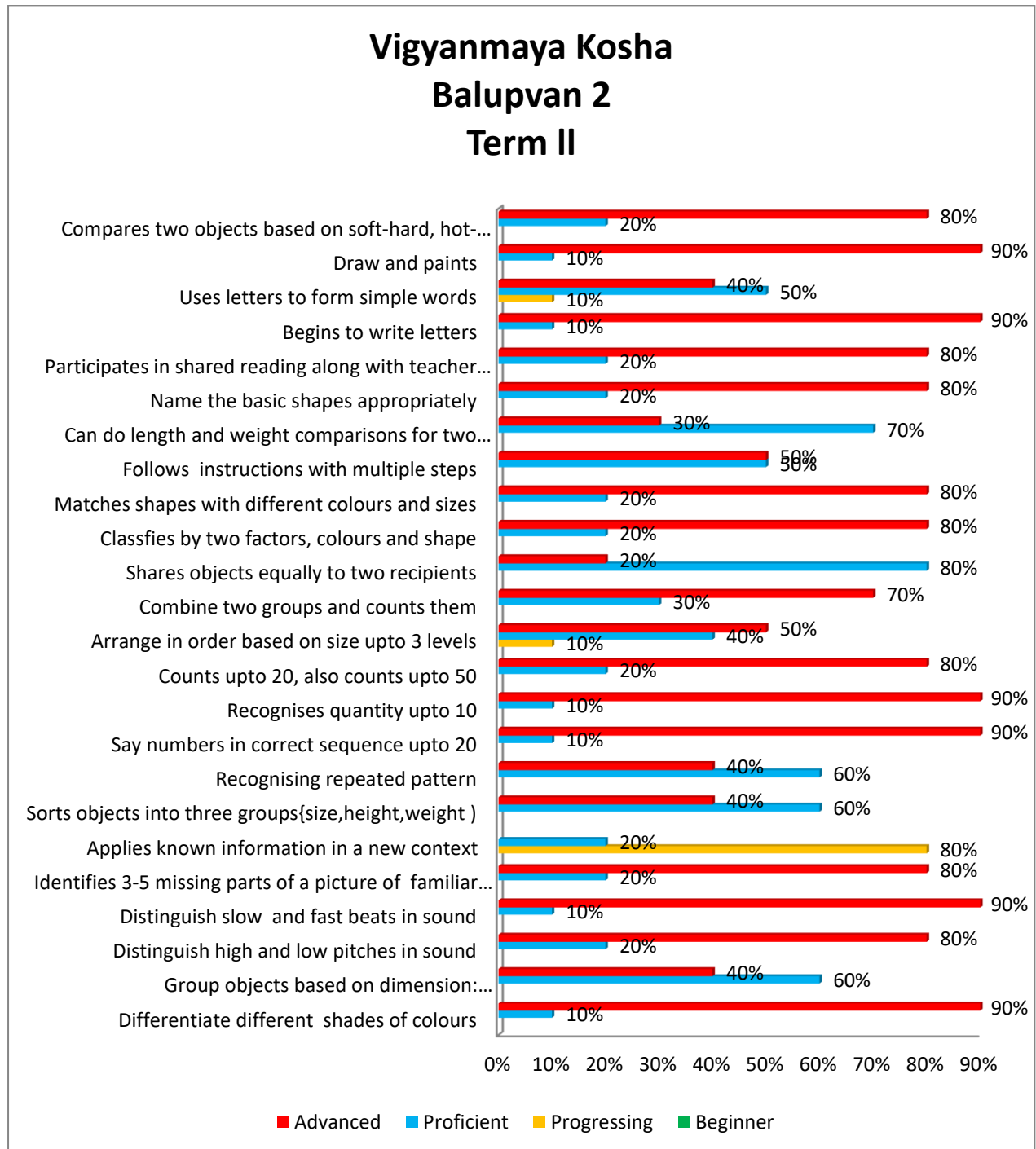


Fig. 4 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Vigyanmaya Kosha of term II.

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

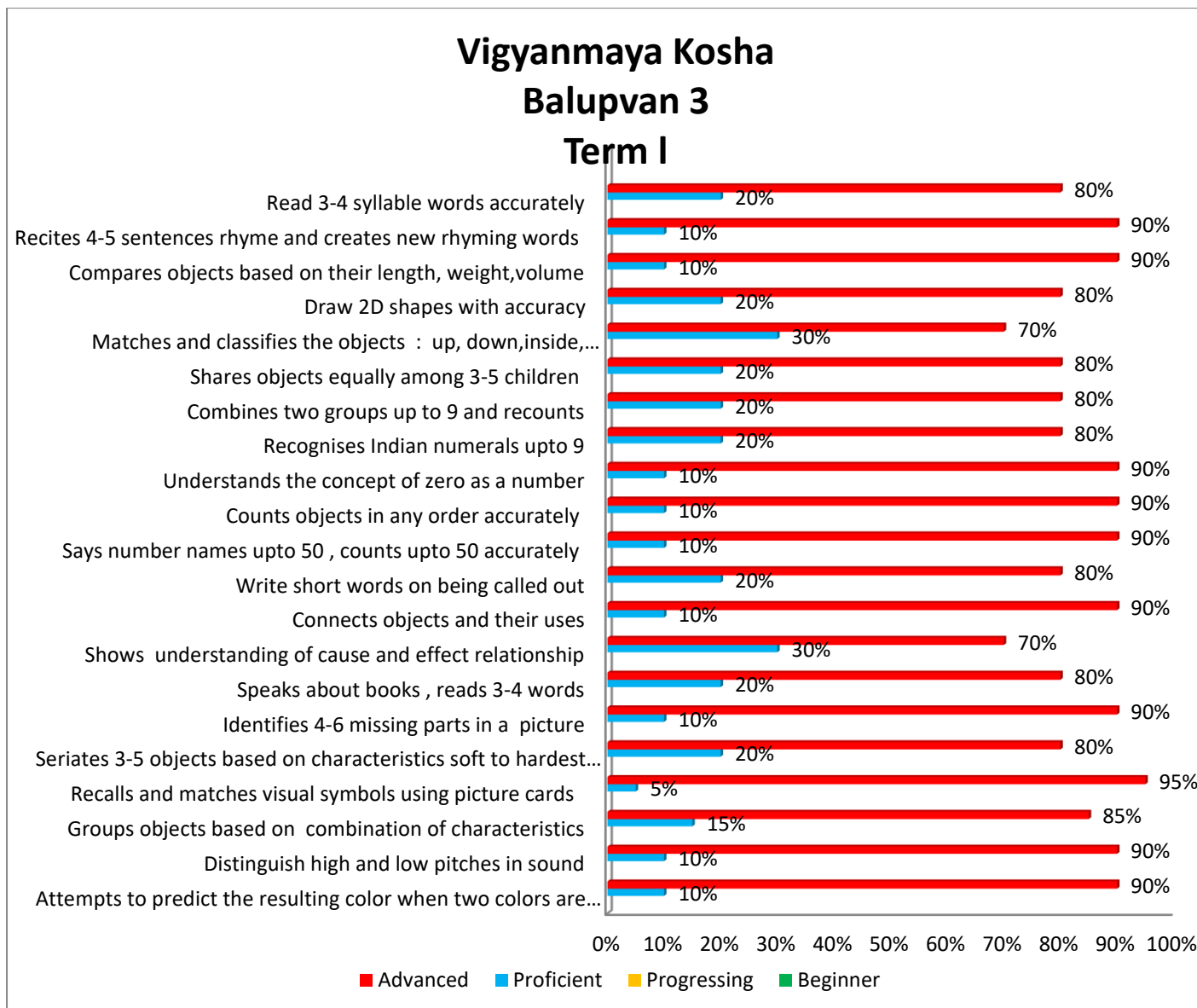


Fig. 5 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Vigyanmaya Kosha of term I

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 upto 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 an another child.

Vigyanmaya Kosha Balupvan 3 Term II

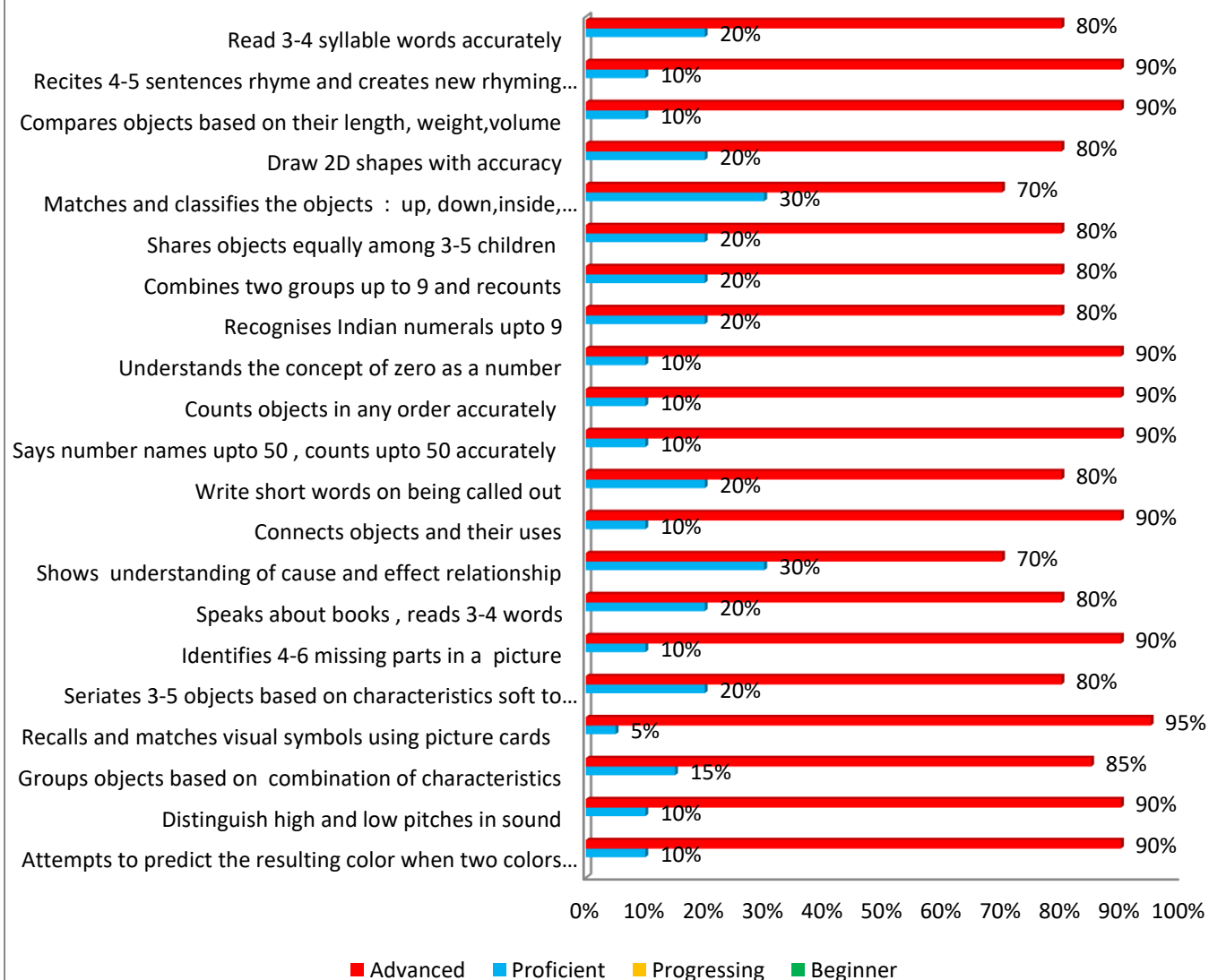


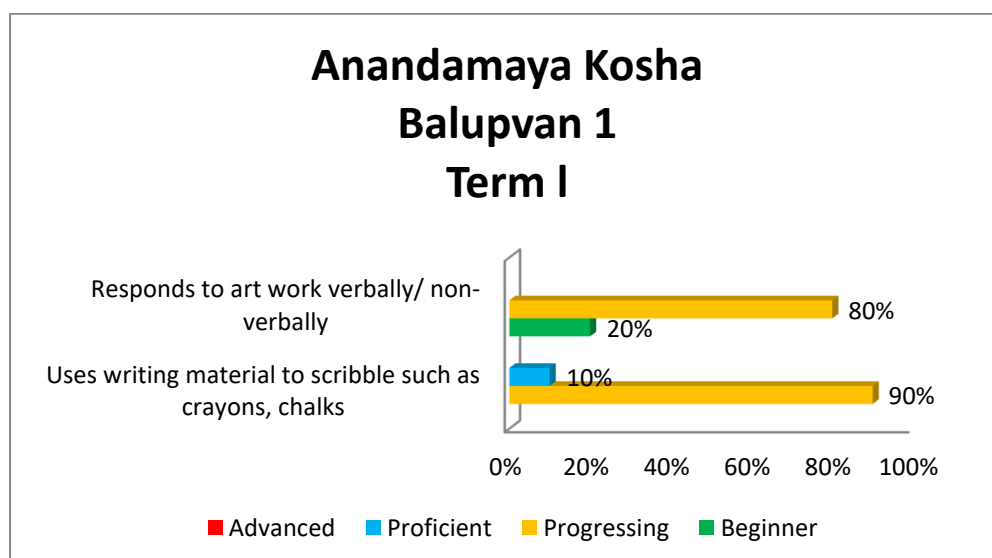
Fig. 6 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Vigyanmaya Kosha of term II.

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



Move to earlier page

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.

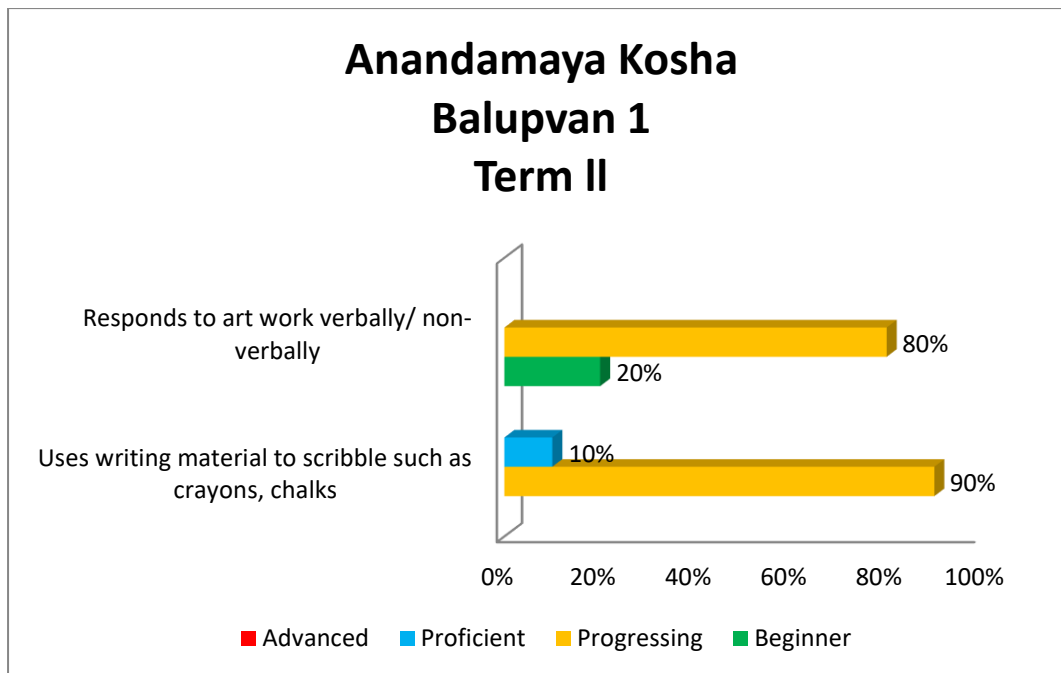


Fig. 2 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of Anandamaya Kosha of term II.

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.

Anandmaya Kosha Balupvan 2 Term I

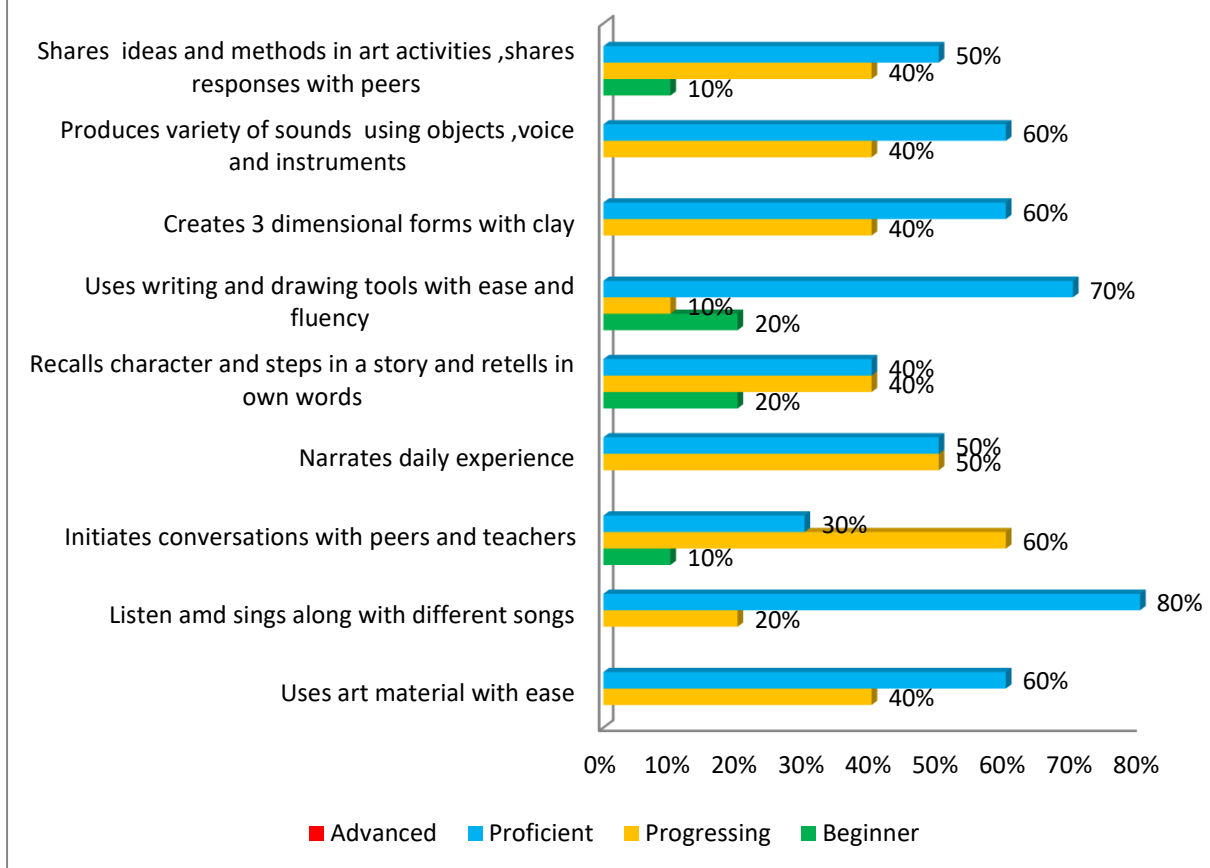


Fig. 3 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Anandmaya Kosha of term I.

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.

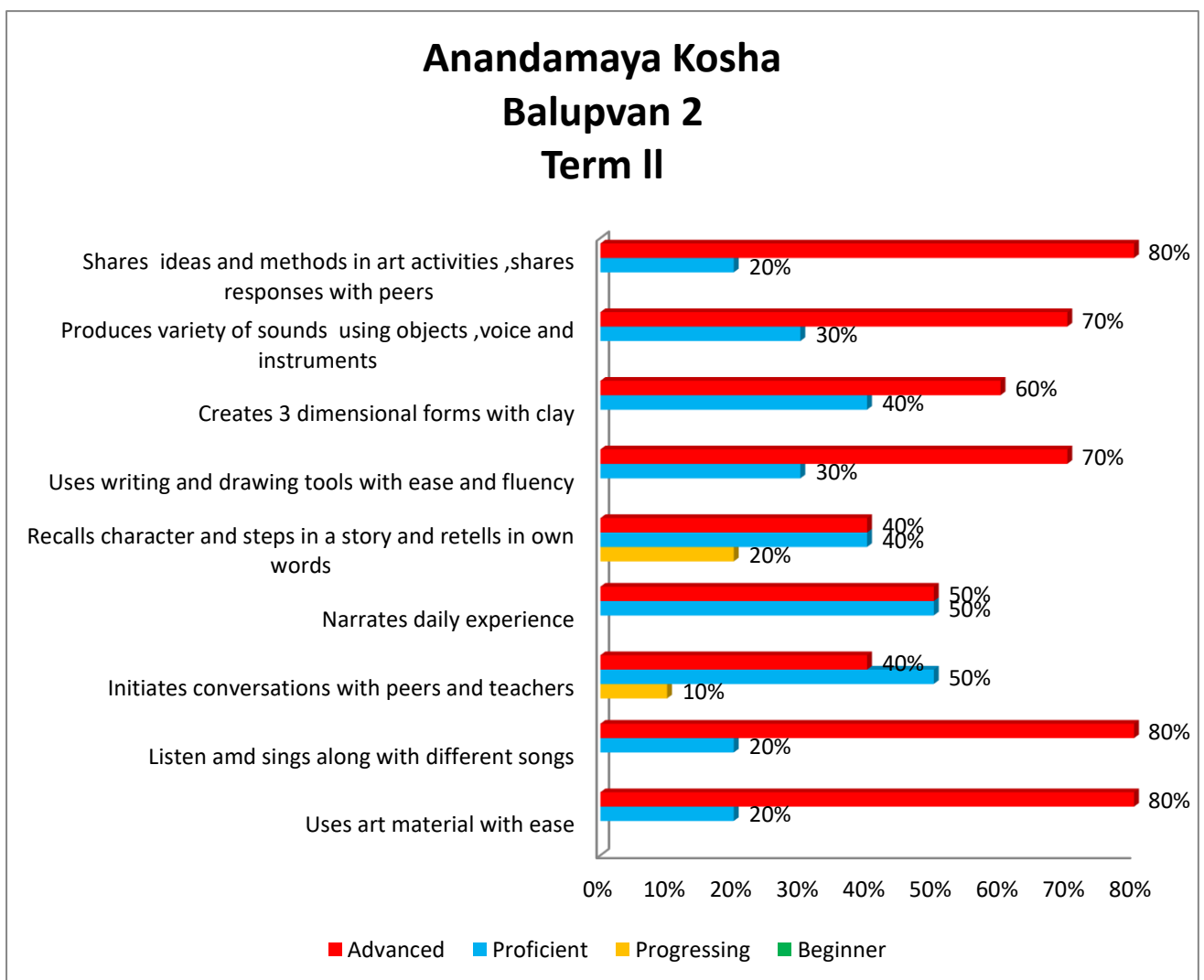


Fig. 4 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of Anandamaya Kosha of term II.

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.

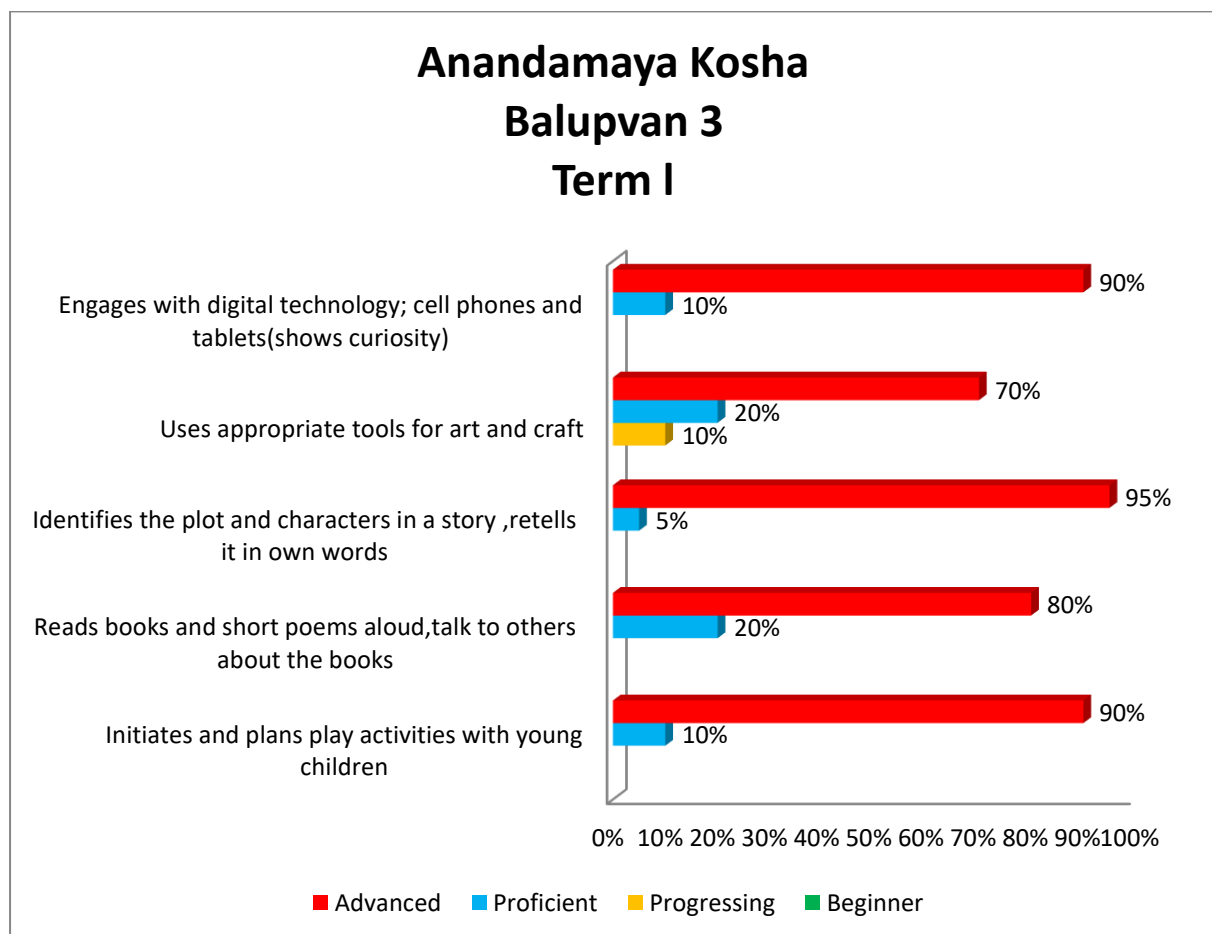


Fig. 5 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Anandamaya Kosha of term I.

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)

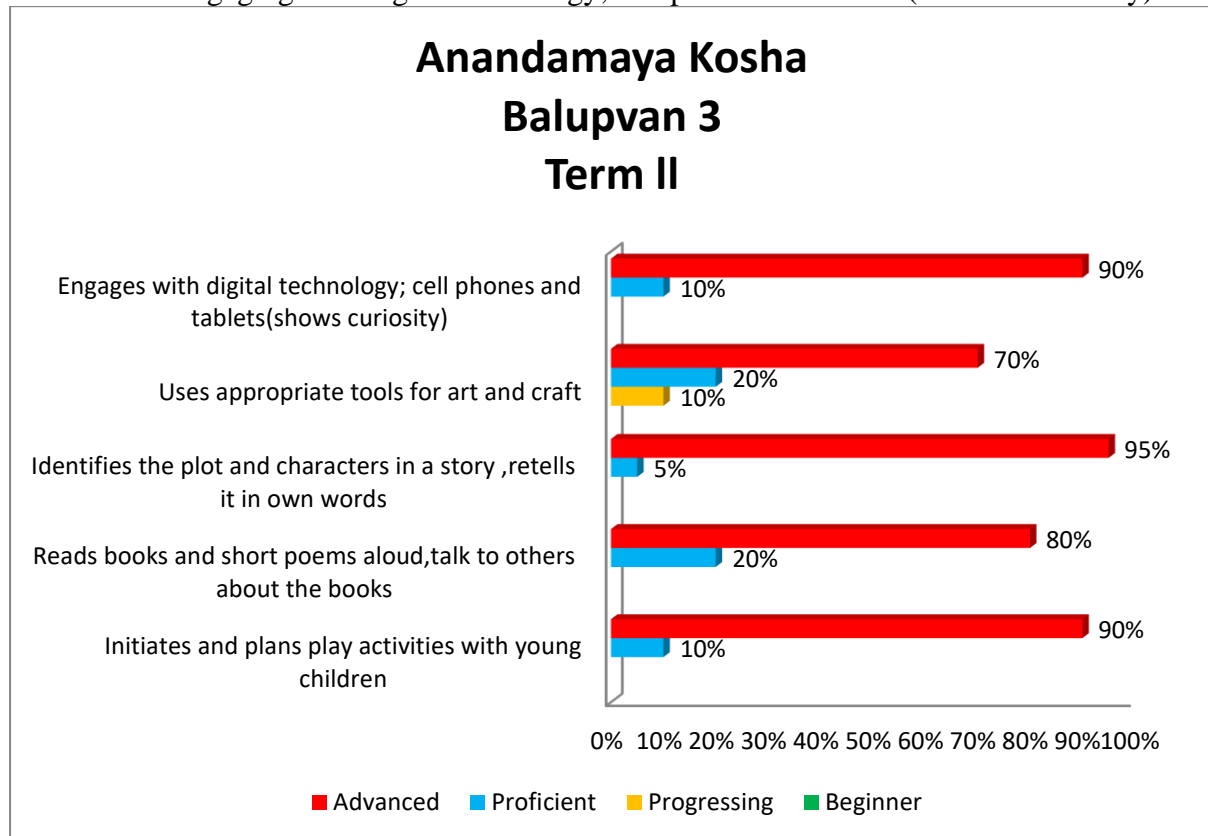


Fig. 6 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of Anandamaya Kosha of term II.

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

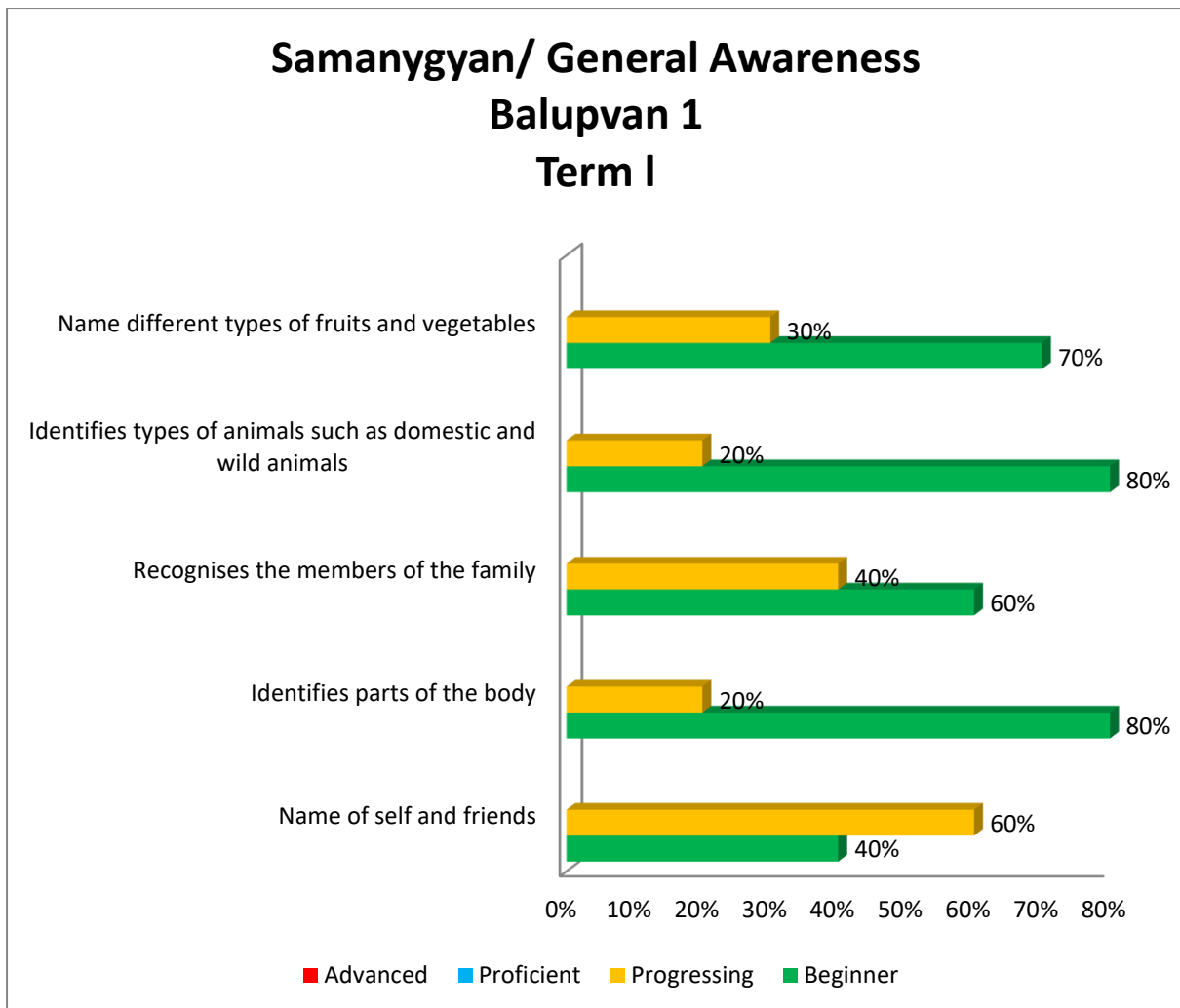


Fig. 1 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of samanygyan/general awareness of term 1.

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.

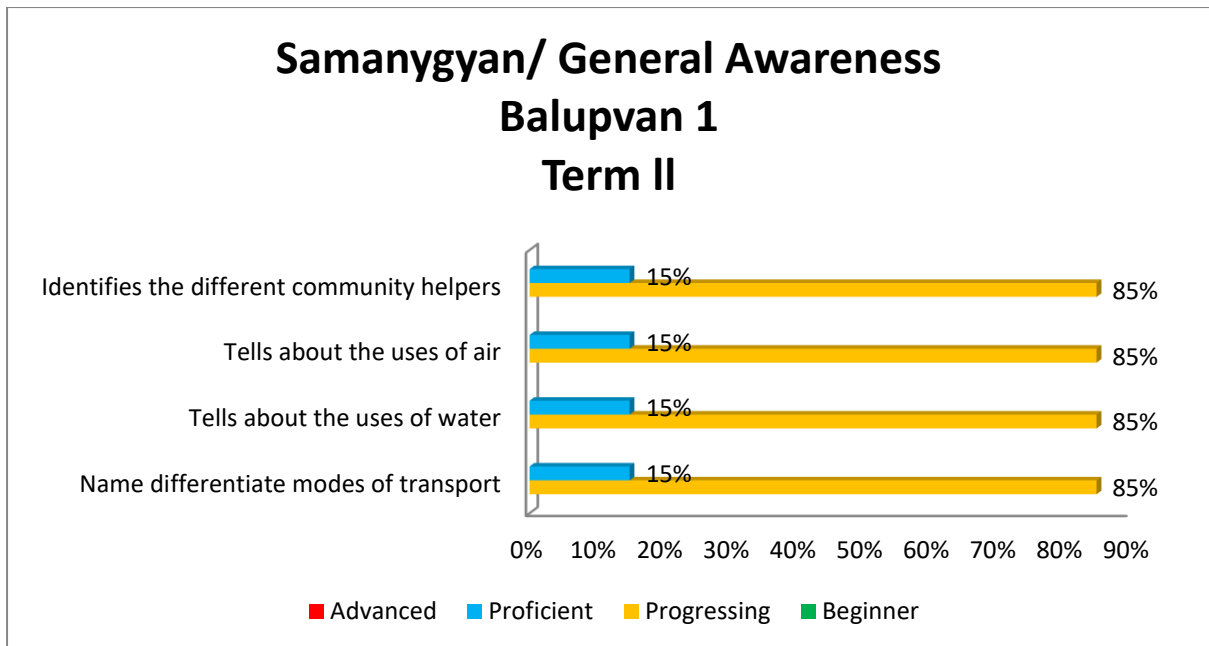


Fig. 2 Showing the percentage of Balupvan 1 students having different levels of achievement under various components of samanygyan/general awareness of term II.

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.

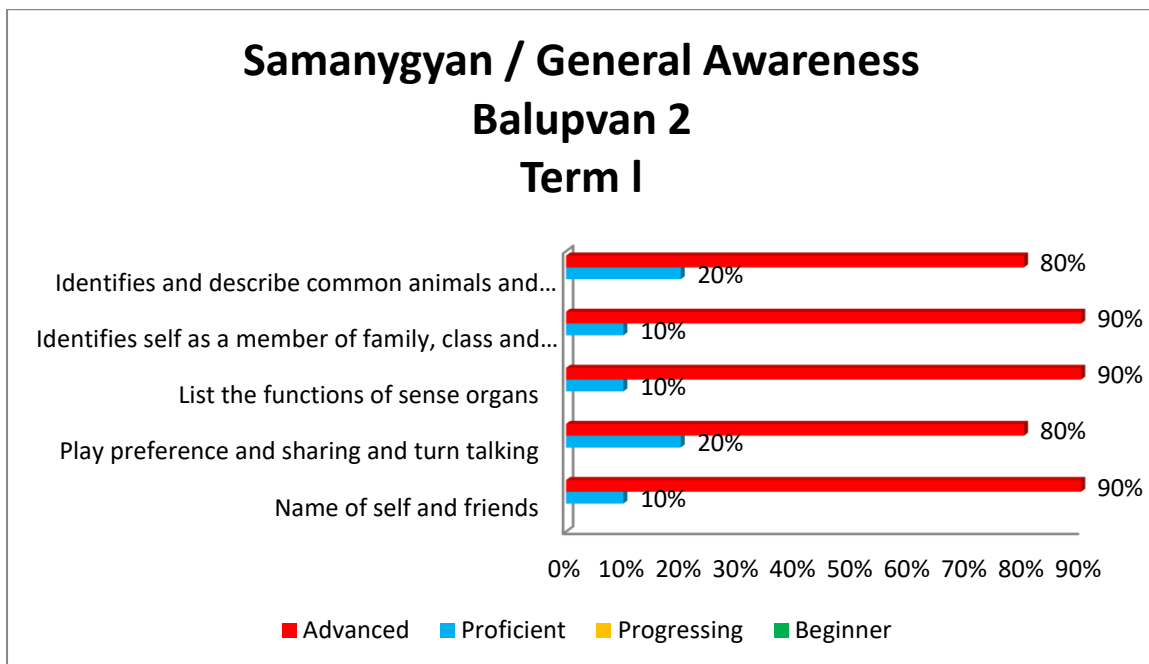


Fig. 3 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of samanygyan/general awareness of term 1.

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.

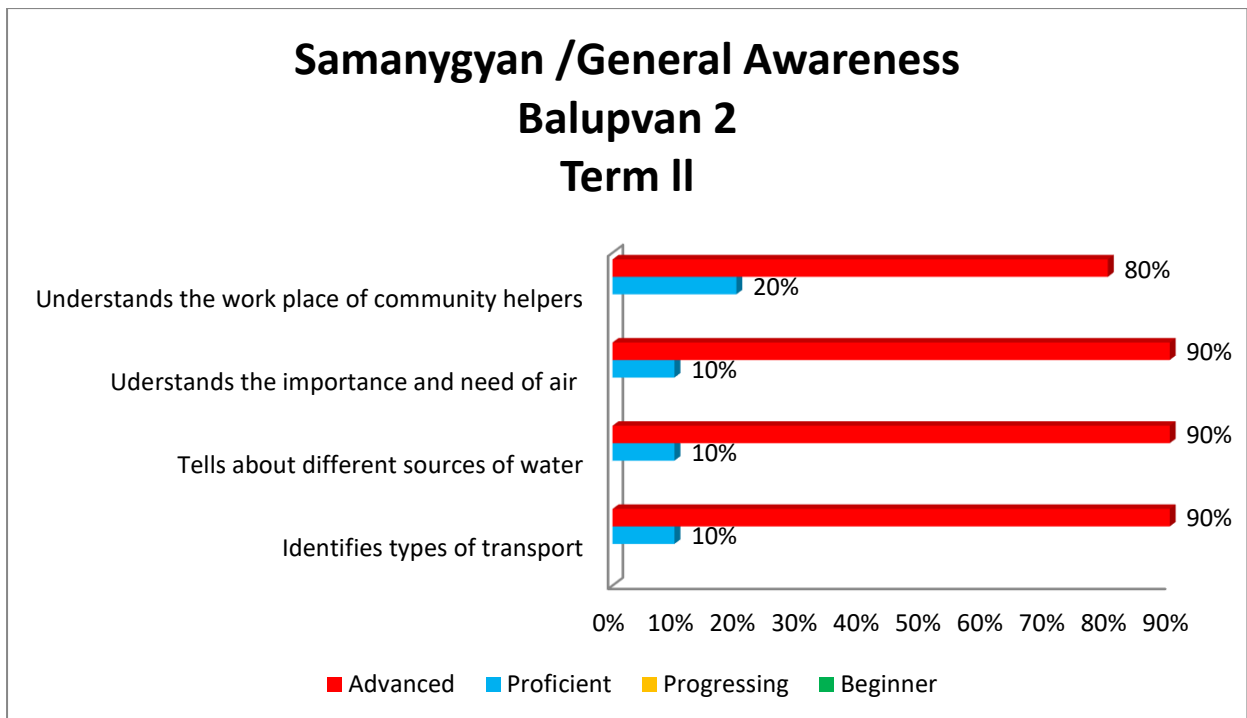


Fig. 4 Showing the percentage of Balupvan 2 students having different levels of achievement under various components of samanygyan/general awareness of term 1l.

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.

Samanygyan/ General Awareness Balupvan 3 Term I

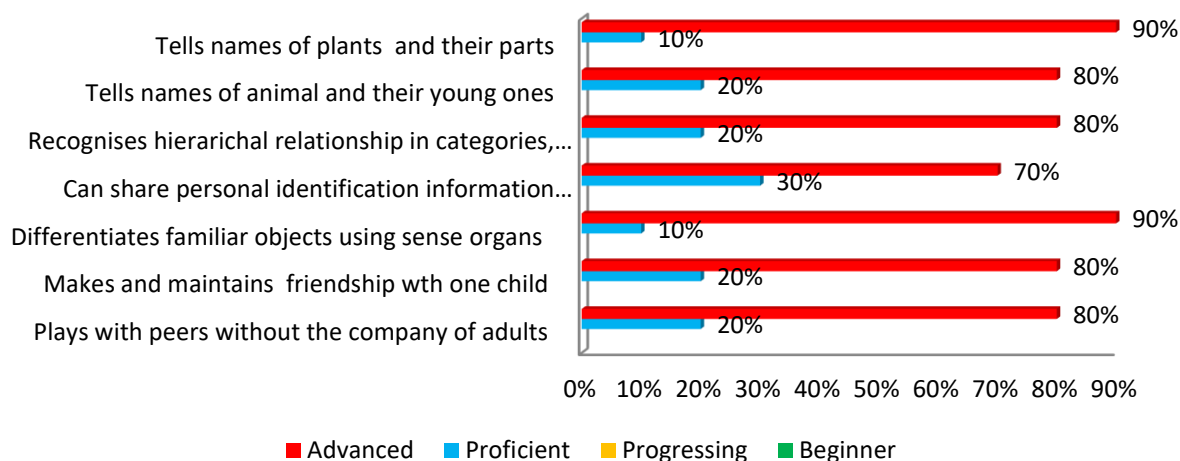


Fig. 5 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of samanygyan/general awareness of term I.

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 hierarichal 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.

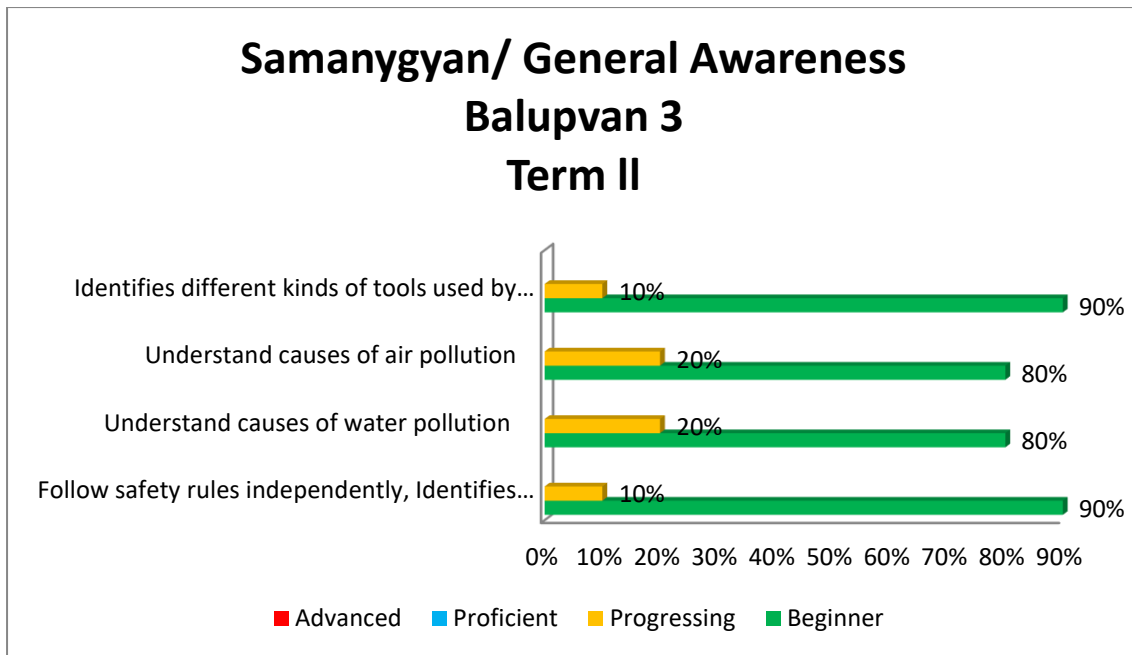


Fig. 6 Showing the percentage of Balupvan 3 students having different levels of achievement under various components of samanygyan/general awareness of term II.

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

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

Demonstration Multipurpose School Regional Institute of Education, Bhopal

(a constituent unit of National Council of Educational Research and Training
under Ministry of Education, Government of India)

Shyamla Hills, Bhopal (M.P.)- 462 002