Annexure 1:

Illustrative Learning Outcomes

The Illustrative Learning Outcomes for each competency are articulated here. These are learning trajectories over the five years in the Foundational Stage that lead to the achievement of the related competency.

- As the Curricular Goals are developmental, so are the Competencies and the Learning Outcomes.
- All the Learning Outcomes have a developmental trajectory across every age group through the Stage. They must be seen as a continuum and a trajectory, rather than exact age-specific goals.
- As learning between ages 3 and Age 8 is developmental, it happens at a varied pace for different children. All children will not achieve the same age-wise Learning Outcomes at the same time.
- The age-wise categorisation below is indicative and will help the Teacher to organise learning experiences for each child in the classroom.
- Each Learning Outcome is observable. The Teacher will be able to observe the child's progress on Competencies using these Learning Outcomes.
- The Learning Outcomes need to be read as cumulative. The child's learning of previous age groups continues to be observed in later stages. For example, if the Learning Outcome for ages 4-5 is 'eats without spilling' this is assumed to continue for age 5-6 onwards.

In the section below, **Curricular Goals** are numbered as CG-1, CG-2, CG-3... and **Competencies** are numbered as C-1.1, C-2.1, C-3.1... **Learning Outcomes** are mapped to Competencies.

As mentioned above, the Learning Outcomes must be seen as a continuum. In the tables below they are placed in reading grids – with 1,2,3...in the vertical axes and A,B,C...in the horizontal axes – only for easy referencing. For example, readers can refer to Learning Outcome D.1 against Competency C-2.1 to point to a specific Learning Outcome within this illustrative list.

1.1.1 Physical Development

A healthy body houses a healthy mind. Also, in this Stage, children learn most when they use all their senses and whole body to engage in playful activities. Hence, the focus here is on developing healthy eating and hygiene habits, becoming aware of safety, sharpening sensorial attention, and exercising and coordinating their different muscle groups.

CG-1: Children develop habits that keep them healthy and safe

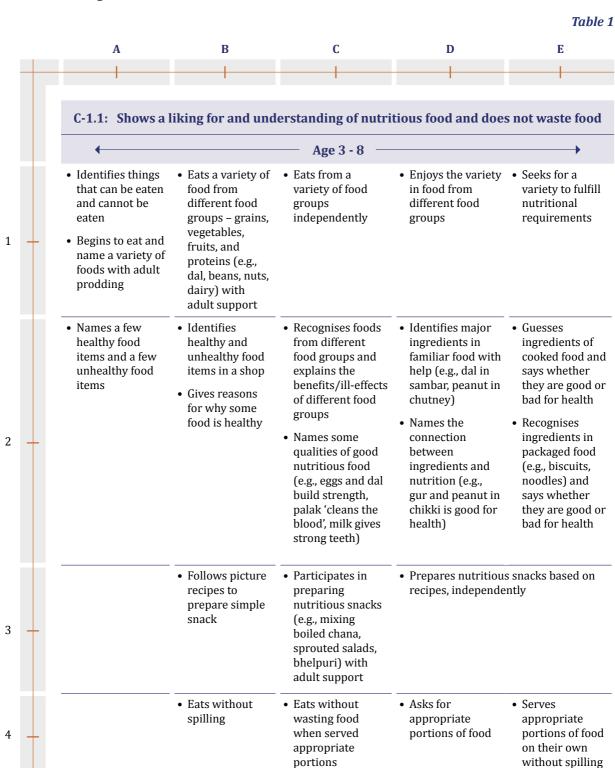
Children develop both habits of healthy eating and understanding of nutrition. Early exposure to a range of food groups is essential for developing a taste for a variety in food.

Lack of hygiene often causes ill-health and children lose the gains made through nutritious food. This makes it important to develop good hygiene practices in early school years. While early childhood is a crucial time when the immunity of the child is also developing, since children come to school in concentrations, some basic hygiene practices become necessary for a school context.

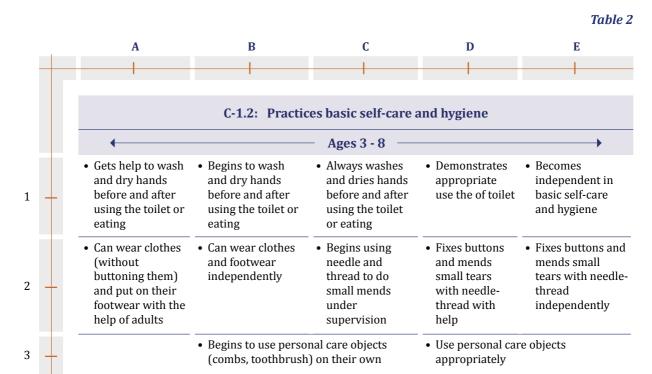
Since schools are public places, school readiness necessarily involves special attention to safety and security. By acquiring specific practices of safety and security, children are better prepared to engage with learning in schools, which may be distant from home, both geographically and culturally.

Competencies are attained over a period of time. Therefore, interim markers of learning achievements are needed. These interim markers are Learning Outcomes. The table below illustrates the detailing of Learning Outcomes for a Competency. Each column in the table (A-E) are milestones, and these milestones in a sequence indicate a Learning Trajectory for attainment of a Competency.

C-1.1: Learning Outcomes

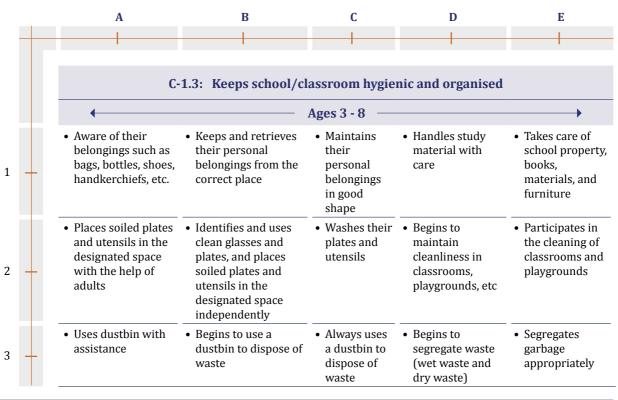


C-1.2: Learning Outcomes

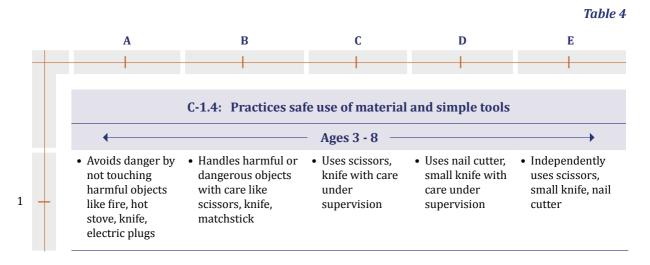


C-1.3: Learning Outcomes

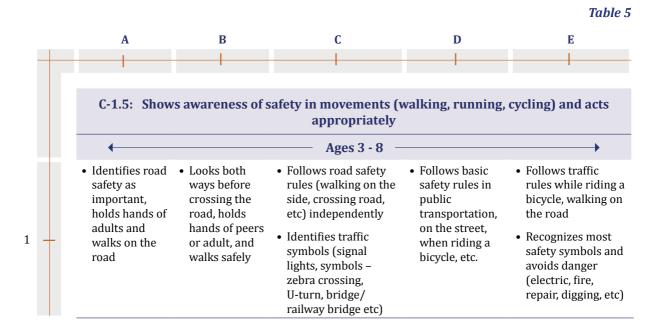
Table 3



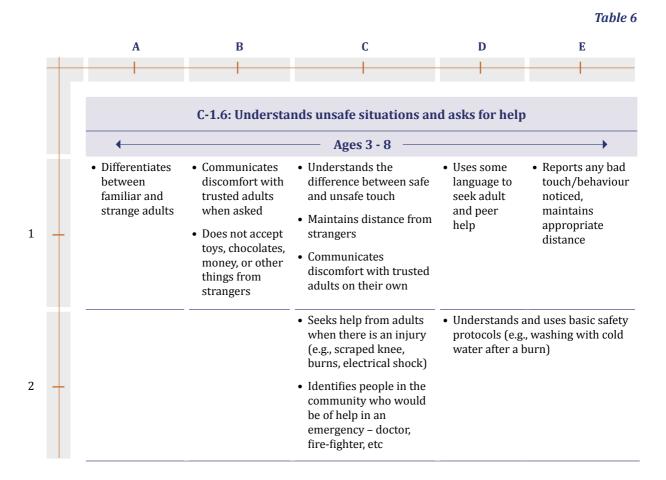
C-1.4: Learning Outcomes



C-1.5: Learning Outcomes



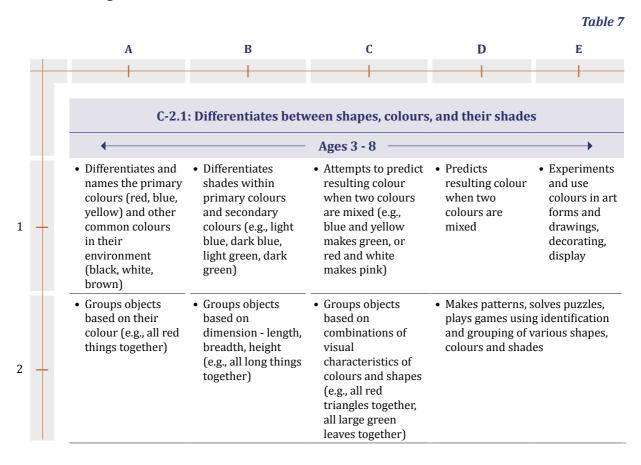
C-1.6: Learning Outcomes



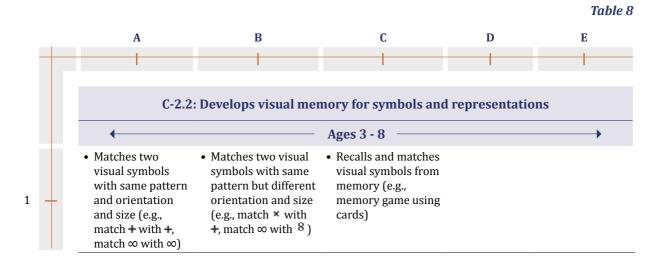
CG-2: Children develop sharpness in sensorial perceptions

Sensory development is fundamental to all learning. The deep neural connections between our sensorial receptors, our developing perceptions, our thoughts and even our consciousness is slowly getting unearthed. Adequate experiences for sensorial development should not just be seen as a precursor to cognitive development but as an independent capacity for holistic development of the child. Paying attention to sensorial development also gives opportunities for early detection in difficulties that might affect learning.

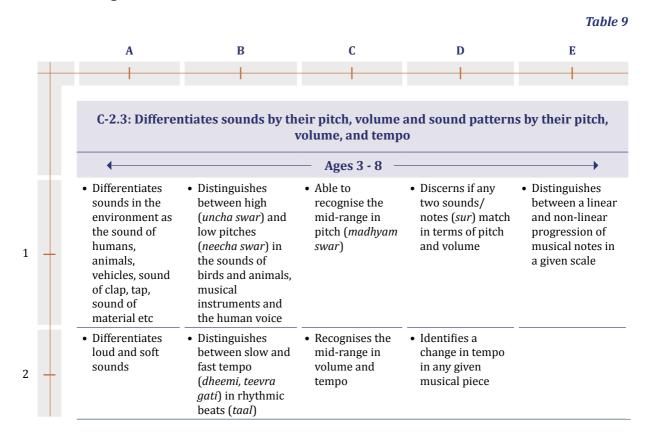
C-2.1: Learning Outcomes



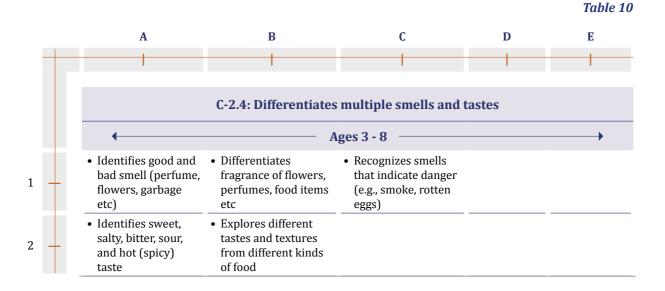
C-2.2: Learning Outcomes



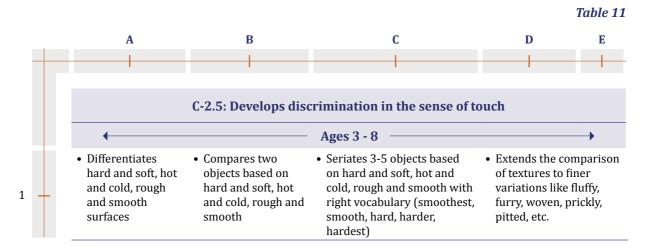
C-2.3: Learning Outcomes



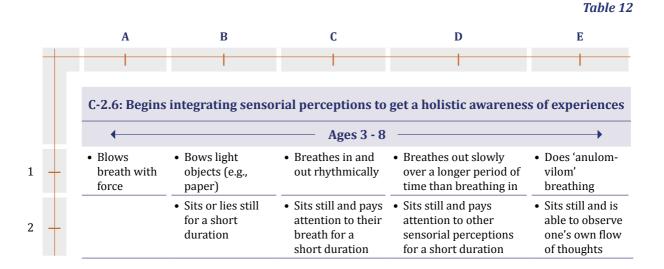
C-2.4: Learning Outcomes



C-2.5: Learning Outcomes



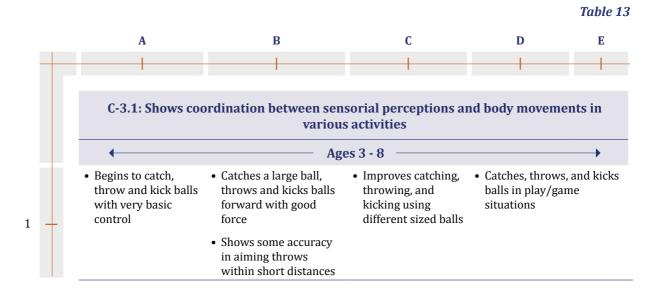
C-2.6: Learning Outcomes



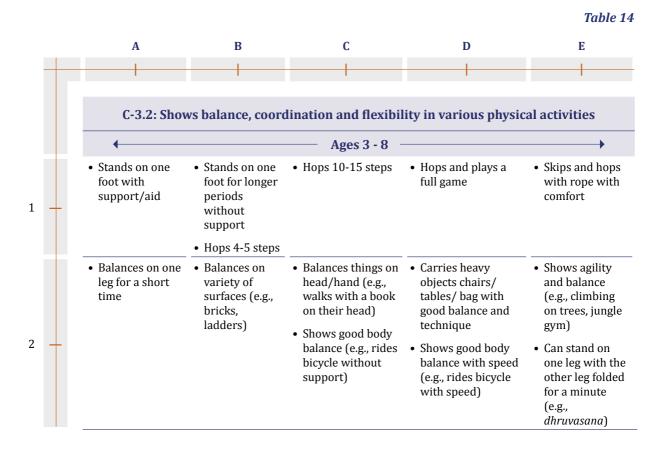
CG-3: Children develop a fit and flexible body

Opportunities for exercising different muscle groups and coordinating them for achieving specific goals is an important developmental need for children of this age group. Gross motor development involves coordination of the large muscles that affective movement that balance. Fine motor development involves smaller muscles related to the eyes and hands. Coordination across muscle groups is also important.

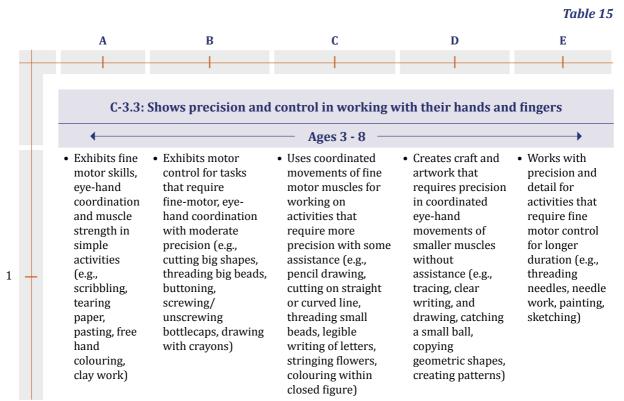
C-3.1: Learning Outcomes



C-3.2: Learning Outcomes



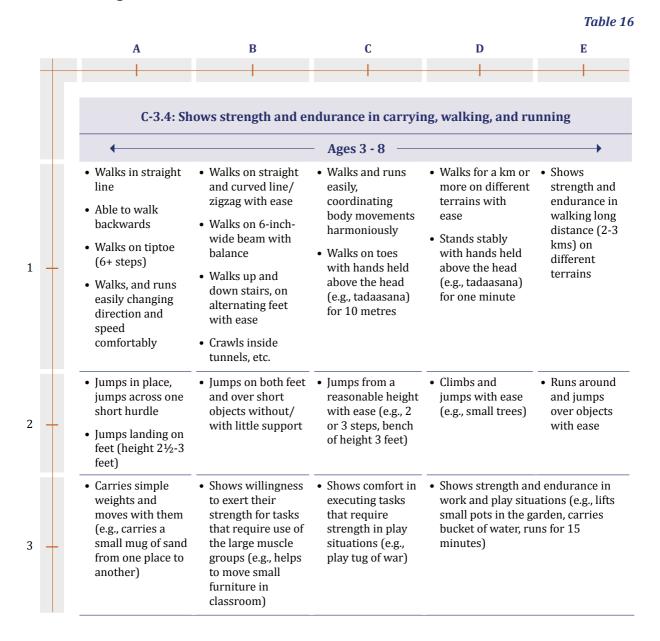
C-3.3: Learning Outcomes



More Examples Age 3-4 Age 4-6 Age 6-8 · Holds glass with one hand Serves food to self without assistance. Catches a ball that jumps from the floor Uses spoon properly while eating. Holds crayon with thumb and Strings flowers, beads with fingers Uses various drawing and art materials desired pattern Involves in spontaneous draw-(crayons, brushes, finger paint, etc) ing: Scribbles, Paints with some Grips pencil correctly, uses Copies shapes shown in the book of wrist actions smooth, controlled finger and blocks hand movements while cutting, · Rolls clay into balls or squiggly • Cuts in a straight line or curve line holding, threading, buttoning, worms · Uses coordinated movements to · Holds spoon with less spilling of complete complex tasks like cutting Uses coordinated movements liquids along a line, pouring, buttoning, using while using writing/colouring · Makes simple one level fold of large zippers etc paper • Builds tower of small blocks (8-10 · Demonstrates control and Uses coordinated movements to blocks) appropriate pressure when string beads, fit small objects • Strings the Stringing board, Strings using writing and drawing tools into holes, fasten large buttons, whole flowers (may not follow a Traces outlines of blocks (2"x 2" cut paper with blunt scissor, pattern) blocks) paste small pieces of paper on a · Independently uses both hands for large paper, etc. Copies simple geometric shapes building things and designs Builds simple structure with Writes some letters or numbers that can small blocks be recognized Uses one hand consistently for drawing

and writing

C-3.4: Learning Outcomes



1.1.2 Socio-Emotional and Ethical Development

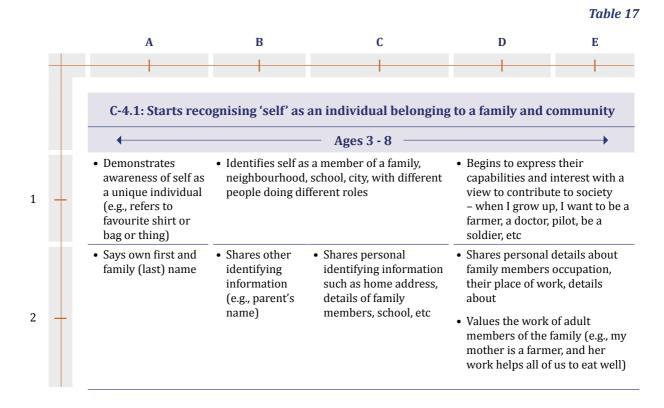
Along with physical and cognitive development, it is important to pay attention to the emotional development of the child. It is now well established that emotional intelligence, the ability to understand and manage our emotions, is equally if not more important than cognitive intelligence. Understanding and managing our own emotions along with understanding others emotional states helps us build empathy and compassion. A strong foundation for emotional and social intelligence is articulated through Learning Outcomes in this stage.

CG-4: Children develop emotional intelligence

This includes:

- Positive 'Self-Concept': The ability to recognize and become aware of the change and continuity in the idea of a 'self' needs directed attention.
- Emotional Awareness and Regulation: Becoming aware of one's emotions and developing
 abilities to regulate them appropriately is critical and it is better developed earlier than
 later. It is important to understand that such regulation is a skill developed through
 voluntary practice and not as a fearful response to a threat. Emotional development can
 truly occur only in a compassionate environment
- Social Development: The foundation for the development of ethical, humanistic, and constitutional values is social intelligence. The development of such intelligence starts early with the interaction of others and, through these interactions, recognising the needs and emotional states of others. This "other regarding", along with recognition of diversity of background and needs of others, develops valuable capacities in young children.

C-4.1: Learning Outcomes

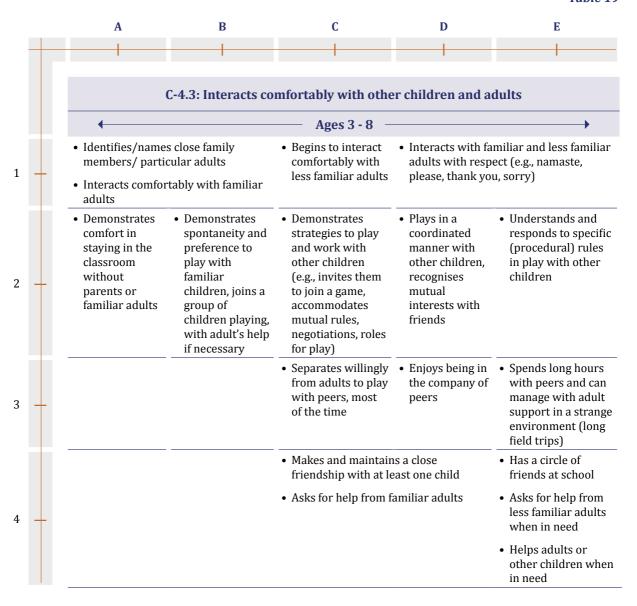


C-4.2: Learning Outcomes

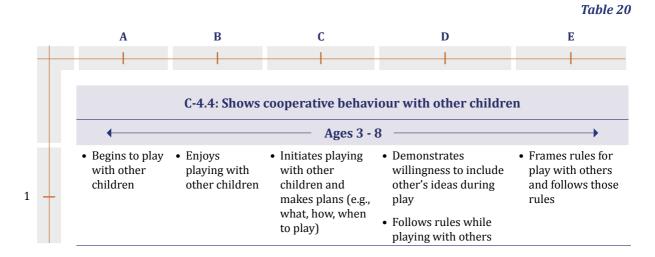
Table 18 \mathbf{C} A В D E C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately Ages 3 - 8 Identifies their • Associates emotions • Describes their feelings • Describes their emotions in wants and with words and and their causes (e.g., I socially approved ways (e.g., feelings (e.g., I facial expressions am angry because he stops crying and explains don't want to broke my block why they were crying) · Expresses emotions colour today, I tower) through verbal and 1 want to go out) · Shares with others non-verbal Recognizes (peer and familiar modes (e.g., simple emotions gestures, drawings) adults) their feelings/ emotions (fear, joy, sadness) · Agrees to change of • Responds with appropriate activity when upset/ emotions (e.g., laughs at angry to help jokes in circle time, sits themselves calm down quietly when upset) 2 • Consciously uses strategies to calm themselves down (e.g., breathing, changing activity)

C-4.3: Learning Outcomes

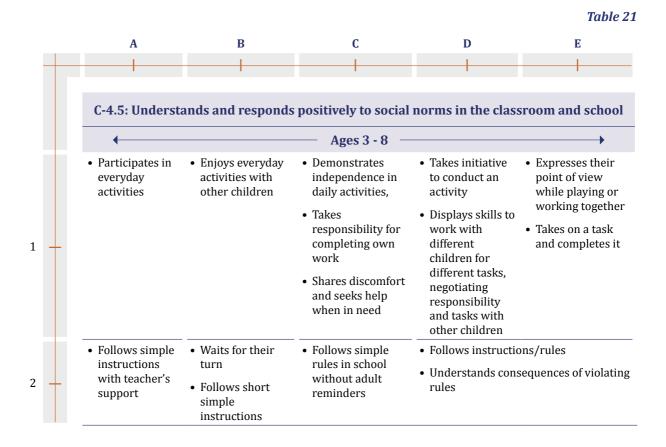
Table 19



C-4.4: Learning Outcome

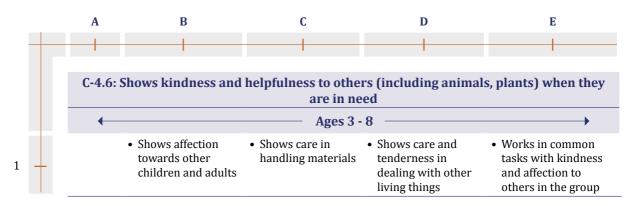


C-4.5: Learning Outcomes



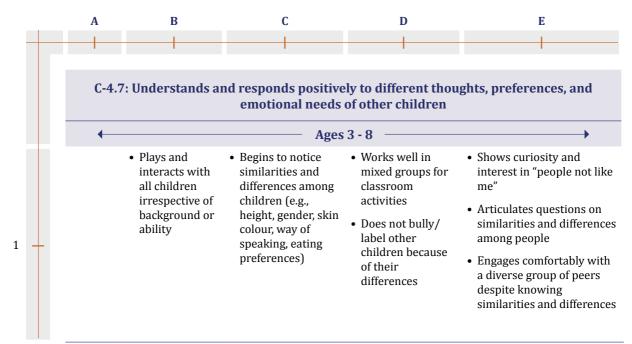
C-4.6: Learning Outcomes

Table 22



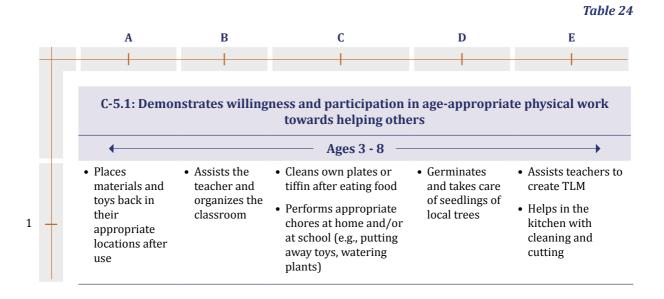
C-4.7: Learning Outcomes

Table 23



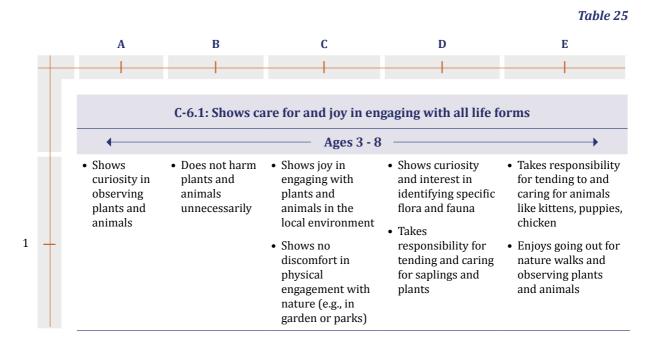
CG-5: Children develop a positive attitude towards productive work and service or 'Seva'

C-5.1: Learning Outcomes



CG-6: Children develop a positive regard for the natural environment around them

C-6.1: Learning Outcomes



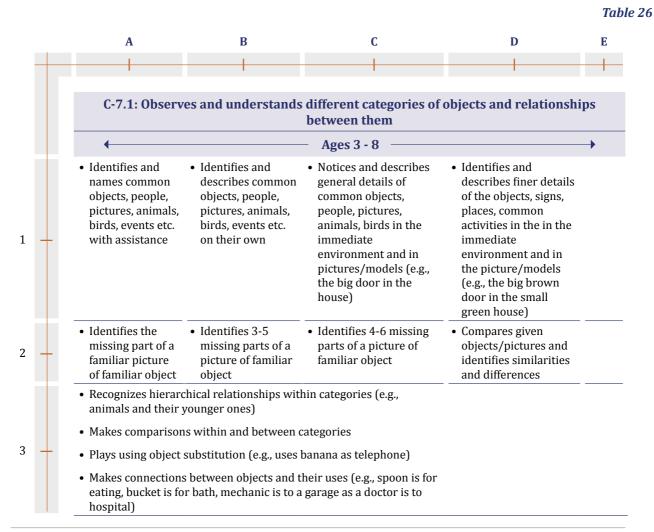
1.1.3 Cognitive Development

Children in this age group are rapidly developing concepts about the world around them based on their experiences. For learning with understanding, concept development in formal education should give priority to experience and development of understanding. Mere recollection of facts should not be the intention. Here, cognitive development is seen through development of object knowledge, development of general abilities in logical thinking and problem solving, development of mathematical abilities and thinking, and concepts related to the natural and social environment around the child.

CG-7: Children make sense of world around through observation and logical thinking

Children come with strong, perhaps innate, abilities to recognize the world around them through objects and the interactions between them. Adequate attention and opportunities would further strengthen these abilities. Focusing on the logical thinking and problem-solving abilities of young children also allows them to continue to be curious and lifelong learners.

C-7.1: Learning Outcomes



C-7.2: Learning Outcomes

D A В C E C-7.2: Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis **Ages 3 - 8** • Recognizes the effect of one object on an another (e.g., if I put salt in water it will dissolve, if I put ice in the sun it will melt) • Explains effects of simple actions on objects (e.g., the harder I kick the ball the further it goes) 1 • Makes causal connections (e.g., Abdul did not come to school because he was sick, the plant died because it has not rained) • Makes predictions based on causal relationships (e.g., if there are white clouds in the sky it will not rain) · Observes and Uses ideas · Applies known · Forms and tests simple hypothesis (e.g., based on information in forms plates float and pins sink, drop a piece of observations a new context generalizations paper and a stone together and see which (e.g., imitates (e.g., builds a (e.g., notice will reach the ground first) 2 things that roll adults castle out of • Applies their understanding to solve simple blowing on blocks as seen tires, bangles, problems (e.g., while making a sand house, hot food in a story have "round" use a stick to support the structure, or add before eating) book) shape) water to set it) Differentiates Identifies • Explains clothing • Differentiates among · Names the between day summer and and food for summer, winter, and directions (north, and night winter summer and monsoon seasons south, east, west) winter 3 · Names objects · Indicates where sun in the sky (sun, Connects sunrise and moon rise and moon, stars, and sunset today set clouds) and night Makes choices Expresses own Takes · Plays/participates in Selects games/ and expresses responsibility activities, makes preferences, play equipment

and makes

choices based on

own preferences

and interests

friends according to

their own choice,

preference and

interest

according to their

own choice,

interest

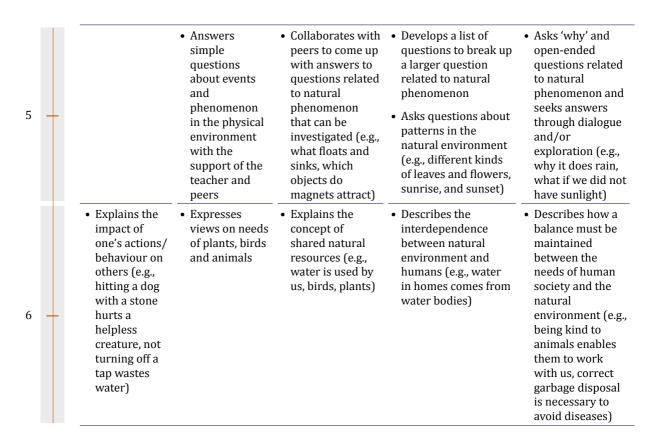
preference and

Table 27

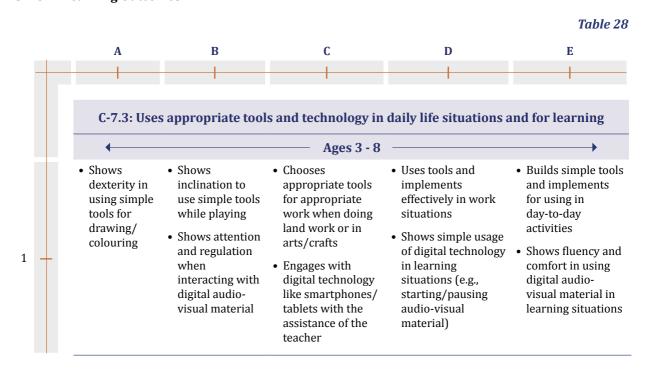
preferences

interests and

makes choices



C-7.3: Learning Outcomes

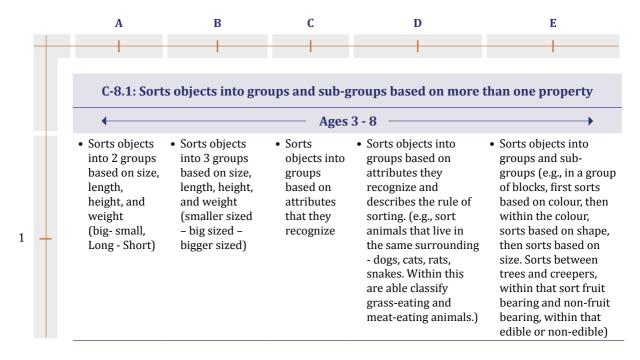


CG-8: Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures

It is very important to engage first with pre-mathematical concepts like counting, seriation, sorting, and engaging with patterns before numbers in their symbolic forms and number operations are introduced. This strongly aids in developing conceptual understanding of numeracy along with procedural fluency.

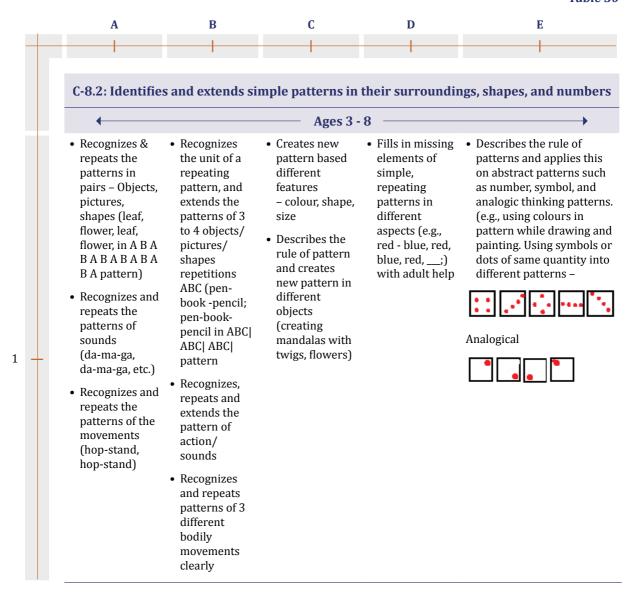
C-8.1: Learning Outcomes





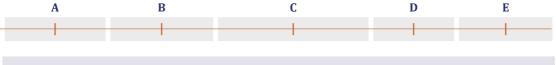
C-8.2: Learning Outcomes

Table 30



C-8.3: Learning Outcomes

Table 31



C-8.3: Counts up to 99 both forwards and backwards and in groups of 10s and 20s

Ages 3 - 8

- Says/sings number names verbally till 5 in correct sequence/order with context
- Imitates adults while counting using one to one correspondence between number names and objects till 3
- Counts objects up to 3 and develop understanding of cardinality till 3 (e.g., counts 3 things in a set and says those are 3)
 Counts objects (recognizing the quantity of set up to 5
 Demonstrates the understanding of number sen (e.g., 5 could b)
- Counts given manipulatives or objects and can pick and give up to 5 things
- Compares quantities between two sets and can distinguish if they are the same or more up to 3 objects

- Says/sings number names in correct sequence up to 10. And keeps one to one correspondence with number words and objects till 5
- Counts objects with understanding of cardinality (recognizing the quantity of set) up to 5
- Demonstrates the understanding of number sense (e.g., 5 could be 5 different objects - 5 people, 5 books, 5 pencils)
- Demonstrates fluency of counting concrete, discrete objects, and abstract things up to 5 (e.g., 5 steps, 5 claps)
- Counts forward up to 10 from memory in correct sequence
- Begins to count up to 20

- Says/sings number names in correct sequence up to 20 and keeps one to one correspondence with counting words and counting objects till 10
- Counts objects with understanding of cardinality till 10 accurately
- Counts objects in any order accurately in a given set and understands that the quantity remains same irrespective of the order in which the objects are being counted, (e.g., given a handful of beads, children can count in any order and be able to tell the quantity accurately)
- Understands the concept of 0 as a number by reducing (backward counting) objects in a set (e.g., backward counting of 3 beads, after 1 what is left?)
- Demonstrates the understanding of the numeral as face value and positioning value (ordinality). And ordinal position of an object from left to right vice versa
- Example: In the following sequence



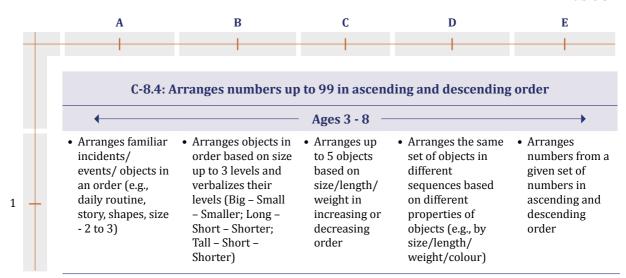
- Counts objects greater than 20 using number names till 99 and observe the pattern as groups of 10, up to 99
- Counts forward and backward from a specific number (between 0 and 99)
- Demonstrates skip counting in 2s or 3s on a number line (graduated) or blocks / pictures
- Reads and writes Indian numerals for numbers up to ninety-nine using place value in groups of tens and ones.
- Counts in groups of 10s,20s,30s, up to 99

1

- Recognizes instantly the count of a collection of 2 or 3 objects
- Recognizes instantly the count of a collection of 4 objects (e.g., recognize 4 biscuits, chocolates, or blocks without counting)
- Recognizes instantly the count of a collection of 6 objects (e.g., recognize 6 biscuits, chocolates, or blocks without counting)
 - ••••
- Recognizes quantities in groups of 2 (e.g., two groups of ten makes 20)

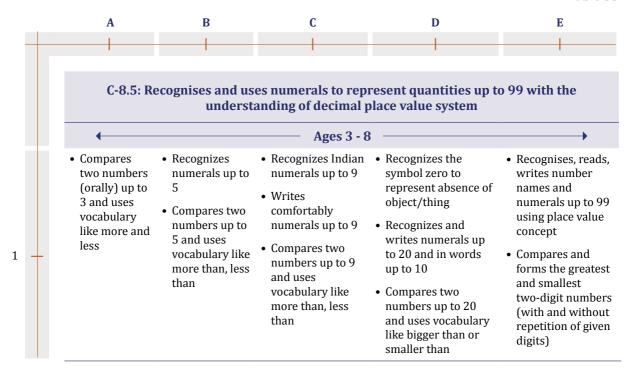
C-8.4: Learning Outcomes

Table 32



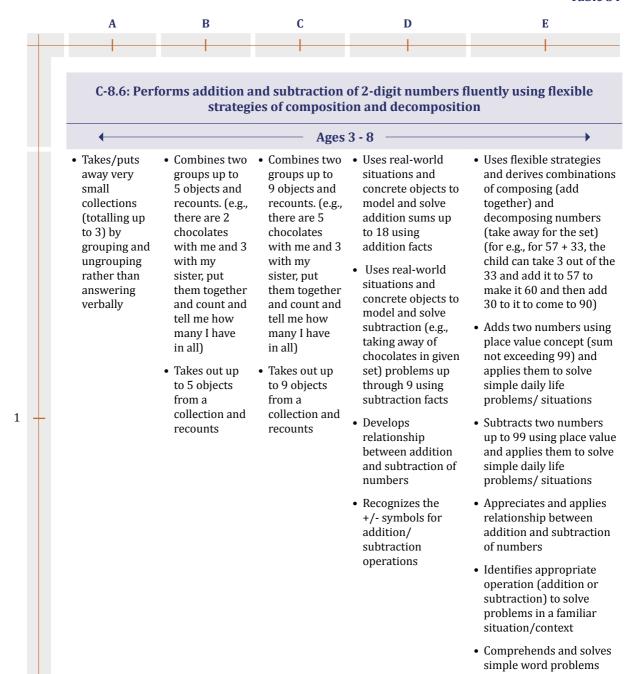
C-8.5: Learning Outcomes





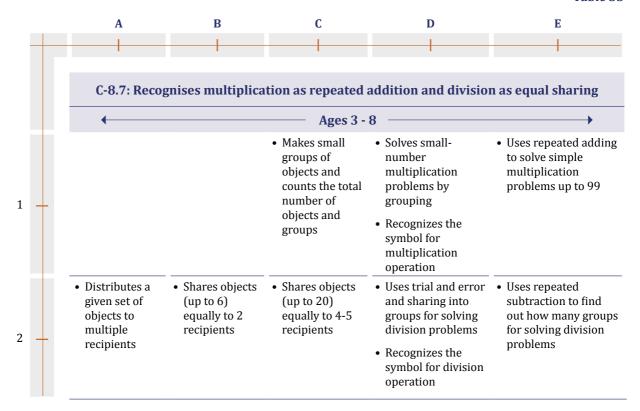
C-8.6: Learning Outcomes

Table 34



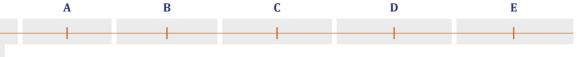
C-8.7: Learning Outcomes

Table 35



C-8.8: Learning Outcomes

Table 36



C-8.8: Recognises, makes, and classifies basic geometric shapes and their observable properties, and understands and explains the relative relation of objects in space

Ages 3 - 8 -

- Matches by shape, size or colour by one attribute
- Compares and classifies objects by one factor like shape, colour and size
- Follows simple instructions and places objects based on shape, colour, and position - e.g., bring red balloon here, keep round ball on the table

- Matches shapes of with different size and colours
- · Compares and classifies objects by two factors (e.g., shape & colour, colour and size)
- · Describes the physical features of various solids/ shapes in their own language. (e.g., a ball rolls and has no corners, a box slides and has corners)

Follows

instructions with multiple steps with understanding positional words different shapes, colours, and positions to form a pattern (e.g., arranges different things into formation of mandala; making a collage/by understanding positional words - in between, above, below)

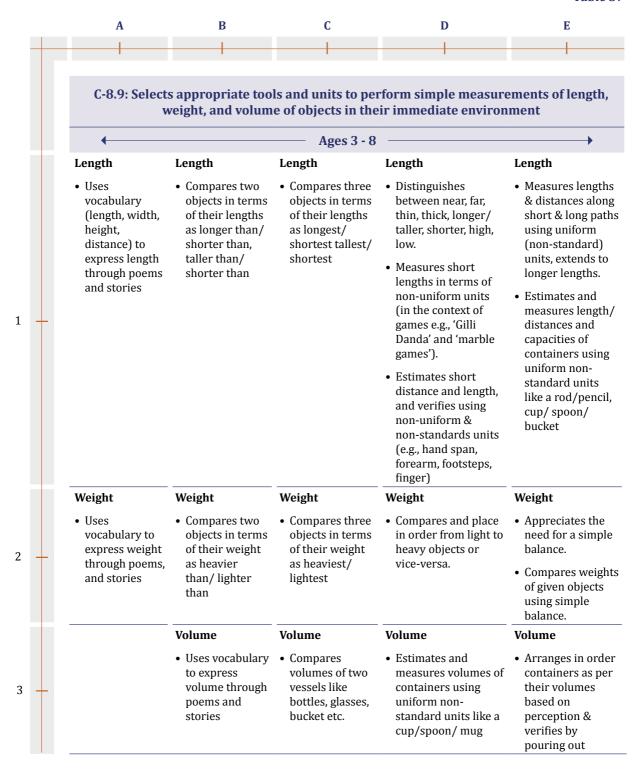
- different size and orientation (e.g., matches differently oriented triangles and sizes?)
- Compares and classifies objects by three factors (e.g., shape, colour, size)
- · Uses positional words (e.g., besides, inside, under) to describe objects
- · Describes the physical features of various solids/ shapes in her own language (e.g., a ball rolls and has no corners, a box slides and has corners)
- · Identifies the 2D shapes by tracing the faces of 3D shapes on a plane surface
- · Draw 2D shapes free hand with some accuracy and control

- Matches shapes of Develops and uses vocabulary of spatial relationship (e.g., top, bottom, on, under, inside, outside, above, below, near, far, before, after)
 - Collects objects from the surroundings having different sizes and shapes (e.g., pebbles, boxes, balls, cones, pipes)
 - Sorts, classifies and describes the objects on the basis of shapes, and other observable properties
 - · Observes and describes the physical features of various solids/ shapes in her own language (e.g., a ball rolls, a box slides)
 - · Compares shapes based on specific attributes (e.g., length, area, volume)

- Identifies 3D shapes by their names (e.g., cuboid, cylinder, cone and sphere) and describes their observable characteristics (e.g., a cube has six faces)
- Identifies 2D shapes by their names (e.g., square, rectangle. triangle and circle) and describes their observable characteristics (e.g., the pages of a book are rectangular and have 4 sides, 4 corners)
- Distinguishes between straight and curved lines and draws/ represents straight lines in various orientations (e.g., vertical, horizontal, slant)
- Traces 2D outlines of 3D objects
- Identifies objects by observing their shadows

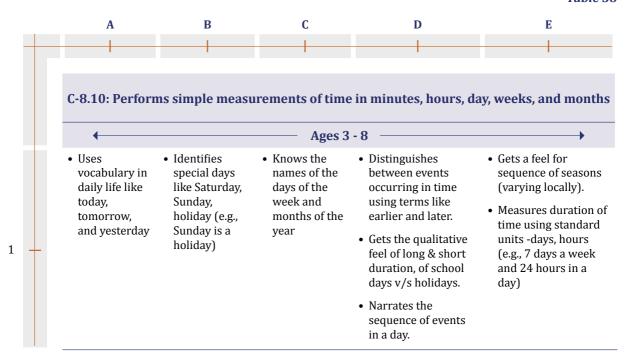
C-8.9: Learning Outcomes

Table 37



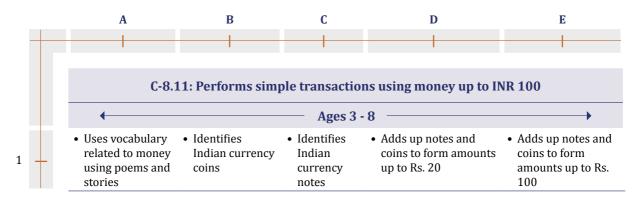
C-8.10: Learning Outcomes

Table 38



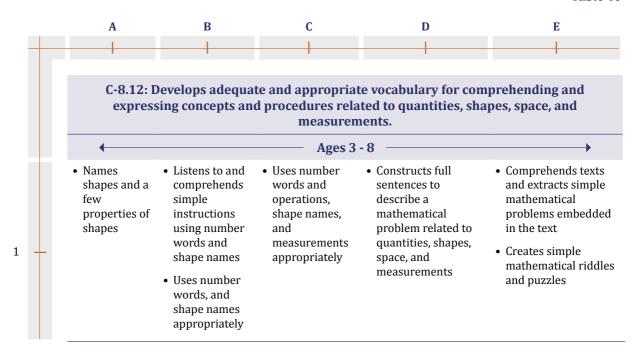
C-8.11: Learning Outcomes

Table 39



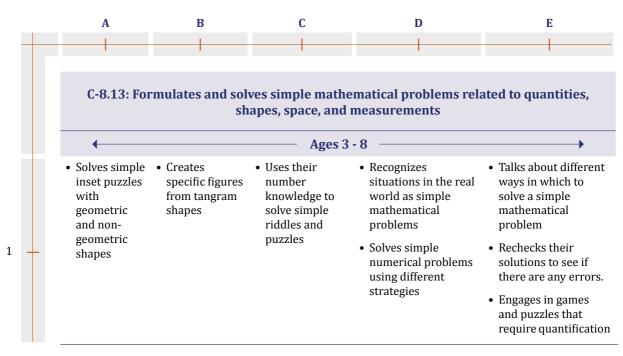
C-8.12: Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements*

Table 40



C-8.13: Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements

Table 41



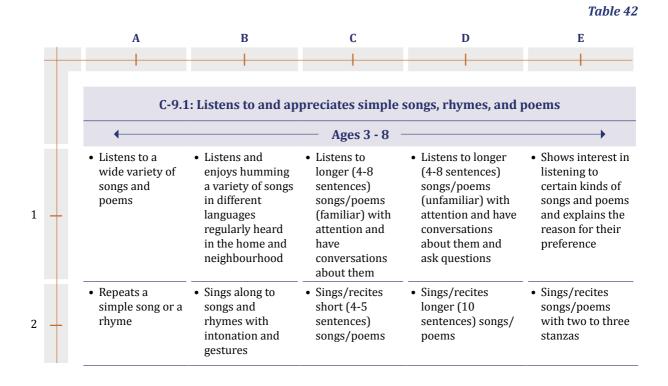
1.1.4 Language and Literacy Development

Language and literacy development are among the fundamental aims of education. All forms of understanding are mediated through our linguistic capacities. There is a very strong connection between our linguistic capacities and cognition. Whether as a form of communication, or as a medium of understanding, or as an aesthetic experience language is central to human experience. While language is innate to our human biology, literacy is a cultural achievement and hence needs more directed attention. Literacy is not a mere decoding of text but making meaning out of the text and the world that it represents.

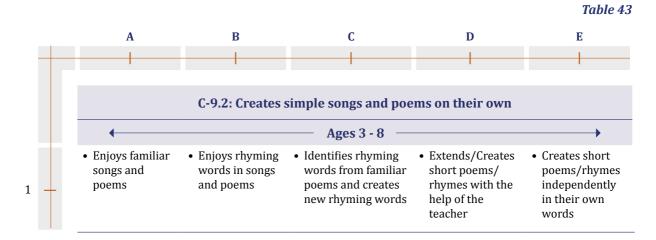
CG-9: Children develop effective communication skills for day-to-day interactions in two languages

A significant proportion of time and effort in the Foundational Stage needs to be allocated for oral language development of the child. Foundational literacy is built on a strong foundation of oral language competencies. Premature introduction of the script to very young children who are in their early stages of oral language acquisition would be counterproductive for literacy development.

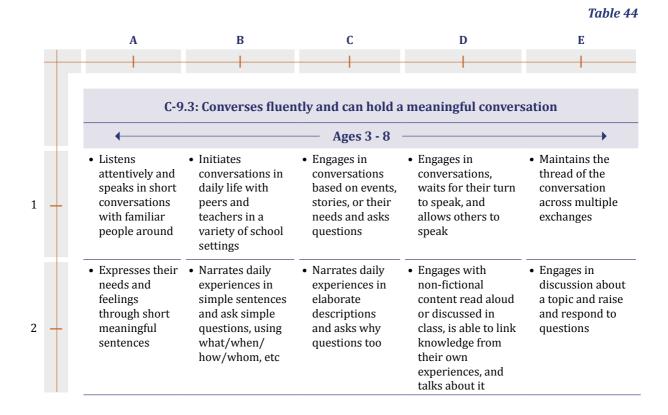
C-9.1: Learning Outcomes



C-9.2: Learning Outcomes

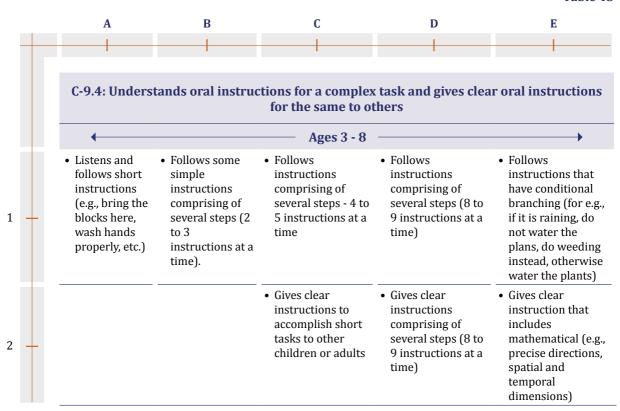


C-9.3: Learning Outcomes



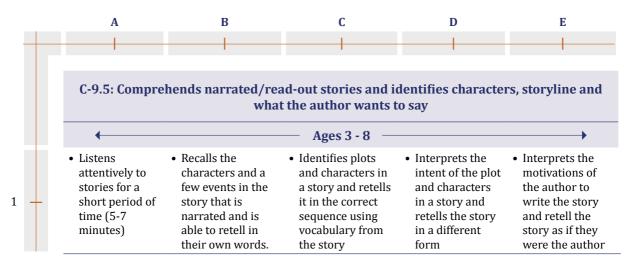
C-9.4: Learning Outcomes



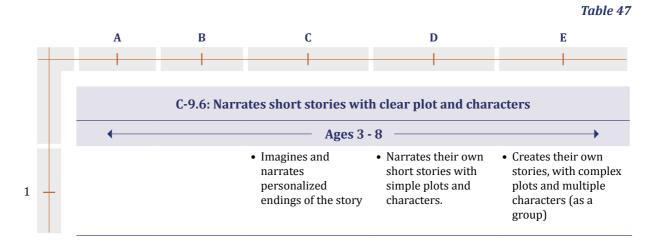


C-9.5: Learning Outcomes

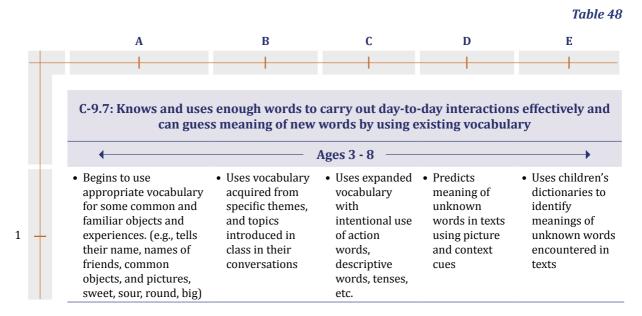
Table 46



C-9.6: Learning Outcomes



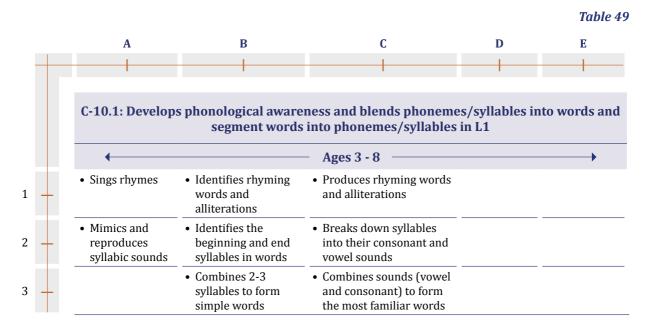
C-9.7: Learning Outcomes



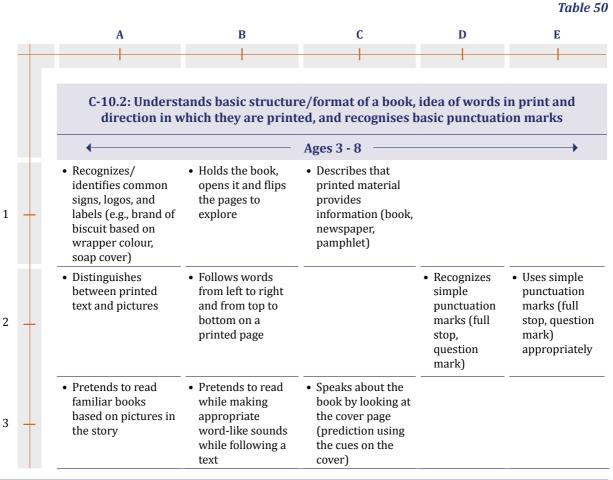
CG-10: Children develop fluency in reading and writing in Language 1

While oral language development happens naturally through a process of socialisation and immersion in a language environment, written language is a cultural artefact and there is not natural about it. Children need explicit instruction in making connection between the oral language they have acquired with the writing system (the script) for that language. This begins with recognizing that we use words that contain meaning and these words are further split into sounds that are represented as symbols in the script. While the script reading and writing requires explicit instruction, meaning-making should not be postponed till end of learning all aksharas (letters) of the script.

C-10.1: Learning Outcomes

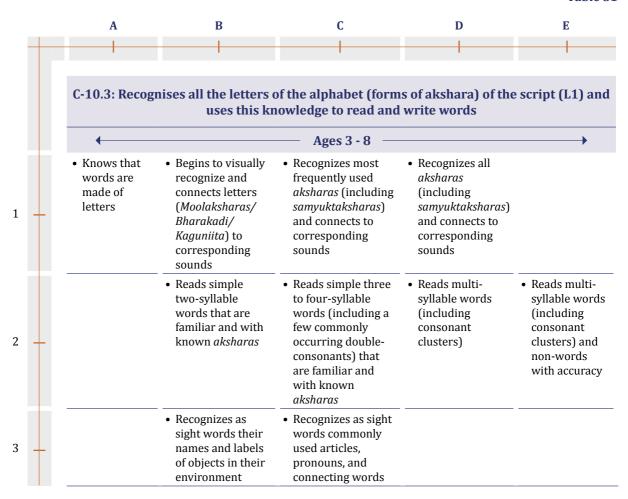


C-10.2: Learning Outcomes

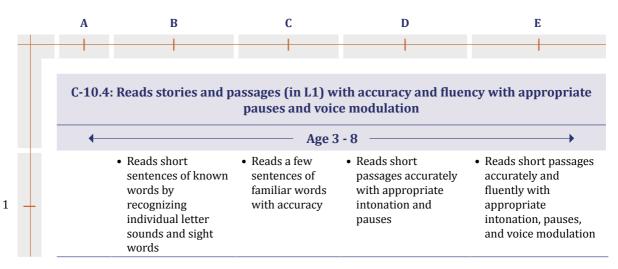


C-10.3: Learning Outcomes

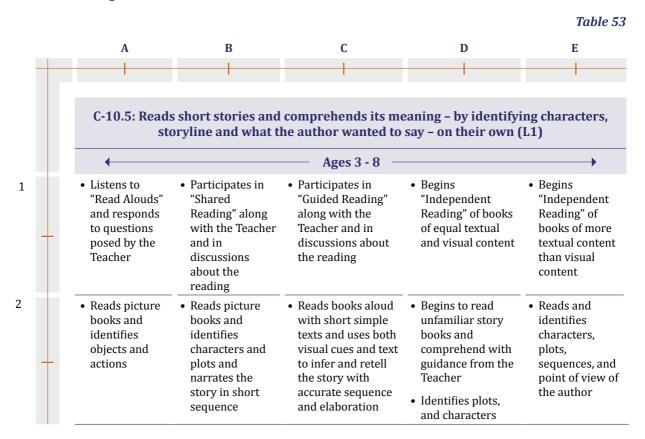




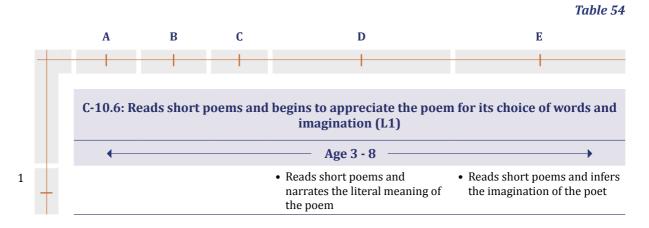
C-10.4: Learning Outcomes



C-10.5: Learning Outcomes

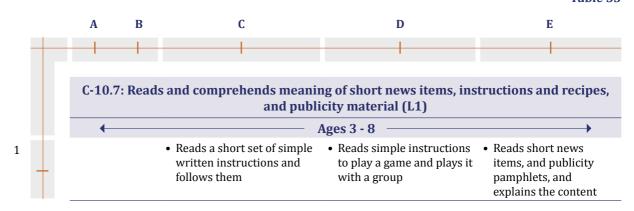


C-10.6: Learning Outcomes

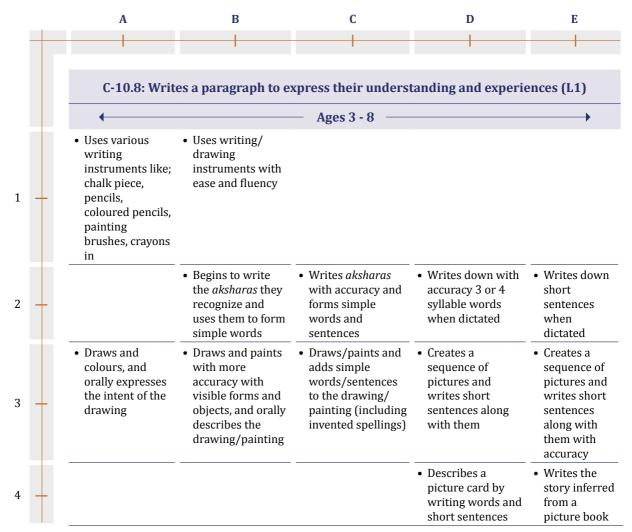


C-10.7: Learning Outcomes

Table 55

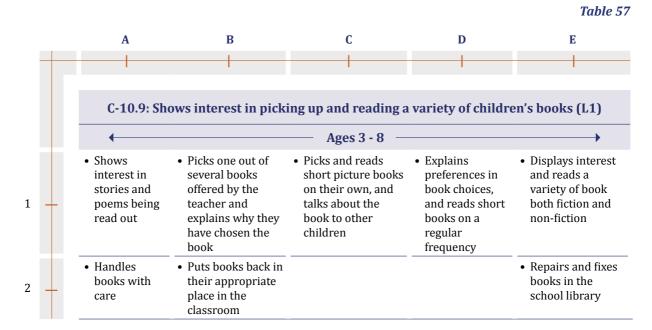


C-10.8: Learning Outcomes



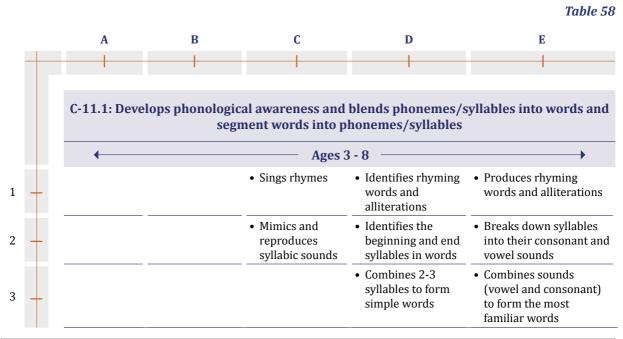


C-10.9: Learning Outcomes



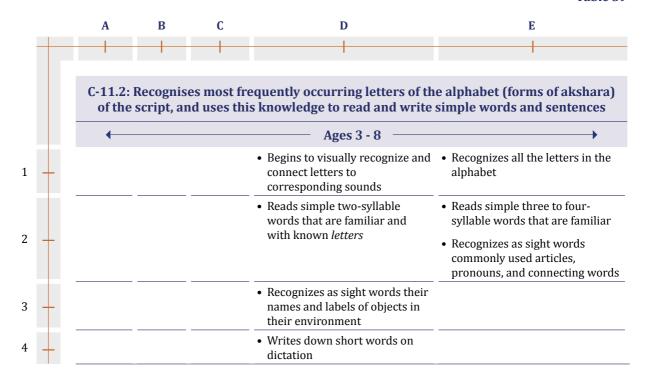
CG-11: Children begin to read and write in Language 2

C-11.1: Learning Outcomes



C-11.2: Learning Outcomes



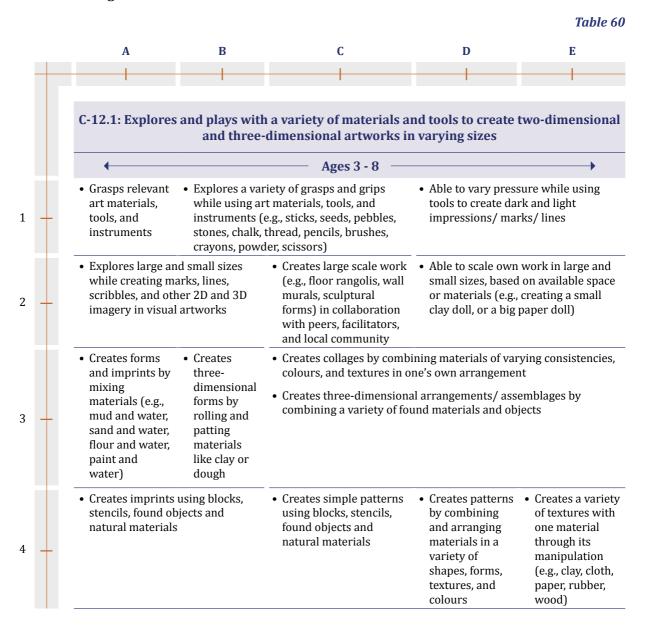


1.1.5 Aesthetic and Cultural Development

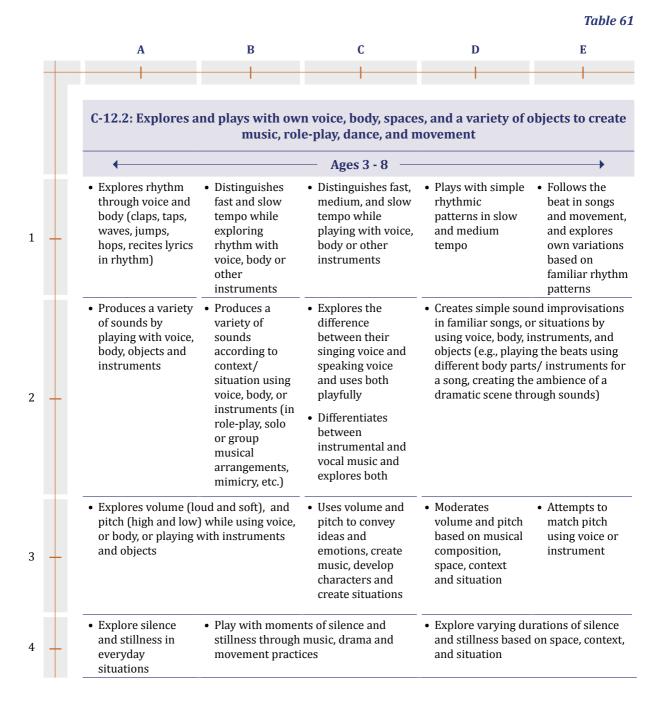
Children of this age group are not only enjoying expression of art and beauty they also develop their sensorial and fine motor abilities through engagement with arts. Artistic expression is also a medium of emotional expression and regulation. Talk and oral articulation of the work in art should be encouraged. Observing, reproducing, and extending patterns is a core ability in all forms of art. Thus, engagement with arts, through visual arts, music, movement, and drama is a holistic engagement of all aspects of development in the Foundational Stage. It has to be remembered that in this stage of development, more emphasis should be given to free and creative expressions of the child rather than building skills.

CG-12: Children develop abilities and sensibilities in visual and performing arts, and express their emotions through art in meaningful and joyful ways

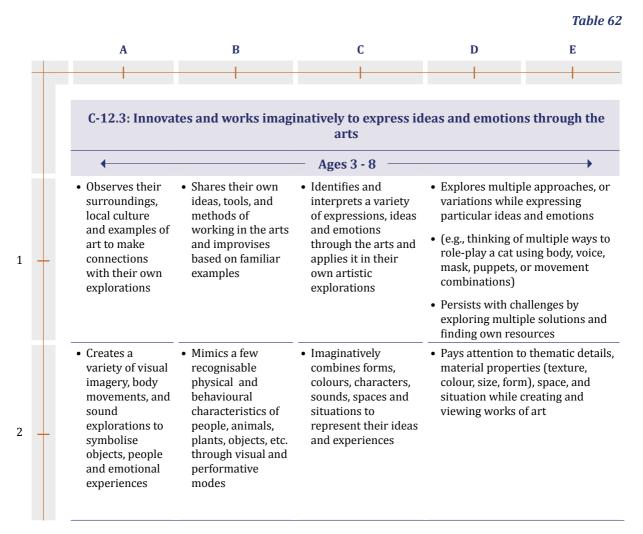
C-12.1: Learning Outcomes



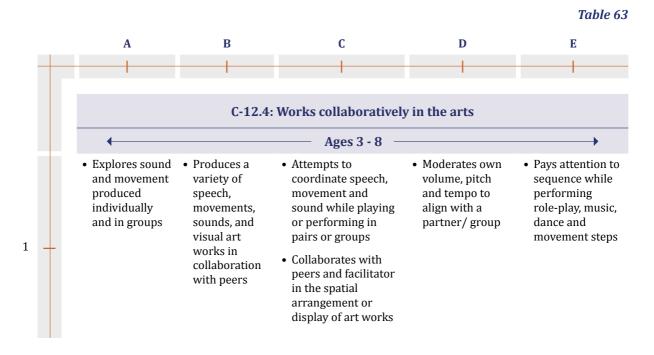
C-12.2: Learning Outcomes



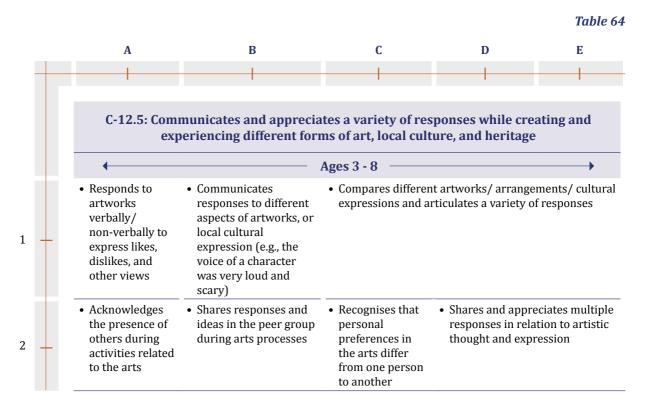
C-12.3: Learning Outcomes



C-12.4: Learning Outcomes



C-12.5: Learning Outcomes

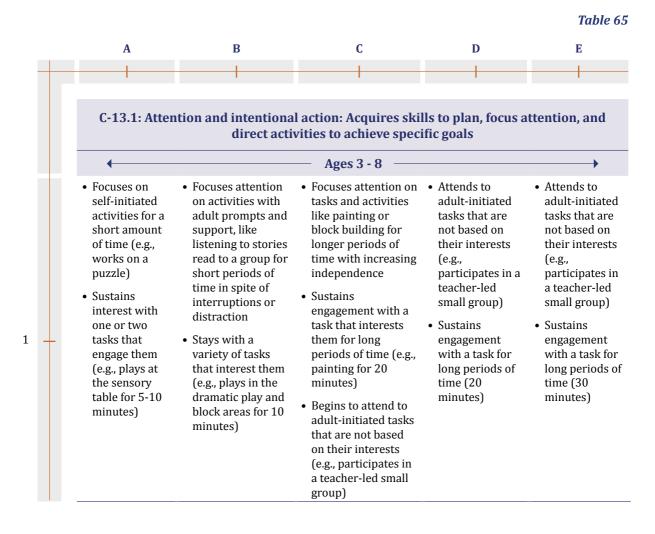


1.1.6 Positive Learning Habits

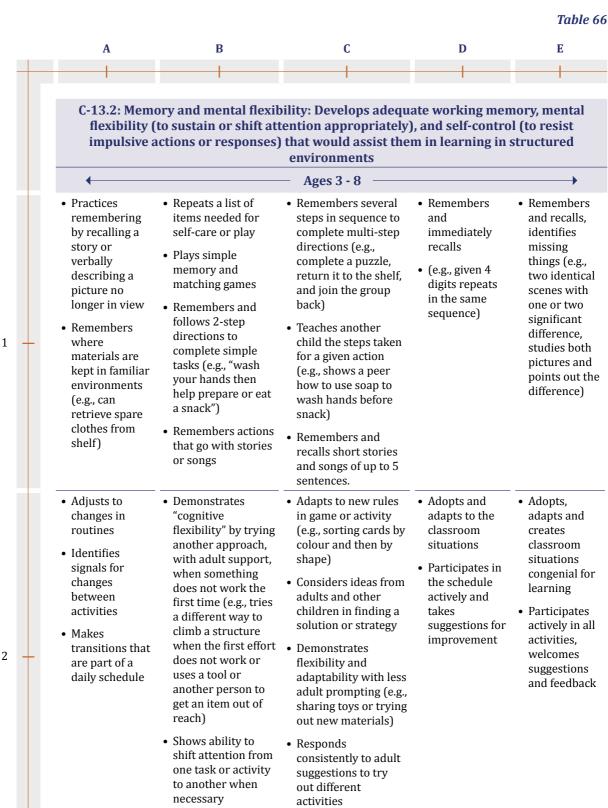
Current research is indicating that along with the usual domains of development, attention to executive functions and self-regulation in early childhood education has high impact on school readiness.

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

C-13.1: Learning Outcomes



C-13.2: Learning Outcomes



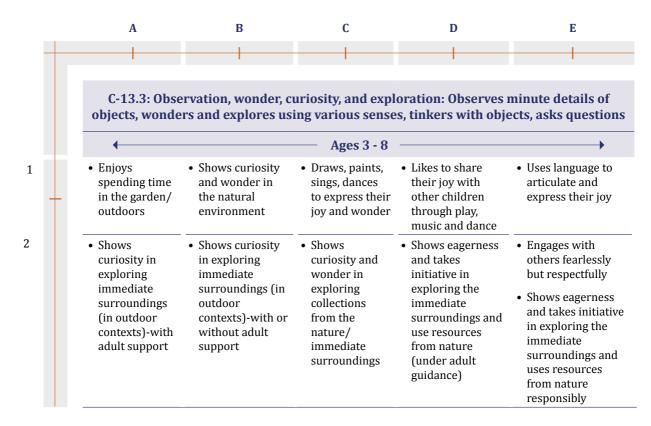
 Begins to take turns and waits in line for short periods of time with adult support

- Seeks adult help when distressed with behaviour of or interaction with a peer
- Begins to use words, signs or gestures to express distress with peers (instead of biting or pushing) with adult support
- Begins to inhibit impulsive behaviours with adult support (e.g., inhibits initial response to call out an answer to a question during story time with educator's reminder)
- Controls impulses with more independence (e.g., walks instead of runs; asks for a turn with a toy instead of grabbing; waits to share out instead of calling out)
- Uses strategies to help control own actions more frequently such as creating physical distance or finding an alternative toy or activity

 Manages emotions, waits for their turn, follows rules, frames rules, demonstrates leadership qualities and suggests ideas for change in activities

C-13.3: Learning Outcomes

3



C-13.4: Learning Outcomes

