Teaching is an art. Rajeev Ranjan
National Curriculum Framework for Foundational Stage-2022

NCFFS-2022

The National Curriculum Framework (NCF) for the Foundational Stage is developed based on the vision of the National Education Policy (NEP) 2020, and to enable its implementation.

The Foundational Stage refers to children in the age group of 3 to 8 years, across the entire range of diverse institutions in India. This is the first Stage in the 5+3+3+4 Curricular and Pedagogical restructuring of School Education as envisioned in NEP 2020.

This is the first ever integrated Curriculum Framework for children between ages 3-8 in India. It is a direct outcome of the 5+3+3+4 'curricular and pedagogical' structure that NEP 2020 has come out with for School Education.

The Foundational Stage envisions an integrated approach to Early Childhood Care and Education; for children between ages 3-8. The transformative nature of this phase of education is expected to qualitatively improve the contents and outcomes of education, thereby, impacting the lives of our children towards a better future. All studies and research related to the early period of development of a child, unambiguously leads to the conclusion that high-quality care and education during this period has a lifetime of positive consequences for all individuals and thus, the nation. (K Kasturirangan, Chairperson)

As articulated in NEP 2020, National Curriculum Framework for Foundational Stage, uses 'play,' at the core of the conceptual, operational, and transactional approaches to curriculum organization, pedagogy, time and content organization, and the overall experience of the child.

Children learn best through play, hence learning envisaged by the National Curriculum Framework will provide stimulating experiences for the child's development in all dimensions – cognitive, social-emotional, physical, and will also enable the achievement of Foundational Literacy and Numeracy for all our children.

The NCF has an institutional focus, the importance of the home environment cannot be overemphasized - including family, extended family, neighbours, and others in the close community - all of whom have a very significant impact on the child, particularly in this age cohort of 3-8 years. Hence, this NCF will deal with the role of teachers as well as parents and communities in enabling and enhancing the developmental outcomes that are sought during this stage.

Curriculum-

What is Curriculum?

Curriculum refers to the entirety of the organised experience of students in any institutional setting towards educational aims and objectives.

The elements that constitute and bring to life a Curriculum are numerous, and include goals and objectives, syllabi, content to be taught and learnt, pedagogical practices and assessment, teaching- learning materials, school and classroom practices, learning environment and culture of the institution, and more.

There are other matters that directly affect a Curriculum and its practice or are integrally related while not being within the Curriculum. These include the Teachers and their capacities, the involvement of parents and communities, issues of access to institutions, resources available, administrative and support structures, and more.

What is **Curriculum Framework?**

A Curriculum Framework must support exactly that - it is a framework to help develop all the diverse Curricula in the country, while enabling consonances and harmony across the country and providing a basis for quality and equity.

Thus, a Curriculum Framework provides the guiding principles, goals, structure, and elements for the development of Curricula, informed by which the syllabi, teaching-learning-materials including play materials, workbooks, textbooks, and assessment methods will be developed by the relevant functionaries including Teachers in the States, Boards, and schools.

Resources:-

National Curriculum Framework for Foundational Stage-2022

https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf

Early Childhood Care and Education

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

Indeed, the pace of brain development in these years is more rapid than at any other stage of a person's life. Research from neuroscience informs us that over 85% of an individual's brain development occurs by the age of 6, indicating the critical importance of appropriate care and stimulation in a child's early years to promote sustained and healthy brain development and growth.

The most current research also demonstrates that children under the age of 8 tend not to follow linear, age-based educational trajectories. It is only at about the age of 8 that children begin to converge in their learning trajectories. Even after the age of 8, non-linearity and varied pace continue to be inherent characteristics of learning and

development; however, up to the age of 8, the differences are so varied that it is effective to view the age of 8, on average, as a transition point from one stage of learning to another. In particular, it is only at about the age of 8 that children begin to adapt to more structured learning.

==Early Childhood Care and Education (ECCE) is thus generally defined as the care and education of children from birth to eight years.==

==Foundational Stage==

==Primarily at home: Ages 0-3==

Up to 3 years of age, the environment in which most children grow up is in the home with families, while some children do go to creches. After the age of 3, a large proportion of children spend significant time in institutional settings such as Anganwadis and preschools. Providing high quality preschool education in an organised setting for children above 3 years of age is one of the key priorities of NEP 2020.

Up to age 3, the home environment is (and should remain) almost the sole provider of adequate nutrition, good health practices, responsive care, safety and protection, and stimulation for early childhood learning i.e., everything that constitutes and forms the basis for ECCE. After the age of 3, these components of nutrition, health, care, safety, and stimulation must continue at home, and must also be ensured in an appropriate and complementary manner in institutional settings such as Anganwadis and preschools.

Appropriate ECCE at home for children under the age of 3 includes not only health, safety, and nutrition, but also crucially includes cognitive and emotional care and stimulation of the infant through talking, playing, moving, listening to music and sounds, and stimulating all the

other senses particularly sight and touch so that at the end of three years, **optimal developmental outcomes** are attained, in various development domains, including physical and motor, socio-emotional, cognitive, communication, early language, and emergent literacy and numeracy. It must be noted that these domains are overlapping and indeed deeply interdependent.

i. 3-6 years: Early childhood education programmes in Anganwadis, Balvatikas, or pre schools.

ii. 6-8 years: Early primary education programmes in school (Grades 1 and 2).

Importance of Holistic Development at Foundational Stage

From 3 to 8 years of age, ECCE includes continued attention to health, safety, care, and nutrition; but also, crucially, self-help skills, motor skills, hygiene, the handling of separation anxiety, physical development through movement and exercise, expressing and communicating thoughts and feelings to parents and others, being comfortable around one's peers, sitting for longer periods of time in order to work on and complete a task, ethical development, and forming all-round good habits.

Supervised play-based education, in groups and individually, is particularly important during this age range to nurture and develop the child's innate abilities and capacities of curiosity, creativity, critical thinking, cooperation, teamwork, social interaction, empathy, compassion, inclusiveness, communication, cultural appreciation, playfulness, awareness of the immediate environment, as well as the ability to successfully and respectfully interact with teachers, fellow students, and others.

Importance of literacy and numeracy

ECCE during these years also entails the development of early literacy and numeracy, including learning about the alphabet, languages, numbers, counting, colours, shapes, drawing/painting, indoor and outdoor play, puzzles and logical thinking, art, craft, music, and movement.

The aim is to build on the developmental outcomes in the domains mentioned above, combined with a focus on early literacy, numeracy, and awareness of one's environment. This

becomes particularly important during the age range of 6-8, forming the basis for achievement of Foundational Literacy and Numeracy (FLN). The importance of FLN to overall education is well-understood, and fully emphasized in NEP 2020.

Why Early Childhood Care and Education is so important in education?

Rationale for Early Childhood Care and Education

National Curriculum Framework for Foundational Stage-2022 states that research from across the world on education, neuroscience, and economics demonstrates clearly that ensuring free, accessible, high quality ECCE is perhaps the very best investment that any country can make for its future.

As mentioned earlier, brain development is most rapid in the first eight years of a child's life, indicating the critical importance of cognitive and socio-emotional stimulation in the early years.

Children naturally take to play-based activity in the early years. Children exposed to age-appropriate, physical, educational, and social activities through play-based methods learn better and grow better.

When the quality of stimulation, support and nurture is lacking, there can be detrimental effects on overall development.

The period of early childhood lays the foundation for life-long learning and development and is a key determinant of the quality of adult life.

Learning delays can be greatly reduced with the help of intervention in the early years.

Efforts to improve early child development are thus an investment, not a cost. Investing in quality early education helps to promote long-term economic growth of the nation while also helping to target the development of the health, cognitive skills, and character necessary for the future success of the individual.

In conclusion:

For all these reasons - from brain development to school-preparedness, improved learning outcomes, equality and justice, employability, and the prosperity and economic growth of the country - India must invest in accessible and quality ECCE for all children, with proper oversight and light regulation to ensure high quality developmentally appropriate stimulation for all children.

NEP 2020 Pedagogical structure 5 + 3 + 3 + 4 Salient Features

Curriculum and pedagogical approaches should be in line with the developmental stage of the child to be more responsive to the needs of learners at divergent stages of their development and will, therefore, be guided by a 5 + 3 + 3 + 4 design with four Stages:

1) **Foundational Stage:** Flexible, multilevel, play-based learning

2) **Preparatory Stage:** Discovery and activity-based learning along with some formal interactive classroom learning in order to lay a solid groundwork in reading, writing, speaking, physical education, art, languages, science, and mathematics

3) **Middle Stage:** Pedagogical and curricular style of the Preparatory Stage with the introduction of subjects for learning and discussion of more abstract concepts

4) **Secondary Stage:** Four years of multidisciplinary study with subject depth, focus on analytical thinking, attention to life aspirations and flexibility and choice of subjects for students

1.4.2 Learning through Play

	Free Play	Guided Play	Structured Play
Roles	Child-led Child directed	Child-led Teacher supported	Teacher-led Children actively participate
What do Children do?	Children decide all aspects of their play - what to play, how to play it, for how long to play, with whom to play.	Children plan and lead their own play, similarly as they do during free play.	Children actively listen, follow rules, participate in activities and games planned by Teachers.
What do Teachers do?	Teachers organise a stimulating play environment in the classroom, observe children, and help when children ask for support.	Teachers offer support and actively facilitate play. Teachers guide the children in different tasks that they are involved in, ask questions, play with the children to meet specific learning objectives.	Teachers carefully plan activities and games with specific rules to promote Competencies in a learning sequence. Language and mathematics games, nature walks, songs and rhymes are planned on a daily basis.

Some illustrative, but specific, examples of different kinds of play are given below.

Table 1.4B

#	Type of Play	Examples
1	Dramatic Play/ Fantasy Play	Use a small stick for a horse to dramatize a story. Acting like family members, Teachers, Doctors. Dramatizing a favourite character, e.g., Jhansi ki Rani, Rani Chennamma, Chota Bheem, Shaktimaan.
2	Exploratory play	Jodo, Todo, Phir Jodo - dismantling and assembling objects (e.g., clock, toilet flush, tricycle). Experiments with instruments (e.g., magnets, prism, magnifying glass). Mixing dals chana, rajma and sorting. Sand play, Water play.
3	Environment/ Small World play	Using miniature animals, furniture, kitchen set, doctor set to recreate the real world and engage with it. Nature walk identifying trees, plants, insects, birds, animals, sounds, colours.
4	Physical Play	Exploring the body through music, movement, dramatization, outdoor play, balancing, games.
5	Games with Rules	Hopscotch (Kith Kith, Stapu, Langdi), Tag, Snakes and Ladders, Chaupad,Spinning tops (Lattu, Buguri), Marbles (Goli), Kokla Chapaki, Pitthu, Pallanguzhi.

Physical Play

Learning Outcomes- Competencies are attained over a period of time. Therefore, interim

markers of learning achievements are needed so that Teachers can observe and track

learning and respond to the needs of learners continually. These interim markers are

Learning Outcomes. Thus, Learning Outcomes are granular milestones of learning and

usually progress in a sequence leading to attainment of a Competency. Learning Outcomes enable Teachers to plan their content, pedagogy, and assessment towards achieving specific Competencies.

An example of Learning Outcomes derived for the Competency "Converses fluently and can hold a meaningful conversation" in the Foundational Stage:

Table 2.1A- National Curriculum Framework for Foundational Stage-2022

Competency: Converses fluently and can hold a meaningful conversation

Ages 3 - 8

Listens attentively and speaks in short conversations with familiar people around	Initiates conversations in daily life with peers and teachers in a variety of school settings	Engages in conversations based on events, stories, or their needs and asks questions	Engages in conversations, waits for their turn to speak, and allows others to speak	Maintains the thread of the conversation across multiple exchanges
Expresses their needs and feelings through short meaningful sentences	Narrates daily experiences in simple sentences and asks simple questions, using what/when/how/whom, etc.	Narrates daily experiences in elaborate descriptions and asks why questions too	Engages with non-fictional content read aloud or discussed in class, is able to link knowledge from their own experiences, and talks about it	Engages in discussion about a topic and raises and responds to questions

The Curricular Goals for the Foundational stage

From Competencies to Learning Outcomes- Learning Outcomes are interim markers of learning achievement towards the attainment of Competencies. They are defined based on the specifics of the socio-cultural contexts, the materials and resources available, and contingencies of the classroom

The Curricular Goals have been numbered as CG 1, CG 2 and so on.

Domains	Curricular Goals
Physical Development	**CG-1** Children develop habits that keep them healthy and safe **CG-2** Children develop sharpness in sensorial perceptions **CG-3** Children develop a fit and flexible body
Socio-Emotional and Ethical Development	**CG-4** Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms **CG-5** Children develop a positive attitude towards productive work and service or 'Seva' **CG-6** Children develop a positive regard for the natural environment around them
Cognitive Development	**CG-7** Children make sense of the world around through observation and logical thinking **CG-8** Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures
Language and Literacy Development	**CG-9** Children develop effective communication skills for day-today interactions in two languages **CG-10** Children develop fluency in reading and writing in Language 1

	CG-11 Children begin to read and write in Language 2
Aesthetic and Cultural Development	**CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in** **meaningful and joyful ways**

In addition to the above Curricular Goals based on the domains of development, developing Positive Learning Habits is another relevant Goal for the Foundational Stage.
CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom

2.4.1 Domain: Physical Development

CG-1 **Children develop habits that keep them healthy and safe**	**C-1.1 Shows a liking for and understanding of nutritious food and** **does not waste food** **C-1.2 Practices basic self-care and hygiene** **C-1.3 Keeps school/classroom hygienic and organised** **C-1.4 Practices safe use of material and simple tools** **C-1.5 Shows awareness of safety in movements (walking, running,** **cycling) and acts appropriately** **C-1.6 Understands unsafe situations and asks for help**
CG-2 **Children develop sharpness in sensorial perceptions**	**C-2.1 Differentiates between shapes, colours, and their shades** **C-2.2 Develops visual memory for symbols and representations** **C-2.3 Differentiates sounds and sound patterns by their pitch,** **volume, and tempo** **C-2.4 Differentiates multiple smells and tastes**

	C-2.5 Develops discrimination in the sense of touch **C-2.6 Begins integrating sensorial perceptions to get a holistic** **awareness of their experiences**
CG-3 **Children develop a** **fit and flexible body**	**C-3.1 Shows coordination between sensorial perceptions and body** **movements in various activities** **C-3.2 Shows balance, coordination, and flexibility in various physical** **activities** **C-3.3 Shows precision and control in working with their hands and** **fingers** **C-3.4 Shows strength and endurance in carrying, walking, and** **running**

Illustrative Learning Outcomes

This is a sample to guide how Learning Outcomes for the Foundational Stage can be articulated.

Domain: Physical Development

i. Curricular Goal (CG-2): Children develop sharpness in sensorial perceptions

1) Competency (C-2.1): Differentiates between shapes, colours, and their shades

C-2.1: Differentiates between shapes, colours, and their shades				
Ages 3 - 8				
A	B	C	D	E
Differentiates and names the primary colours (red, blue, yellow) and other common	Differentiates shades within primary colours and secondary	Attempts to predict resulting colour when two colours are mixed (e.g., blue and	Predicts resulting colour when two colours are mixed	Experiments and use colours in art forms and drawings, decorating, display

colours in their environment (black, white, brown)	colours (e.g., light blue, dark blue, light green, dark green)	yellow makes green, or red and white makes pink		
Groups objects based on their colour (e.g., all red things together)	Groups objects based on dimension - length, breadth, height (e.g., all long things together)	Groups objects based on combinations of visual characteristics of colours and shapes (e.g., all red triangles together, all large green leaves together)	Makes patterns, solves puzzles, plays games using identification and grouping of various shapes, colours and shades	

Domain: Socio-Emotional and Ethical Development

CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	C-4.1 Starts recognising 'self' as an individual belonging to a family and community C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately C-4.3 Interacts comfortably with other children and adults C-4.4 Shows cooperative behaviour with other children C-4.5 Understands and responds positively to social norms in the classroom and school C-4.6 Shows kindness and helpfulness to others (including animals,

	plants) when they are in need
	C-4.7 Understands and responds positively to different thoughts,
	preferences, and emotional needs of other children
CG-5 **Children develop a** **positive attitude** **towards productive** **work and service or** **'Seva'**	**C-5.1 Demonstrates willingness and participation in age appropriate physical work towards helping others**
CG-6 **Children develop a** **positive regard for** **the natural** **environment** **around** **them**	**C-6.1 Shows care for and joy in engaging with all life forms** **Page-60-National Curriculum Framework for Foundational Stage-2022**

Illustrative Learning Outcomes

This is a sample to guide how Learning Outcomes for the Foundational Stage can be articulated.

Domain: Socio-Emotional and Ethical Development

i. Curricular Goal (CG-5): Children develop a positive attitude towards productive work and service or 'Seva'

1) Competency (C-5.1): Engages in age-appropriate work at school and/or at home

C-5.1: Demonstrates willingness and participation in age-appropriate physical work towards helping others				
Ages 3 - 8				
A	B	C	D	E
Places materials	Assists the teacher	• Cleans their own plates or	Germinates and	• Assists teachers to

and toys back in	and organizes the	tiffin after	takes care of	create TLM
their appropriate locations after use	classroom	eating food • Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants)	seedlings of local trees	• Helps in the kitchen for cleaning and cutting

Domain: Cognitive Development

CG-7 Children make sense of world around through observation and logical thinking	C-7.1 Observes and understands different categories of objects and relationships between them C-7.2 Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis C-7.3 Uses appropriate tools and technology in daily life situations and for learning
CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes,	C-8.1 Sorts objects into groups and sub-groups based on more than one property C-8.2 Identifies and extends simple patterns in their surroundings, shapes, and numbers C-8.3 Counts up to 99 both forwards and backwards and in groups of 10s and 20s C-8.4 Arranges numbers up to 99 in ascending and descending order

and measures	C-8.5 Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system
	C-8.6 Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition
	C-8.7 Recognises multiplication as repeated addition and division as equal sharing
	C-8.8 Recognises basic geometric shapes and their observable
	Properties
	C-8.9 Performs simple measurements of length, weight and volume of objects in their immediate environment
	C-8.10 Performs simple measurements of time in minutes, hours,
	day, weeks, and months
	C-8.11 Performs simple transactions using money up to INR 100
	C-8.12 Develops adequate and appropriate vocabulary for
	comprehending and expressing concepts and procedures
	related to quantities, shapes, space, and measurements
	C-8.13 Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements
	Page-61- National Curriculum Framework for Foundational Stage-2022

Illustrative Learning Outcomes

This is a sample to guide how Learning Outcomes for the Foundational Stage can be articulated.

Domain: Cognitive Development

i. Curricular Goal (CG-8): Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures

1) Competency (C-8.4): Arranges numbers up to 99 in ascending and descending order

C-8.4: Arranges numbers up to 99 in ascending and descending order				
Ages 3 - 8				
A	B	C	D	E
Arranges familiar incidents/ events/ objects in an order (e.g., daily routine, story, shapes, size - 2 to 3)	Arranges objects in order based on size up to 3 levels and verbalizes their levels (Big – Small – Smaller; Long – Short – Shorter; Tall – Short – Shorter	Arranges up to 5 objects based on size/length/ weight in increasing or decreasing order	Arranges the same set of objects in different sequences based on different properties of objects (e.g., by size/length/ weight/colour)	Arranges numbers from a given set of numbers in ascending and descending order

Domain: Language and Literacy Development

CG-9 Children develop effective communication skills for day-to-day interactions in two languages 1	C-9.1 Listens to and appreciates simple songs, rhymes, and poems
	C-9.2 Creates simple songs and poems on their own
	C-9.3 Converses fluently and can hold a meaningful conversation
	C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others
	C-9.5 Comprehends narrated/read-out stories and identifies

	characters, storyline and what the author wants to say
	C-9.6 Narrates short stories with clear plot and characters
	C-9.7 Knows and uses enough words to carry out day-to-day
	interactions effectively and can guess meaning of new words
	by using existing vocabulary
CG-10 **Children develop** **fluency in reading** **and writing in** **Language 1 (L1)2**	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables C-10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words C-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material C-10.8 Writes a paragraph to express their understanding and

	experiences C-10.9 Shows interest in picking up and reading a variety of children's books
CG-11 Children begin to read and write in Language 2 (L2)	C-11.1 Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences

Illustrative Learning Outcomes

This is a sample to guide how Learning Outcomes for the Foundational Stage can be articulated.

Domain: Language and Literacy Development

i. **Curricular Goal (CG-10): Children develop fluency in reading and writing in Language 1**

1) **Competency (C-10.5): Reads short stories and comprehends their meaning – by identifying characters, storyline and what the author wants to say – on their own (L1)**

C-10.5: Reads short stories and comprehends their meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1)				
Ages 3 - 8				
A	B	C	D	E
Listens to "Read Alouds" and responds to questions posed by the Teacher	Participates in "Shared Reading" along with the Teacher and in the discussions about the reading.	Participates in "Guided Reading" along with the Teacher and in the discussions about the reading.	Begins "Independent Reading" of books of equal textual and visual content	Begins "Independent Reading" of books of more textual content than visual content

Reads picture books and identifies objects and actions	Reads picture books and identifies characters and plots and narrates the story in short sequence	Reads books aloud with short simple texts and uses both visual cues and text to infer and retell the story with accurate sequence and elaboration	Begins to read unfamiliar story books and comprehend with guidance from the Teacher Identifies plots, and characters	Reads and identifies characters, plots, sequences, and point of view of the author

Domain: Aesthetic and Cultural Development

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

	and heritage
Positive Learning Habits	

Illustrative Learning Outcomes

This is a sample to guide how Learning Outcomes for the Foundational Stage can be articulated.

Domain: Aesthetic and Cultural Development

i. Curricular Goal (CG-12): Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways

1) Competency (C-12.1): Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes

C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes				
Ages 3 - 8				
A	B	C	D	E
Grasps relevant art materials, tools, and instruments		Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)	Able to vary pressure while using tools to create dark and light impressions/ marks/ lines	

Explores large and small sizes while creating marks, lines, scribbles, and other 2D and 3D imagery in visual artworks		**Creates large scale work (e.g., floor rangolis, wall murals, sculptural forms) in collaboration with peers, facilitators, and local community**		**Able to scale own work in large and small sizes, based on available space or materials (e.g., creating a small clay doll, or a big paper doll)**
Creates forms and imprints by mixing materials (e.g., mud and water, sand and water, flour and water, paint and water)		**Creates three-dimensional forms by rolling and patting materials like clay or dough**	• **Creates collages by combining materials of varying consistencies, colours, and textures in one's own arrangement** • **Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects** **2**	
Creates imprints		**Creates simple**	**Creates patterns**	**Creates a variety**

using blocks, stencils, found objects and natural materials		patterns using blocks, stencils, found objects and natural materials	by combining and arranging materials in a variety of shapes, forms, textures, and colours	of textures with one material through its manipulation (e.g., clay, cloth, paper, rubber, wood)

Positive Learning Habits

CG-13 **Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.**
C-13.1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals **C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments** **C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions** **C-13.4 Classroom norms: Adopts and follows norms with agency and understanding**

Illustrative Learning Outcomes

This is a sample to guide how Learning Outcomes for the Foundational Stage can be articulated.

i. Curricular Goal (CG-13): Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.

1) Competency (C-13.4): Classroom norms: Adopts and follows norms with agency and understanding

C-13.4: Classroom norms: Adopts and follows norms with agency and understanding				
Ages 3 - 8				
A	B	C	D	E
Observes and imitates adult behaviour for classroom norms	Follows classroom norms with Teacher's cues	• Follows and assists others in following classroom norms • Creates do-it yourself (DIY) classroom job charts/posters with the support of Teachers and follows it	• Participates in discussing the classroom norms and behaves according to norms • Creates DIY classroom job charts/posters and follows it	• Participates in establishing classroom norms and behaves according • Creates DIY classroom job charts/posters and illustrates them as well; follows it responsibly

For More Reading -

Reference and Excerpt

National Curriculum Framework for Foundational Stage-2022

https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf

https://ncf.ncert.gov.in/#/web/home