

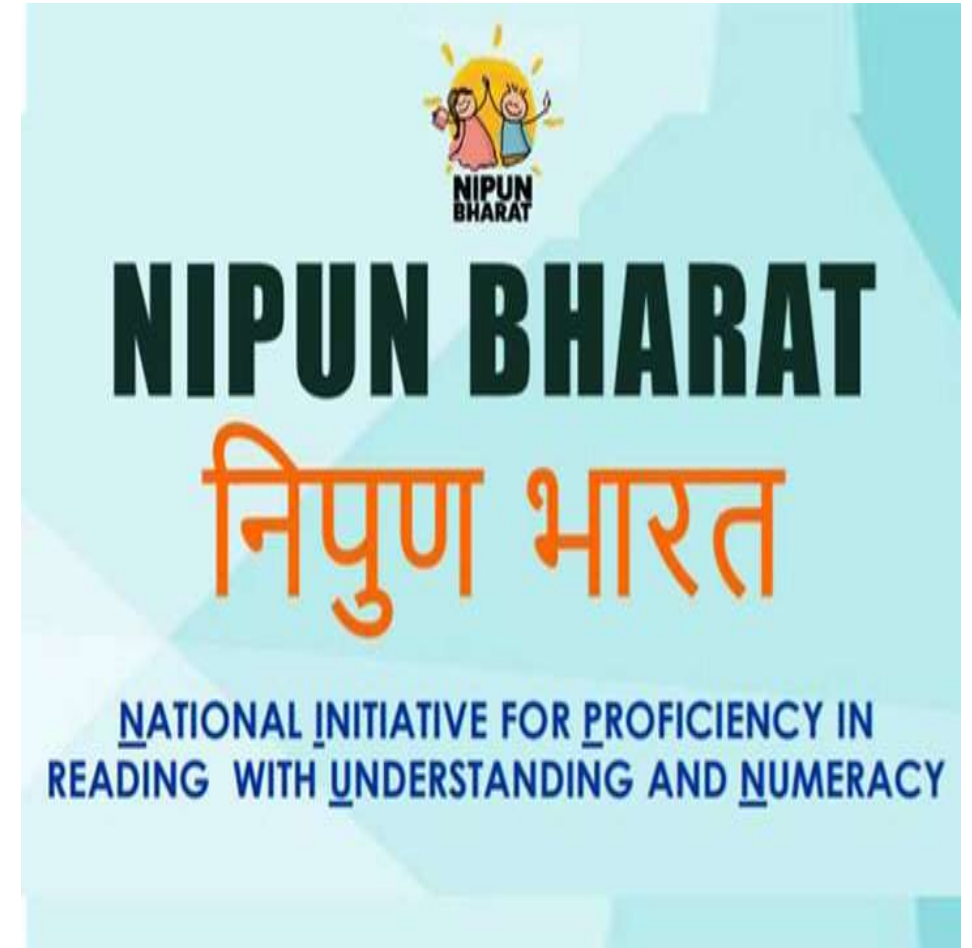
The background features a horizontal white band across the center. Above and below this band are abstract geometric patterns. The top section includes a green rectangle on the left, a red rectangle in the middle, and a white semi-circle on the right. The bottom section includes a red rectangle on the left, a white rectangle in the middle, a green rectangle on the right, and a white semi-circle on the far right. The text is centered within the white band.

ACTION PLANS AND INITIATIVES FOR STRENGTHENING FLN

“Foundational Literacy and Numeracy is the gateway to lifelong learning – and KVS is committed to ensuring every child achieves it by Grade 2.”

OUTLINE OF THIS SESSION

- ❖ INTRODUCTION
- ❖ FLN Targets (NIPUN Targets)
- ❖ DATA ANALYSIS:
 - Class-1& 2 FLN (2025-26)
 - Class 1 & 2 FLN LAT (2026-27)
- ❖ Assessment Methods and Tools
- ❖ Action Plan : 18-Integrated Strategic Actions



INTRODUCTION

NIPUN Bharat Mission – KVS Initiatives

Goal: Ensure FLN (Foundational Literacy & Numeracy) by Grade 2

Core Skills: Speaking, Reading Comprehension, Writing, Number Sense

According to NEP Target Year for Achieving FLN: 2026-27

Cluster Collaboration:

- Quarterly meetings of Principals & HM / Senior most PRT
- Sharing student progress data & best practices
- Tracking the progress of each child in achieving learning outcomes.



FLN TARGETS (NIPUN TARGETS)

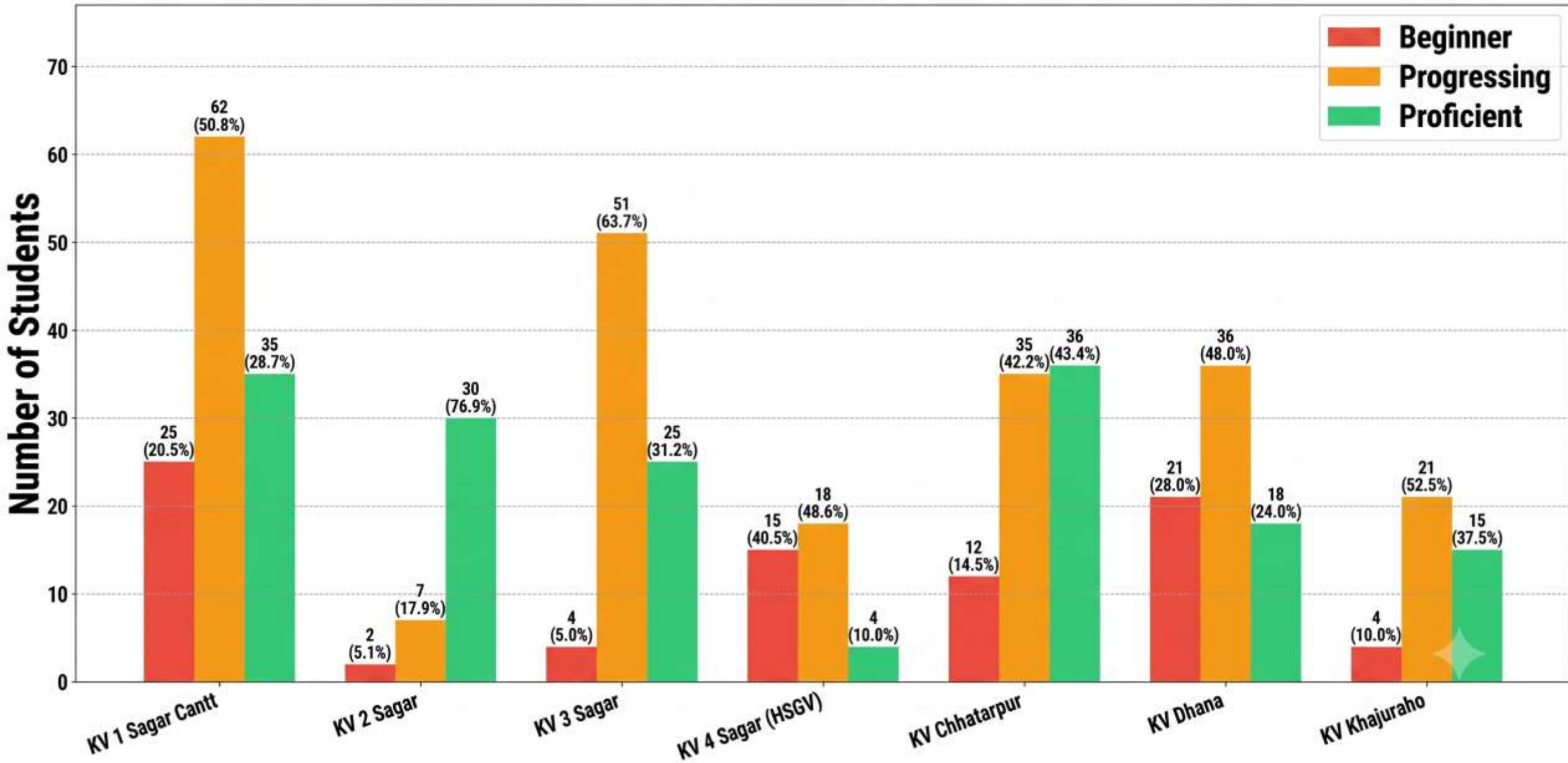
Oral Language	<ol style="list-style-type: none"> 1. Converses and asks questions with friends and class teacher about her needs, familiar persons and surroundings. 2. Talks about the print available in the classroom, school premises and surroundings. 3. Recites rhymes/poems/songs with action.
Reading	<ol style="list-style-type: none"> 1. Participates during read aloud/story telling session in an active way and answers questions during and after story session; acts out familiar story with props and puppets 2. Uses sound symbol correspondence to read new words. 3. Reads small sentences consisting of at least 4-5 simple words in an age-appropriate unknown text.
Writing	<ol style="list-style-type: none"> 1. Writes short/simple sentences to express their understanding and expressions. 2. Writes 4 to 5 short sentences with legible writing.
Numeracy	<ol style="list-style-type: none"> 1. Counts objects and develops number sense up to 20. 2. Identifies and extends simple patterns in their surroundings, shapes and numbers. 3. Using addition and subtraction of numbers up to 9 (sum not exceeding 20) in daily life situations. 4. Observes and describes physical properties of 3D shapes (solid shapes) around him/her like round/flat surfaces, number of corners and edges etc. 5. Estimates and verifies length using non-standard non-uniform units like hand span, footstep, fingers etc. and capacity using nonstandard uniform units like cup, spoon, mug etc. 6. Identifies Indian currency notes and coins up to INR 20.

Oral Language	<ol style="list-style-type: none"> 1. Converses and talks about the print available in the classroom 2. Engages in conversation to ask questions and listens to others. 3. Recites songs/poems. 4. Repeats familiar words occurring in Stories/ poems/ print etc.
Reading	<ol style="list-style-type: none"> 1. Reads and narrates/re-tells the stories from children's literature/textbook. 2. Creates meaningful new words from the letters of a given word 3. Reads age-appropriate unknown text of 6 to 8 sentences with simple words with comprehension, clarity and fluency.
Writing	<ol style="list-style-type: none"> 1. Writes short/simple sentences to express their understanding and expressions. 2. Writes 4 to 5 short sentences with legible writing.
Numeracy	<ol style="list-style-type: none"> 1. Counts objects and develops number sense up to 99. 2. Create new patterns from different shapes and numbers. 3. Uses addition and subtraction of numbers up to 99, sum not exceeding 99 in daily life situations. 4. Performs multiplication as repeated addition and division as equal distribution/sharing and constructs multiplication facts (tables) of 2, 3 and 4x 5. Identifies and describes 2-D shapes like rectangle, triangle, circle, oval etc. 6. Estimates and measures length/distance/capacity using nonstandard uniform units like rod, pencil, thread, cup, spoon, mug etc. and compares weight using simple balance. 7. Uses spatial vocabulary like far/near, in/out, above/below, left/right, front/behind, top/bottom etc. 8. Performs simple transactions using money up to INR 100.

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

CLASS-1 FLN ANALYSIS(2025-26)								
S.N	Name of KV	Beginner	% Beginner	Progressing	% Progressing	Proficient	% Proficient	Total Students
1	PM SHRI KV NO.1 SAGAR CANTT	25	20.49%	62	50.82%	35	28.69%	122
2	PM SHRI KV NO. 2 SAGAR	2	5.13%	7	17.95%	30	76.92%	39
3	PM SHRI KV NO.3 SAGAR	4	5.00%	51	63.75%	25	31.25%	80
4	KV NO. 4 SAGAR (HSGV)	15	40.54%	18	48.65%	4	10.81%	37
5	PM SHRI KV CHHATARPUR	12	14.46%	35	42.17%	36	43.37%	83
6	PM SHRI KV DHANA	21	28.00%	36	48.00%	18	24.00%	75
7	KV KHAJURAHO	4	10.00%	21	52.50%	15	37.50%	40
8	TOTAL	83	17.44%	230	48.32%	163	34.24%	476

CLASS-1 FLN ANALYSIS(2025-26)



CLASS-1 FLN ANALYSIS(2025-26)

Performance Level	Total Students	Percentage Share
Beginner	83	17.44%
Progressing	230	48.32%
Proficient	163	34.24%
Total Combined	476	100.0%

Progressing Tier Dominance: The largest single block of students (**48.32%**) sits in the **Progressing** category, highlighting an immediate opportunity to bridge these learners into proficiency with focused intervention.

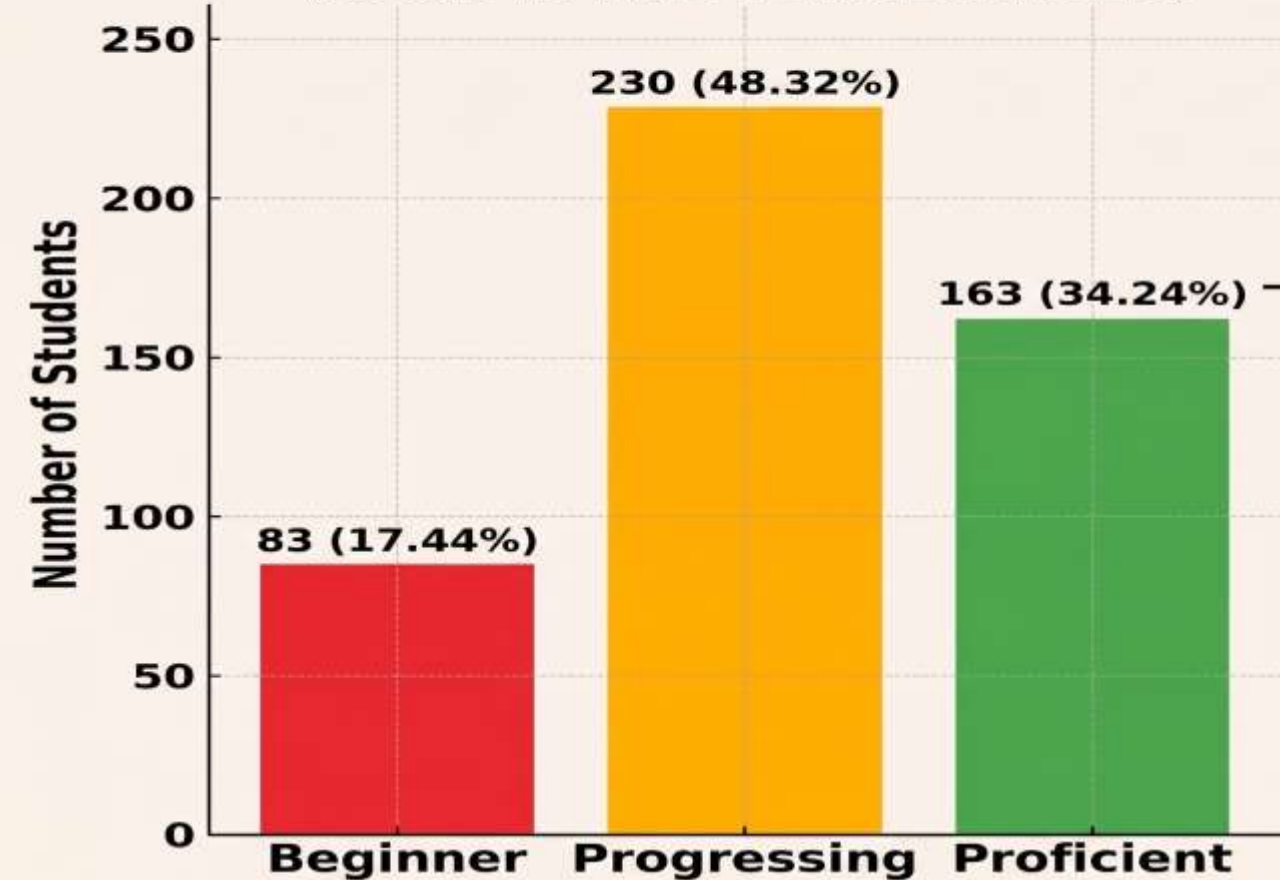
Proficiency Rate: Over a third of the cohort (**34.24%**) has achieved the **Proficient** benchmark across the cluster.

Foundational Support: **Beginner** students account for **17.44%** of the total population, requiring foundational support structures.

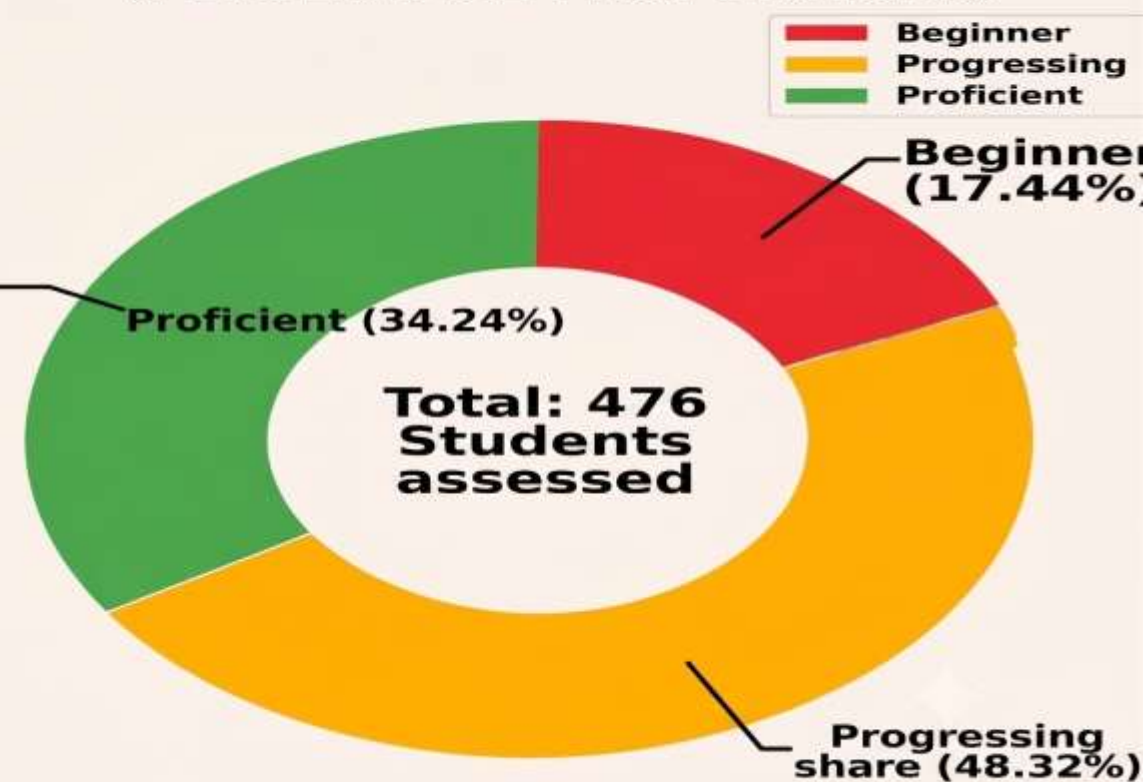
CLASS-1 FLN ANALYSIS(2025-26)

OVERALL ANALYSIS (2025-26) CLASS-1: COMBINED PERFORMANCE (ALL 7 KV SCHOOLS)

OVERALL STUDENT DISTRIBUTION
(COUNTS AND PERCENTAGES)

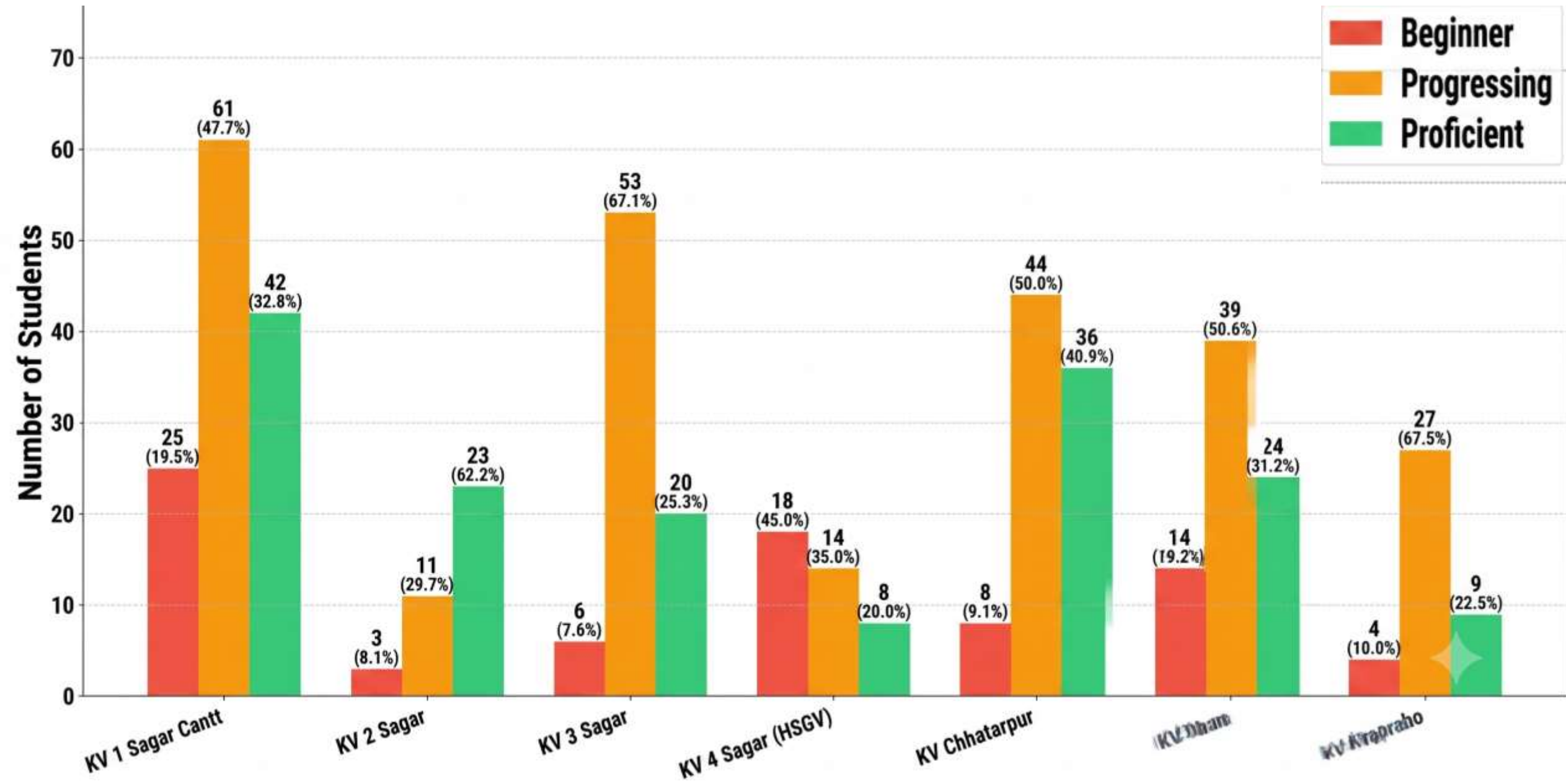


OVERALL PERFORMANCE SHARE
(PERCENTAGE PROPORTIONS)



CLASS-2 FLN ANALYSIS(2025-26)								
S.N	Name of KV	Beginner	% Beginner	Progressing	% Progressing	Proficient	% Proficient	Total Students
1	PM SHRI KV NO.1 SAGAR CANTT	25	19.53%	61	47.66%	42	32.81%	128
2	PM SHRI KV NO. 2 SAGAR	3	8.11%	11	29.73%	23	62.16%	37
3	PM SHRI KV NO.3 SAGAR	6	7.59%	53	67.09%	20	25.32%	79
4	KV NO. 4 SAGAR (HSGV)	18	45.00%	14	35.00%	8	20.00%	40
5	PM SHRI KV CHHATARPUR	8	9.09%	44	50.00%	36	40.91%	88
6	PM SHRI KV DHANA	14	18.18%	39	50.65%	24	31.17%	77
7	KV KHAJURAHO	4	10.00%	27	67.50%	9	22.50%	40
8	TOTAL	78	15.95%	249	50.92%	162	33.13%	489

CLASS-2 FLN ANALYSIS(2025-26)



CLASS-2 FLN ANALYSIS(2025-26)

Level	Number of Students	Percentage
Beginner	78	15.95%
Progressing	249	50.92%
Proficient	162	33.13%
Total	489	100%

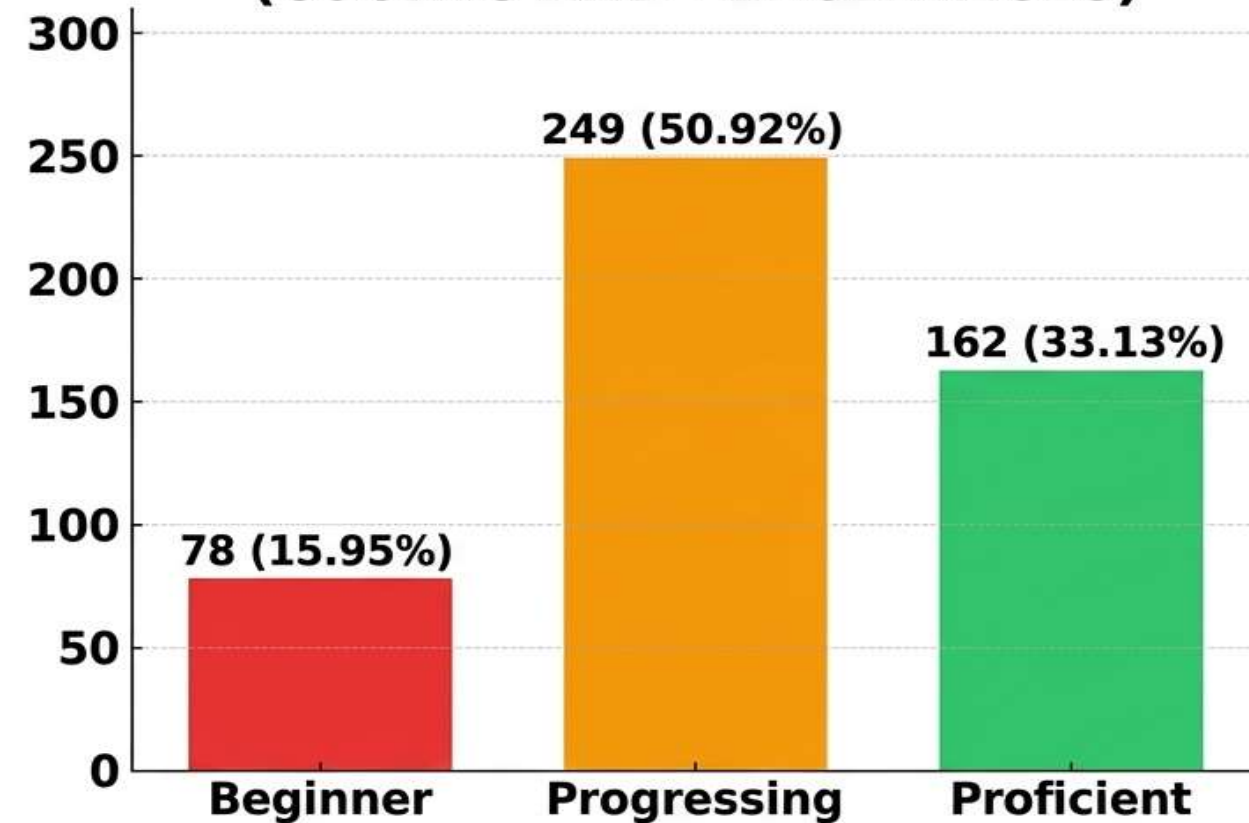
- **Dominance of the "Progressing" Tier:** Nearly half of the entire Class 2 cohort (**50.92%**, 249 students) falls into the Progressing category, making it the single largest target group that can be converted into Proficient learners with focused intervention.
- **Cluster Proficiency Benchmark:** Across all seven schools, **33.13%** (162 students) have attained the Proficient level, demonstrating solid learning outcomes while leaving substantial room for regional growth.
- **Persistent Foundational Gap:** **15.95%**, 78 students remain stuck at the Beginner level, highlighting an urgent need for foundational numeracy and literacy remediation.

CLASS-2 FLN ANALYSIS(2025-26)

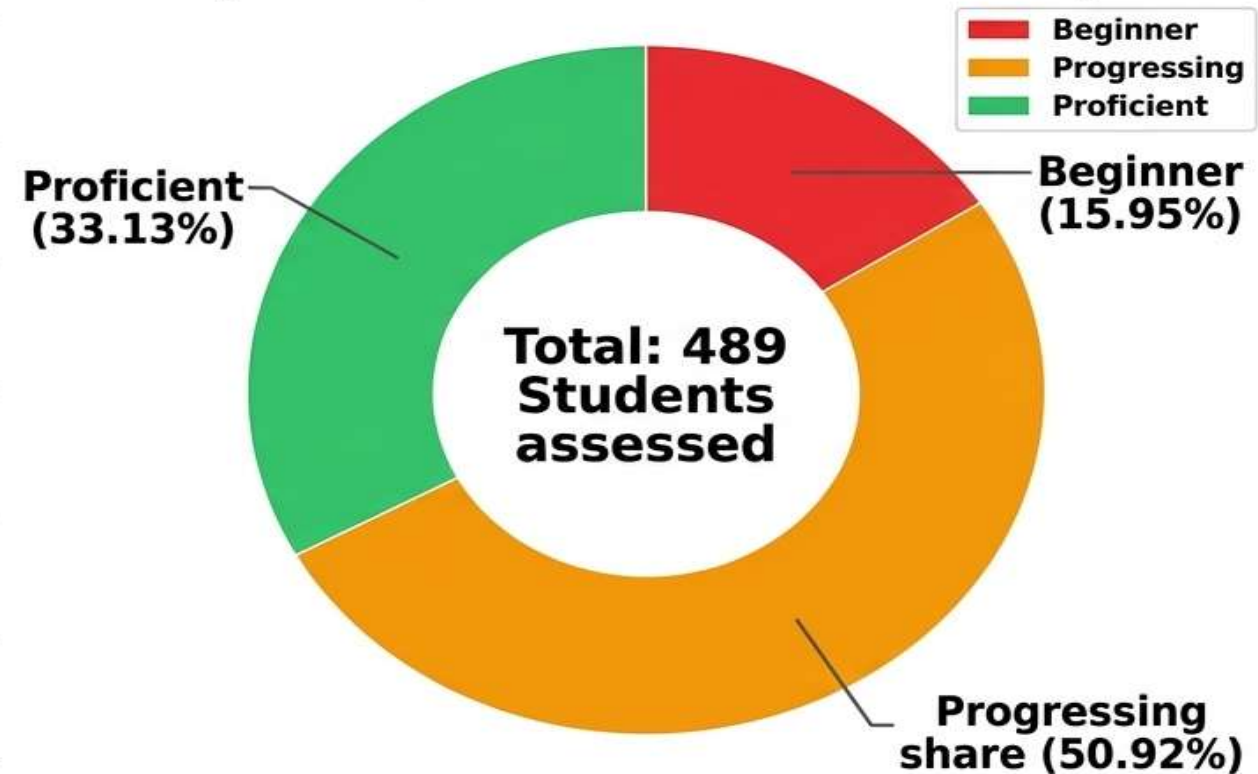
OVERALL ANALYSIS (2025-26)

CLASS-2: COMBINED PERFORMANCE (ALL 7 KV SCHOOLS)

OVERALL STUDENT DISTRIBUTION (COUNTS AND PERCENTAGES)



OVERALL PERFORMANCE SHARE (PERCENTAGE PROPORTIONS)

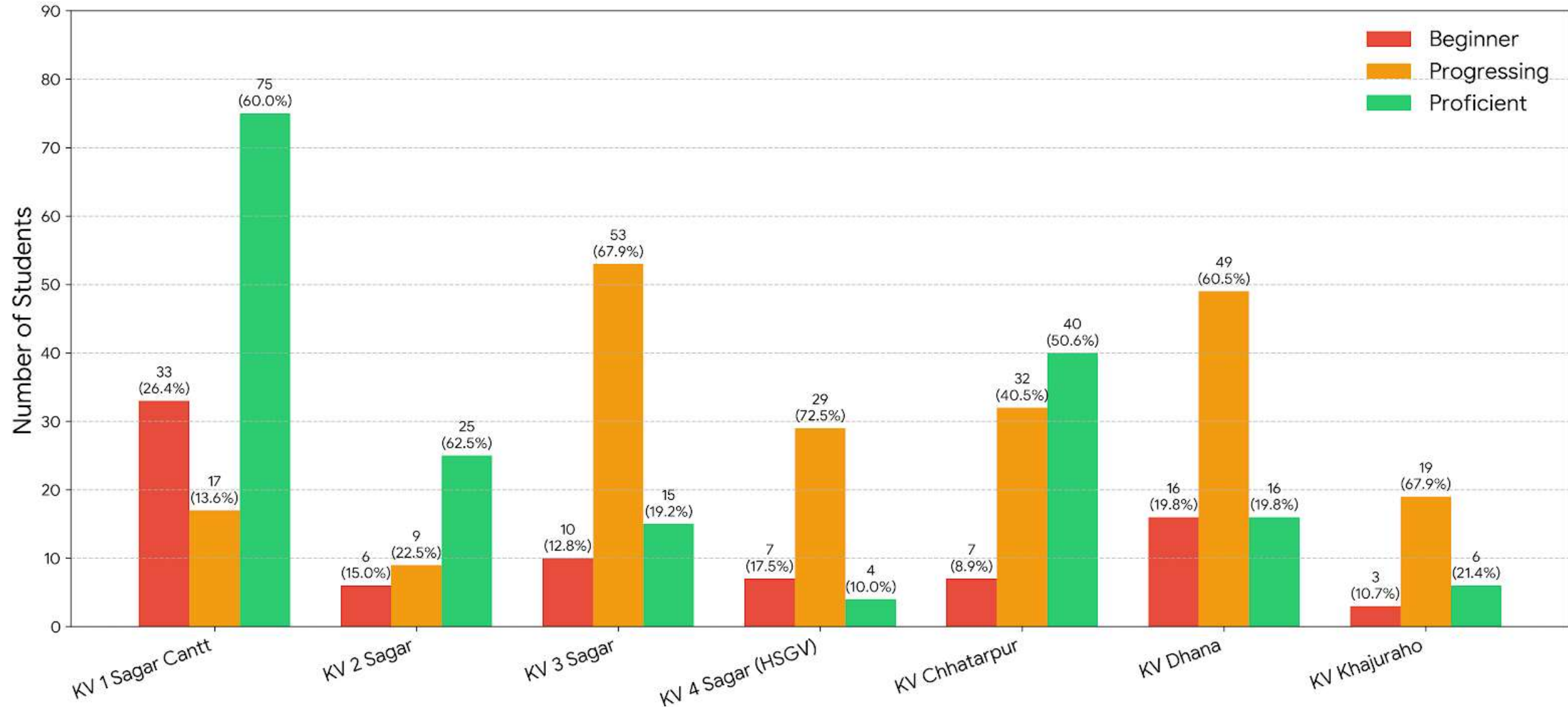


CLASS-1 FLN LAT ANALYSIS(2026-27)

S.N	Name of KV	Beginner	% Beginner	Progressing	% Progressing	Proficient	% Proficient	Total Students
1	PM SHRI KV NO.1 SAGAR CANTT	33	26.40%	17	13.60%	75	60.00%	125
2	PM SHRI KV NO. 2 SAGAR	6	15.00%	9	22.50%	25	62.50%	40
3	PM SHRI KV NO.3 SAGAR	10	12.82%	53	67.95%	15	19.23%	78
4	KV NO. 4 SAGAR (HSGV)	7	17.50%	29	72.50%	4	10.00%	40
5	PM SHRI KV CHHATARPUR	7	8.86%	32	40.51%	40	50.63%	79
6	PM SHRI KV DHANA	16	19.75%	49	60.49%	16	19.75%	81
7	KV KHAJURAHO	3	10.71%	19	67.86%	6	21.43%	28
8	TOTAL	82	17.40%	208	44.16%	181	38.42%	471

CLASS-1 FLN LAT ANALYSIS(2026-27)

FLN LAT Class 1 Performance (2026-27)



CLASS-1 FLN LAT ANALYSIS(2026-27)

Level	Student Count	Percentage
Beginner	82	17.4%
Progressing	208	44.2%
Proficient	181	38.4%
Total	471	100%

The "Progressing" Bottleneck is the Primary Hurdle: With **44.2%** (208 students) of the cluster stuck in the progressing phase,

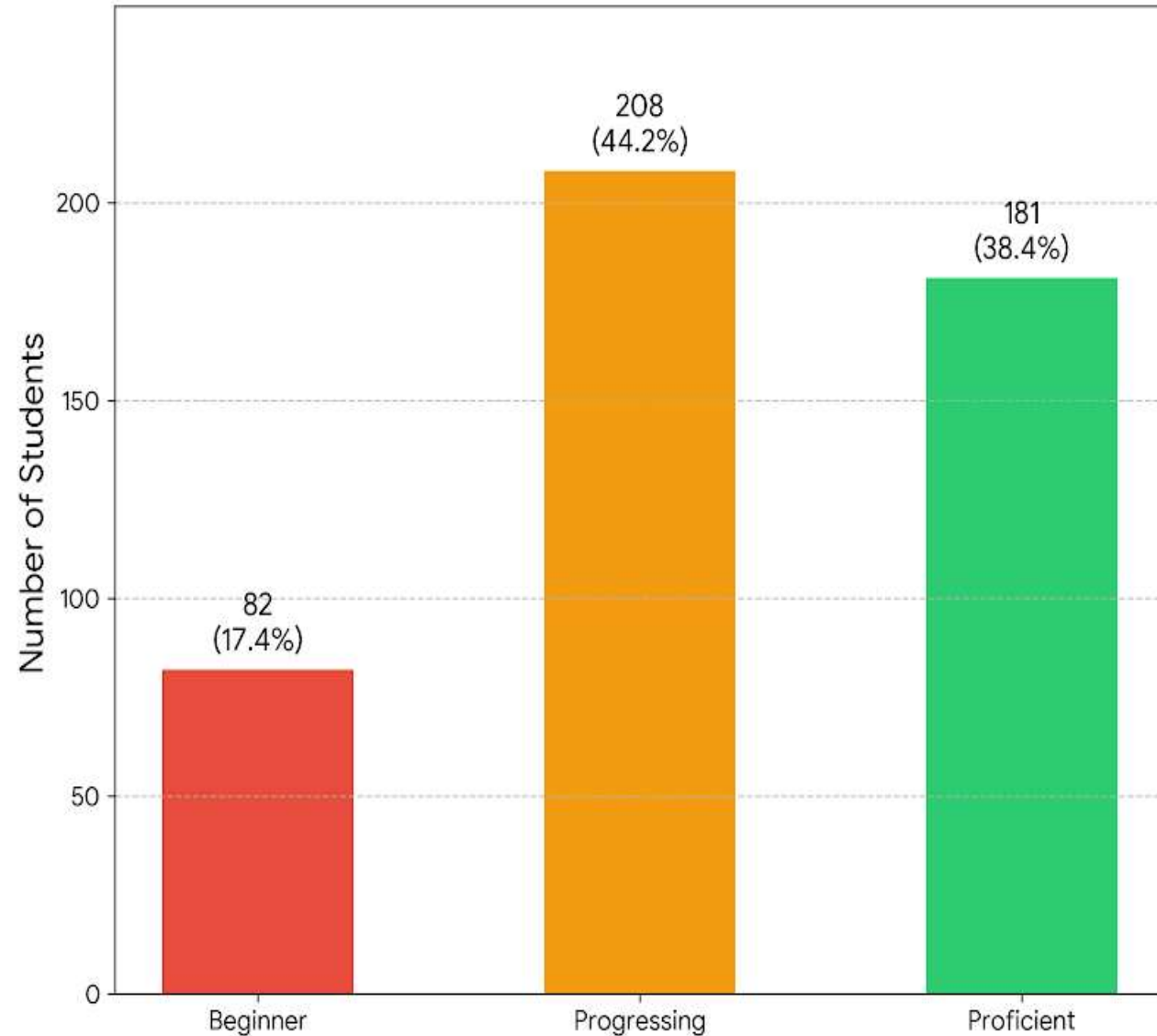
The "Progressing" Opportunity: The massive concentration of students currently stuck in the "Progressing" tier represents the most immediate and accessible area for overall cluster improvement.

Moving Beyond Repetition: Relying solely on standard classroom repetition will not be enough to bridge the gap between basic understanding and full mastery.

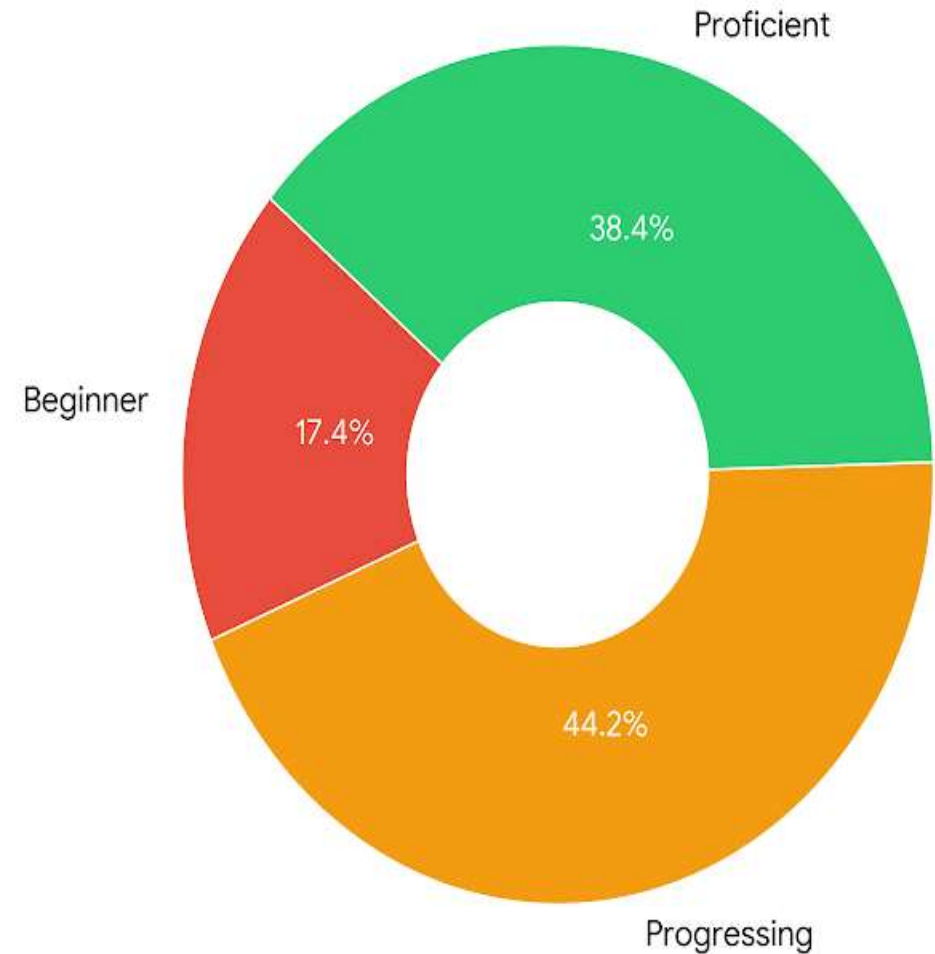


CLASS-1 FLN LAT ANALYSIS(2026-27)

FLN LAT Class 1 Overall Cluster Distribution (2026-27)



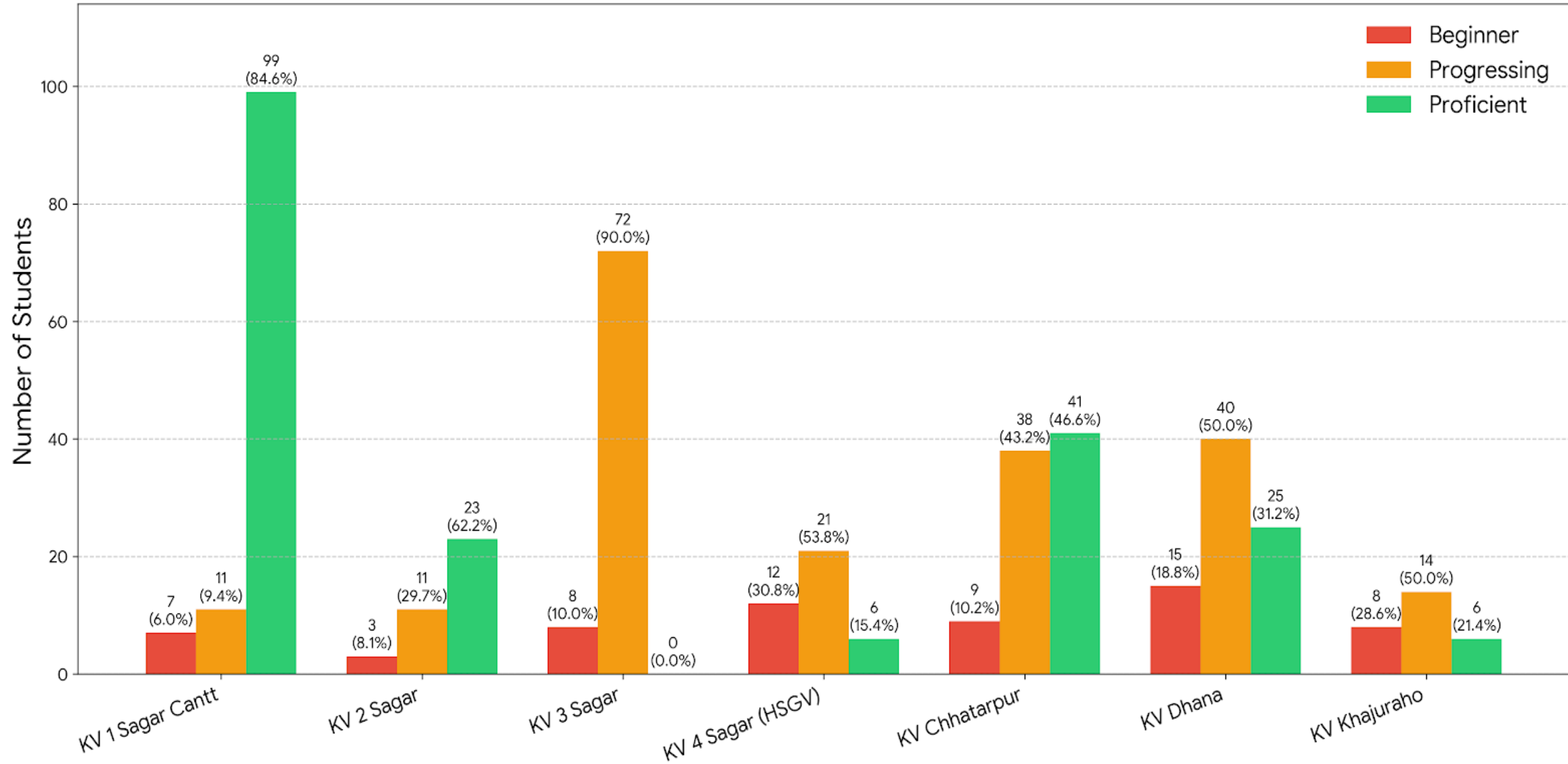
FLN LAT Class 1 Overall Cluster Proportions



CLASS-2 FLN LAT ANALYSIS(2026-27)

S.N	Name of KV	Beginner	% Beginner	Progressing	% Progressing	Proficient	% Proficient	Total Students
1	PM SHRI KV NO.1 SAGAR CANTT	7	5.98%	11	9.40%	99	84.62%	117
2	PM SHRI KV NO. 2 SAGAR	3	8.11%	11	29.73%	23	62.16%	37
3	PM SHRI KV NO.3 SAGAR	8	10.00%	72	90.00%	0 (Nil)	0.00%	80
4	KV NO. 4 SAGAR (HSGV)	12	30.77%	21	53.85%	6	15.38%	39
5	PM SHRI KV CHHATARPUR	9	10.23%	38	43.18%	41	46.59%	88
6	PM SHRI KV DHANA	15	18.75%	40	50.00%	25	31.25%	80
7	KV KHAJURAHO	8	28.57%	14	50.00%	6	21.43%	28
8	TOTAL	62	13.20%	207	44.10%	200	42.60%	469

CLASS-2 FLN LAT ANALYSIS(2026-27)



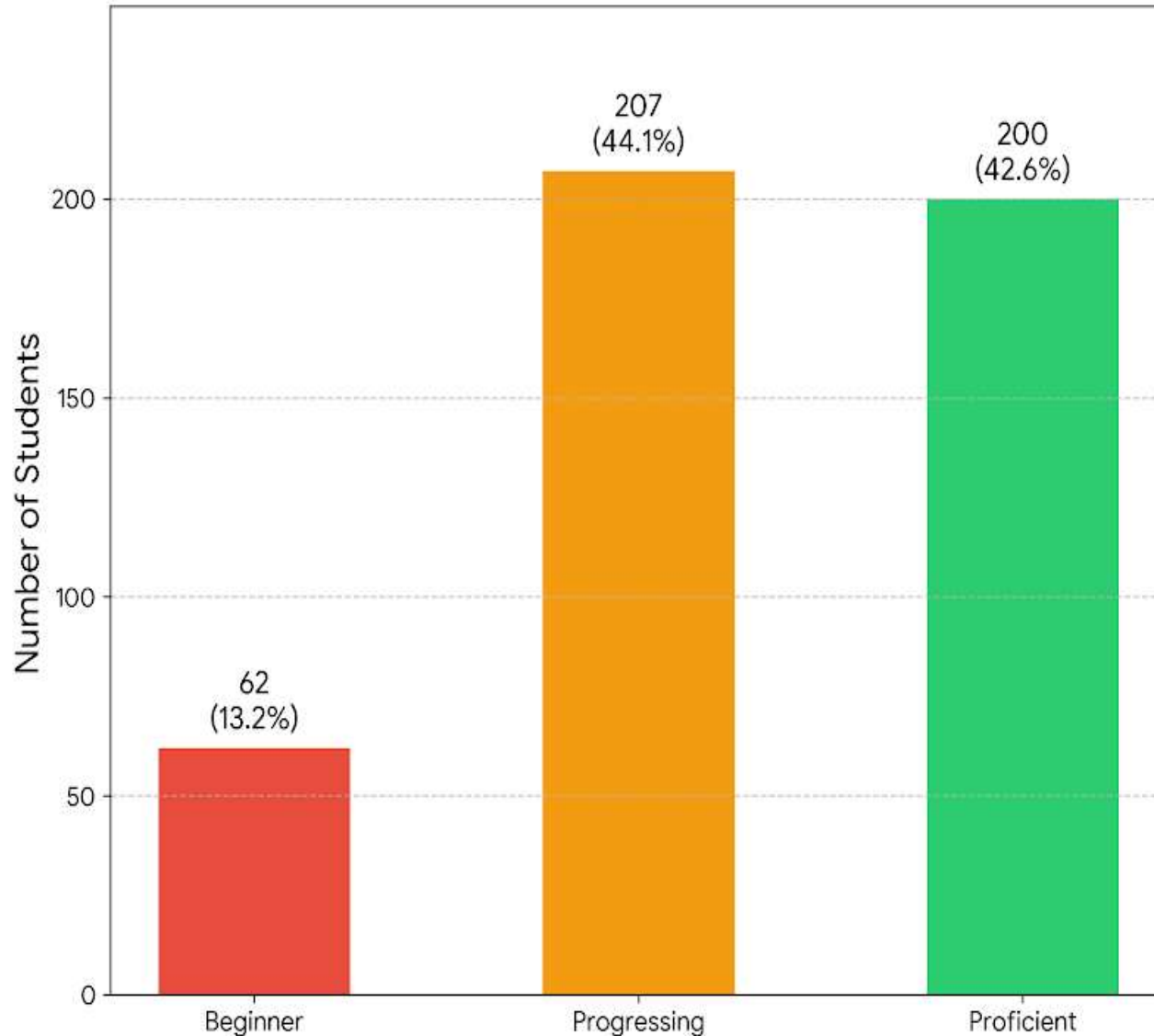
CLASS-2 FLN LAT ANALYSIS(2026-27)

Level	Number of Students	Percentage
Beginner	62	13.2%
Progressing	207	44.1%
Proficient	200	42.6%
Total	469	100.00%

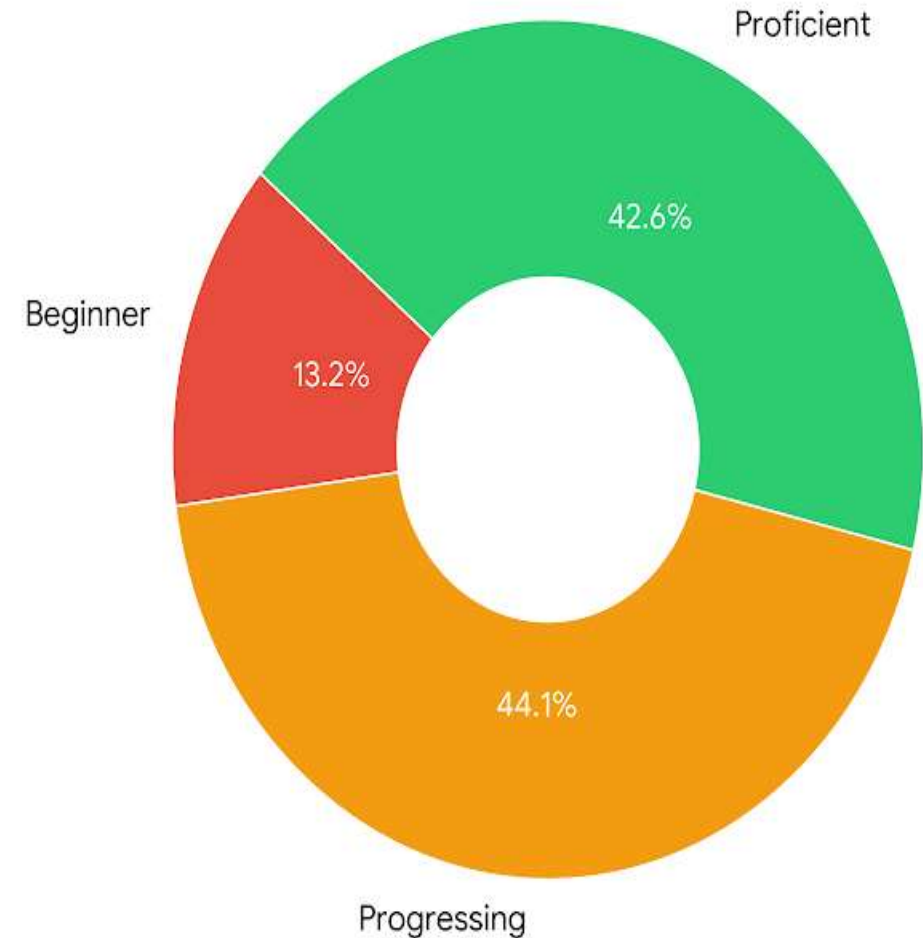
- **Total Students:** Out of **469 children** checked in total, almost half are in the middle stage.
- **Progressing Group:** **207 students (44.1%)** are currently learning and improving step-by-step, but they need a little extra help to reach the top level.
- **Proficient Group:** **200 students (42.6%)** have done a wonderful job and reached the top target level.
- **Beginner Group:** Only **62 students (13.2%)** are at the very beginning and need extra attention with the basics.

CLASS-2 FLN LAT ANALYSIS(2026-27)

FLN LAT Class 2 Overall Cluster Distribution (2026-27)



FLN LAT Class 2 Overall Cluster Proportions



ASSESSMENT METHOD AND TOOLS

Assessment Method	Tool	Frequency
Baseline Assessment	Competency-Based Checklist	Beginning of session
Observation	Observation Checklist	Weekly
Oral Assessment	Oral Questions/Tasks	Regularly
Reading	Reading Record/Rubric	Twice in a Week
Writing	Writing Samples/Rubric	Weekly
Numeracy	Activity-Based Tasks	Weekly
Portfolio	Student Portfolio	Continuous
Periodic Assessment	Competency-Based Assessment	Monthly/Quarterly
End-Line Assessment	FLN Competency Tracker	End of session

ACTION PLAN

18-Point Integrated Strategic Actions

S. No.	Action Area	Proposed Action/Strategy	Frequency
1	Baseline Assessment	Conduct competency-based baseline assessment of all students in language and numeracy.	Beginning of session
2	Learner Categorisation	Categorise students as Beginner, Progressing and Proficient based on assessment evidence.	After Baseline & Periodic Assessment
3	Competency Tracking	Maintain a competency-wise FLN tracker for reading, writing, oral language, number sense and operations.	Monthly
4	Daily Formative Assessment	Use questioning, observation, reading aloud, picture talk, writing tasks, number games and classroom activities.	Daily
5	Reading Improvement	Conduct 10–15 minutes daily reading practice, including word reading, sentence reading, story reading and comprehension.	Daily
6	Writing Improvement	Provide regular guided and independent writing activities such as dictation, picture-based writing and sentence formation.	3–4 Times/week
7	Numeracy Practice	Use TLM, manipulatives, number games, mental maths, number lines and real-life problem-solving activities.	Daily/Weekly
8	Remedial Teaching	Prepare small groups based on identified learning gaps and provide targeted activities.	3–5 Times/Week
9	Peer Learning	Pair proficient/progressing learners with children requiring additional support for reading and activity-based learning.	Weekly

S. No.	Action Area	Proposed Action/Strategy	Frequency
10	Individual Support	Prepare an Individual Learning Plan/Support Plan for children who continue to remain at the beginner level.	Monthly Review
11	Parent Engagement	Share the child's progress with parents and provide simple home-based reading, writing and numeracy activities.	Monthly/PTM
12	Portfolio Development	Maintain samples of students' reading, writing, worksheets and Mathematical activities to document progress.	Continuous
13	Periodic Assessment	Conduct Competency-Based periodic assessments and compare results with previous performance.	Monthly/Quarterly
14	Data Analysis	Analyse assessment data to identify class-level and individual-level gaps and prepare an action plan accordingly.	Monthly/Quarterly
15	Monitoring & Review	Review the progress of Beginner and Progressing learners through teacher meetings and academic monitoring.	Monthly
16	Reassessment	Reassess students after remedial intervention to check whether the targeted competency has been achieved.	After intervention
17	Best Practice Sharing	Share successful FLN activities, TLMs and remedial strategies among teachers at cluster/school level.	Quarterly
18	End-Line Assessment	Conduct end-line competency assessment and compare with baseline performance to measure overall learning improvement.	End of session

Strategic Overview & Framework

18

Integrated Strategic Actions

Phase 1: Assessment & Diagnostics

Phase 2: Core Classroom Pedagogy

Phase 3: Remediation & Support

Phase 1: Assessment & Diagnostics

Finding each child's starting level, checking their progress regularly, and using the data to improve teaching throughout the academic year.

Assessment & Diagnostic Matrix

No.	Action Area	Proposed Action / Strategy
1	Baseline Assessment	Competency-based baseline evaluation across language and numeracy.
2	Learner Categorization	Classify students into Beginner, Progressing, and Proficient cohorts.
3	Competency Tracking	Maintain granular FLN tracker for reading, writing, oral language, and operations.
13	Periodic Assessment	Competency-based periodic evaluations benchmarked against past results.
18	End-Line Assessment	Comprehensive summative assessment measured against baseline scores.

Phase 2: Core Classroom Pedagogy

Using simple, hands-on daily activities to improve reading, writing, and basic maths skills.

Daily Literacy & Numeracy Pillars



ACTION 5 • DAILY PRACTICE

Reading Fluency

Strategy: 10–15 minutes daily dedicated reading practice including phonics, word reading, sentence drills, and guided story reading.

Outcome: enhancement in reading speed, phonetic decoding, and comprehension.



ACTION 6 • 3–4 TIMES / WEEK

Writing Expression

Strategy: Regular writing practice through dictation, pictures, and simple sentence writing.

Outcome: Improvement in correct spelling, vocabulary, and creative writing.



ACTION 7 • DAILY / WEEKLY

Numeracy & TLM

Strategy: Using math materials, number games, mental maths, and simple real-life maths activities..

Outcome: Strong conceptual number sense, operational fluency, and spatial understanding.



Formative Observation & Portfolios

? Action 4: Daily Formative Assessment

Frequency: Daily

Pedagogical Strategy: Use simple questions, observation, read-aloud, picture talk, board activities, and maths games during daily classroom teaching..

Expected Outcome: Regular, simple learning activities that help teachers find and correct students' mistakes without exam pressure.



📁 Action 12: Portfolio Development

Frequency: Continuous

Pedagogical Strategy: Keep individual portfolios with dated writing, reading records, worksheets, and maths activity work to show each child's progress.

Expected Outcome: Keep simple records of students' progress over time that can be checked by students, teachers, and monitoring teams.

PM SHRI KENDRIYA VIDYALAYA CHHATARPUR	
STUDENT'S PROFILE, PORTFOLIO & ANECDOTAL RECORDS	
Name of the Learner: <u>HARSHIL VAEDHAN</u>	<u>TSWIVEDI</u>
APAAR ID: <u>026309184790</u>	PEN: <u>132523279249</u>
Admission Number: <u>005203</u>	Class & Section: <u>I - A</u>
Date of Birth: <u>16/08/18</u>	UDISE Code: <u>23090529102</u>
Under RTE (Yes/No): <u>NO</u>	Admission Category: <u>CAT-3</u>
Cast: <u>GENERAL</u>	Aadhar No.: <u>534665026050</u>
Session: <u>2025-26</u>	Blood Group: <u>B+</u>
Class Teacher: <u>MA. PRIYANKA KUMARI</u>	
Name of Father: <u>MR. HIMANSHU KUMAR</u>	<u>TSWIVEDI</u>
Name of Mother: <u>MRS. ANJALI</u>	<u>TSWIVEDI</u>
Residential Address: <u>CHAUBEY COLONY, MARIAMATA SCHOOL ROAD,</u> <u>NEAR AXIS BANK ATM, CHHATARPUR, M.P.-431001</u>	
SELF AWARENESS:	
My Goals: <u>I want to become a doctor.</u>	
My Strengths: <u>I like to study more about different things.</u>	
Interests: <u>Solving quize or puzzle and reading story books</u>	
Duty Discharged: <u>Star student of class. (To guide/help other students)</u>	
Achievements: <u>Always praise by teacher for well done performances in activities.</u>	

Phase 3: Remediation & Support

Providing focused remedial support, peer learning, and individual learning plans for children who need extra help.

Targeted Remedial Framework



ACTION 8 • 3-5 TIMES / WEEK

Targeted Remediation

Strategy: Make small groups based on children's learning gaps and provide extra teaching with simple worksheets.

Outcome: Group children according to their learning needs and give them extra help with

Date	Topic & Subject	Skills & Skill Gap	ILP/Map
01/07/20	Counting (1-20) - Maths	Counting	Counting
02/07/20	Counting through objects	Counting	Counting
03/07/20	English alphabet	Alphabet	Alphabet
04/07/20	Reading with sound	Reading	Reading
05/07/20	A letter sound words	Reading	Reading
06/07/20	E letter words	Reading	Reading
07/07/20	Number names	Reading	Reading
08/07/20	Phonic (sound)	Reading	Reading
09/07/20	A letter words reading	Reading	Reading
10/07/20	Short 'e' vowel sound	Reading	Reading
11/07/20	Short 'i' vowel sound	Reading	Reading
12/07/20	Short 'u' vowel sound	Reading	Reading
13/07/20	Short 'o' vowel sound	Reading	Reading
14/07/20	Short 'a' vowel sound	Reading	Reading
15/07/20	Reading Comprehension (CVC)	Reading	Reading
16/07/20	Use of 'have'	Reading	Reading
17/07/20	Reading Assessment	Reading	Reading
18/07/20	Reading Assessment	Reading	Reading
19/07/20	Reading Comprehension	Reading	Reading
20/07/20	at school words	Reading	Reading



ACTION 9 • WEEKLY PAIRING

Peer Learning

Strategy: Pair strong and progressing students with those who need help for reading, spelling, and maths activities.

Outcome: Helps children learn together, strengthens learning, and builds confidence.

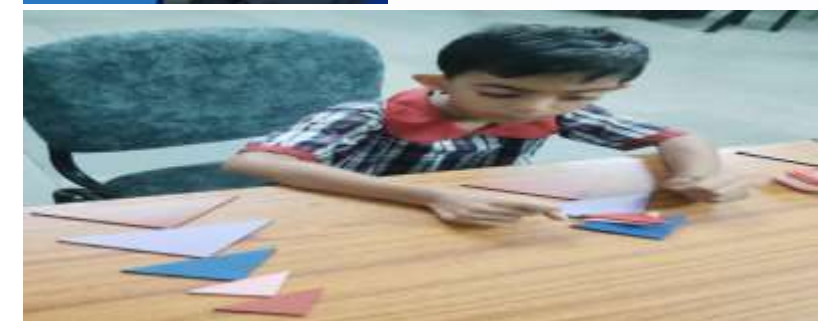


ACTION 10 • MONTHLY REVIEW

Individual Support Plans

Strategy: Make simple Individual Learning Plans (ILPs) with step-by-step activities for children who are still at the beginner level.

Outcome: Personalized support and activities based on each child's specific learning needs.



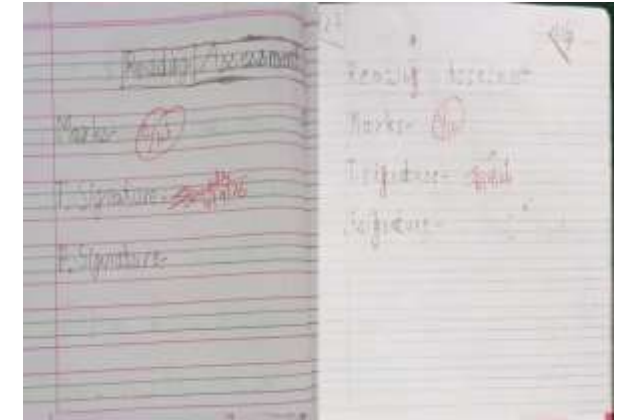
Reassessment & Parent Synergy

BEFORE

AFTER

Action 16: Post-Remedial Reassessment

Check students again after remedial activities to see their learning gaps have improved or not.



Action 11: Active Parent Engagement

Frequency: Monthly / PTMs | Lead: Teacher & Parents

Share each child's progress clearly and give parents simple bilingual reading calendars, story activities, and daily counting tasks for home practice.

Mutual Accountability Supports classroom learning through simple and regular home activities to improve reading and writing skills faster.



THANK YOU

COMPETENCY BASED CHECKLIST

[BACK](#)

PM SHRI KENDRIYA VIDYALAYA CHHATARPUR

CLASS-1

Competency Based Checklist(Foundational Literacy (Language & Communication))

Competency Area	Baseline Expectation for Class 1 (Entering)	Status (✓/ X / Needs Support)
Oral Language & Expression	Can talk about themselves, their family, and familiar objects.	
Print Awareness	Knows how to hold a book upright and turn pages sequentially.	
Phonological Awareness	Identifies initial sounds in familiar words (e.g., /b/ for ball/billi).	
Decoding & Reading	Recognizes familiar letters (Varnamala/Alphabet) and their sounds.	
Vocabulary	Names common animals, colors, body parts, and everyday objects.	
Writing & Fine Motor	Can draw, scribble with intent, and trace basic lines/curves.	

Competency Based Checklist(Foundational Numeracy (Math & Cognitive Skills))

Competency Area	Baseline Expectation for Class 1 (Entering)	Status (✓/ X / Needs Support)
Pre-Number Concepts	Understands concepts like big/small, more/less, long/short, near/far.	
Number Sense & Recognition	Can rote count up to 20 and recognize numerals up to 10.	
One-to-One Correspondence	Can touch and count 10 concrete objects one by one without skipping.	
Basic Operations	Understands the concept of "putting together" (adding) and "taking away" with physical objects.	
Shapes & Spatial Understanding	Recognizes and matches basic 2D shapes (circle, square, triangle).	
Patterns	Can copy a simple alternating pattern (e.g., red block, blue block, red block...).	

PM SHRI KENDRIYA VIDYALAYA CHHATARPUR

CLASS-2

Competency Based Checklist(Foundational Literacy (Language & Communication))

Competency Area	Baseline Expectation for Class 2 (Entering)	Status (✓/ X / Needs Support)
Oral Language & Expression	Can narrate a short experience, ask questions, and retell a simple story.	
Print Awareness	Can identify title text and differentiate between text and pictures.	
Phonological Awareness	Can break simple words into syllables and identify rhyming words.	
Decoding & Reading	Reads small, simple sentences consisting of 4-5 familiar words with comprehension.	
Vocabulary	Uses basic descriptive words (adjectives) and action words (verbs) in sentences.	
Writing & Fine Motor	Can write their own name and simple familiar words using correct letter formation.	

Competency Based Checklist(Foundational Numeracy (Math & Cognitive Skills))

Competency Area	Baseline Expectation for Class 2 (Entering)	Status (✓/ X / Needs Support)
Pre-Number Concepts	Can sequence 3-4 events by time (e.g., morning, afternoon, night).	
Number Sense & Recognition	Can read, write, and count objects accurately up to 99.	
One-to-One Correspondence	Can group objects into tens and ones (basic place value understanding).	
Basic Operations	Can perform basic single-digit addition and subtraction (up to sum of 9) without borrowing/carrying.	
Shapes & Spatial Understanding	Can identify straight and curved lines and sort 3D objects (rolling vs. sliding).	
Patterns	Can extend and create patterns using shapes, numbers, or sounds.	

STUDENT PORTFOLIO

[BACK](#)

PM SHRI KENDRIYA VIDYALAYA CHHATARPUR

STUDENT'S PROFILE, PORTFOLIO & ANECDOTAL RECORDS

Name of the Learner: HARSHVARDHAN SINGH
 APAR ID: 34481040648 PEN: 52943556423
 Admission Number: 005281 Class & Section: I - A
 Date of Birth: 08/08/2018 UDISE Code: 23060529102
 Under RTE (Yes/No): NO Admission Category: CAT-1
 Cast: OBC - CL Aadhar No: 733825338543
 Session: 2023-24 Blood Group: O+
 Class Teacher: Ms. PRIYANKA KUMARI
 Name of Father: Mr. JOGENDRA SINGH
 Name of Mother: Mrs. MEENKA DEVI PAL
 Residential Address: C-3, POWER HOUSE COLONY, SATAI ROAD, CHHATARPUR, MADHYA PRADESH - 471001

SELF AWARENESS:

My Goals: I want to become a Police officer.
 My Strengths: I like study more about our environment
 Interests: Sports activities and drawing. Also reading books.
 Day Discharged: No
 Achievements: Always answer firstly in classroom.

HARSHVARDHAN SINGH - Class - Ist - A

All about me

My height is

123 Cm. inches on 20/08/25.

My weight is

20 Kg on 20/08/25.

My favourite book/poem/
Song/story is

अजन - मुझे किस बना लेना
अध्यातम अग्नि-चरणों में

My favorite people are

दादा-दादी, नाना-नानी,
माता-पिता, बच्चा-बच्ची
मेरी बहन गौरी

I love to eat:

Dal Makhani
Dosa + Idli
Poha

I love to participate in:

Drawing,
Sports

I do not like

outside - junk food

I want to know more about

Nature
surroundings
Bike

How do I cope with it?

Learner's Insights



Learner can paste a picture of family members.



PORTFOLIO INDEX

S. No.	Portfolio (certificate, sheet, other)	Endorsement/verified	Details with remark	Sign of teacher with date
1	<u>Bike</u>	<u>Verified</u>	<u>For drawing the Swachh Bharat in classroom.</u>	<u>[Signature]</u>
2				
3				
4				
5	<u>Prize/Reward</u>	<u>Verified</u>	<u>Reward for presenting good pledge in morning assembly</u>	<u>[Signature]</u>
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

STUDENT ANECDOTAL FORM

S.No.	Date	Place/Time	Incident in brief	Teacher's remark with follow up action if required.	Sign of teacher with date
1					
2			<u>At home</u>	<u>Not completing his lunch.</u>	
3			<u>and always chew in a hold in classroom mouth.</u>	<u>Teacher instruct with parents and ask him to come and lunch with her.</u>	<u>[Signature]</u>
4					
5					
6					
7					
8			<u>Morning Unable to assembly sit and stand properly.</u>	<u>Taking help of special educator to control his activities and in lines/queue.</u>	<u>[Signature]</u>
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

Class Teacher

Principal

OBSERVATION CHECKLIST

[BACK](#)

Adjustment and Following Routine/ Rules	Rarely	Sometimes	Always	Participation in Art Activities for Creative; Aesthetic and Fine Motor Development	Needs help	Can do with difficulty	Can do	Participation in Outdoor Play Activities	Needs help	Can do with difficulty	Can do with ease
Comes to school happily	☐	☐	☐	Make curves in the sand	☐	☐	☐	Throws a ball in a particular direction	☐	☐	☐
Greet teachers and peers	☐	☐	☐	Print stamps with ease	☐	☐	☐	Catches a ball from a short distance	☐	☐	☐
Takes care of own and other's belongings	☐	☐	☐	Strings beads according to the colour and sequence	☐	☐	☐	Involves self in sand and water play activities	☐	☐	☐
Shares material with other children	☐	☐	☐	Does freehand drawing with ease	☐	☐	☐	Kicks a ball towards a target or direction	☐	☐	☐
Helps others	☐	☐	☐	Does tearing and pasting	☐	☐	☐	Shows agility in Yoga stretching exercises and dance	☐	☐	☐
Cares for others and the environment	☐	☐	☐	Does clay or dough moulding	☐	☐	☐	Hops forward and backward	☐	☐	☐
Waits for one's turn	☐	☐	☐	Demonstration of Numeracy Skills and Environmental Awareness	Needs help	Can do with difficulty	Can do	Crawls with ease	☐	☐	☐
Participates actively in group activities	☐	☐	☐	Shows curiosity and vigor to explore things in the environment	☐	☐	☐	Participation in Art Activities for Creative/Aesthetic and Fine Motor Development	Needs help	Can do with difficulty	Can do with ease
Enjoys playing with objects and with peers	☐	☐	☐	Identifies objects using senses (touch, amell, taste, sight and sound)	☐	☐	☐	Does simple origami or paper folding	☐	☐	☐
Express their emotions	☐	☐	☐	Matches objects with one attribute (shape/ colour/size)	☐	☐	☐	Crumples and pastes	☐	☐	☐
Takes initiatives during activities	☐	☐	☐	Finds differences by comparing two pictures	☐	☐	☐	Draws with finer details	☐	☐	☐
Involves self in dance	☐	☐	☐	Matches, identifies, names and sorts basic colours	☐	☐	☐	Colours within smaller spaces	☐	☐	☐
Follows the rules of the game and routine	☐	☐	☐	Demonstrates understanding of part and whole relationship	☐	☐	☐	Paints with thick brushes	☐	☐	☐
Follows simple instructions	☐	☐	☐	Understands the concept of empty and full	☐	☐	☐	Does printing using fingers and blocks, etc.	☐	☐	☐
Participation in Outdoor Play Activities	Needs help	Can do with difficulty	Can do	Demonstration of Oral Expression	Rarely	Sometimes	Always	Does printing with a variety of objects	☐	☐	☐
Involves self in sand and water play.	☐	☐	☐	Talks freely with adults and children	☐	☐	☐	Makes basic shapes with clay or dough	☐	☐	☐
Balances body (walks forward and backward on curved or zig-zag line)	☐	☐	☐	Expresses feelings, needs and shows interest (through verbal and non-verbal gestures)	☐	☐	☐	Demonstration of Numeracy Skills and Environmental Awareness	Needs help	Can do with difficulty	Can do with ease
Runs slow and fast according to the need	☐	☐	☐	Speaks clearly in complete sentences	☐	☐	☐	Compares length of different objects	☐	☐	☐
Throws and catches the ball with two hands	☐	☐	☐	Listen attentively to stories and rhymes	☐	☐	☐	Observes/explores simple natural phenomena with guidance	☐	☐	☐
Jumps over the hurdles	☐	☐	☐	Enjoys singing rhymes and songs	☐	☐	☐	Sorts objects based on more than one attribute (shape/ colour/size)			
Identifies mistakes or missing parts if a part is hidden	☐	☐	☐	Demonstration of Emergent Reading Skills	Rarely	Sometimes	Always	Arranges objects in order (size—length/height)	☐	☐	☐
Arranges objects in order based on size (length and height)	☐	☐	☐	Explores and engages with pictures, books and other print material	☐	☐	☐	Identifies and completes the pattern (AA,BB/AB,AB)	☐	☐	☐
Does simple non-standard measurement activities, independently	☐	☐	☐	Listens attentively to stories and rhymes	☐	☐	☐	Recognises and names shapes (circle, square, triangle, rectangle)	☐	☐	☐
Uses vocabulary such as shorter, taller, bigger, smaller, heavier and lighter	☐	☐	☐	Names objects in the picture	☐	☐	☐	Solves complex mazes with 2 to 4 barriers	☐	☐	☐
Expresses social relationship with others	☐	☐	☐	Identifies words in a sentence	☐	☐	☐				
Express feelings appropriate to the situation	☐	☐	☐	Adjustment and Following Routine and Rules	Rarely	Sometimes	Always	Demonstration of Oral Expression	Rarely	Sometimes	Always
Speaks about events, friends and festivals, etc.	☐	☐	☐	Demonstrates understanding of good touch and bad touch	☐	☐	☐	Comprehends and answers after listening	☐	☐	☐
Identifies texture using tactile sense	☐	☐	☐	Tries to build social relationships with others	☐	☐	☐	Describes and retells using rich details in complete sentences	☐	☐	☐
Identifies and solves problems	☐	☐	☐	Participates in activities	☐	☐	☐	Engages in meaningful conversations	☐	☐	☐
Demonstration of Oral Expression	Rarely	Sometimes	Always	Suggests solutions to problems and makes adjustments	☐	☐	☐	Identifies the beginning, middle and end sounds of words	☐	☐	☐
Comprehends short texts by listening	☐	☐	☐	Identifies between right and wrong	☐	☐	☐	Makes new words by adding or substituting syllables	☐	☐	☐
Describes and retells any event or visual in short sentences	☐	☐	☐	Discusses ways to resolve conflicts	☐	☐	☐	Expresses answers or asks questions creatively	☐	☐	☐
Identifies, blends and segments syllables	☐	☐	☐	Helps adults, teachers or children in the school	☐	☐	☐	Demonstration of Emergent Reading Skills	Rarely	Sometimes	Always
Identifies beginning and end sounds of common words	☐	☐	☐	Shows sensitivity towards other's feelings and needs especially, children with special needs	☐	☐	☐	Identifies punctuation marks like full stop and commas in the print	☐	☐	☐
Expresses creatively	☐	☐	☐	Demonstrates fraternity and team spirit by sharing one's material	☐	☐	☐	Independently reads simple text in full sentences	☐	☐	☐
Enjoys singing rhymes and songs	☐	☐	☐	Follows multiple instructions	☐	☐	☐	Retells a familiar story with the beginning, middle and end events in a sequence	☐	☐	☐
Demonstration of Emergent Reading Skills	Rarely	Sometimes	Always	Arrange things in place	☐	☐	☐	Chooses books from the book or reading area	☐	☐	☐
Identifies rhyming words	☐	☐	☐	Cares for plants and animals	☐	☐	☐	Comprehends pictures and meaningful words	☐	☐	☐
Recognises sound-symbol association	☐	☐	☐	Participation in Outdoor Play Activities	Needs help	Can do with difficulty	Can do	Demonstration of Emergent Writing Skills	Rarely	Sometimes	Always
Attempts to read words	☐	☐	☐	Aims at a target with a ball	☐	☐	☐	Tries to express ideas in words and drawings	☐	☐	☐
Identifies conventions of print such as left-to-right writing, reading from top-to-bottom	☐	☐	☐	Catches ball	☐	☐	☐	Attempts to write alphabets and numbers	☐	☐	☐
Demonstration of Emergent Writing Skills	Rarely	Sometimes	Always	Hops on the spot or participates in a hopping race	☐	☐	☐	Uses tools with ease to convey meaning through drawing	☐	☐	☐
Holds writing or colouring tools with better grip	☐	☐	☐	Climbs stairs and rope confidently	☐	☐	☐				
Uses writing tool appropriately	☐	☐	☐	Participates in games, dance and yoga activities	☐	☐	☐				
Reads one's drawing and explains it using simple words	☐	☐	☐	Kicks a ball towards a target	☐	☐	☐				
				Pushes tyres and barrels	☐	☐	☐				
				Bounces a ball with ease	☐	☐	☐				
				Shows agility in yoga, stretching exercise and dance	☐	☐	☐				

FLN Competency Tracker

[BACK](#)

As Class Teacher

Read-only access. As class teacher you can view activities, download PDFs, and check status — only subject teachers can create or edit assessments.

AS CLASS TEACHER — ASSESSMENT

II Sec A

View assessment activities, track completion and student levels (read-only)

Assessment Activities (13)

[See Current Status of Activities](#)[See Newly Admitted Students' Activity](#)[Final Assessment Reporting](#)[All Activity Excel Report](#)

Term: All Terms Cycle: All Cycles Class: All Classes Subject: All Subjects [Apply](#) [Reset](#)

Date	Submitted On	Action Needed	Activity	Subject	Competency Code	FLN Code	Type	Term	Status of Completion	Beginner
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[SIS Dashboard](#)[Students](#)[Attendance](#)[Predictive Score](#)[Student ID Card](#)[Assessment & Evaluation](#)

Final Assessment Reporting

Term

Class / Section

Term 1

II — Sec A

[Load Report](#)

Shows final averaged assessment per competency for each student across all cycles and activities in the selected term. Not assessed cells show Pending.

Select a term and click Load Report.

Current Status of Activities

FLN Code	Lakshya	CYCLE 1 (TERM 1)			CYCLE 2 (TERM 1)			CYCLE 3 (TERM 1)			CYCLE 4 (TERM 1)			CYCLE 5 (TERM 1)		
		ACT	ADDITIONAL	STATUS	ACT	ADDITIONAL	STATUS	ACT	ADDITIONAL	STATUS	ACT	ADDITIONAL	STATUS	ACT	ADDITIONAL	STATUS
20001	The learner converses and talks about the print available in the classroom."	1	30/45	Partially Completed	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending
20002	The learner engages in conversation to ask questions and listen to others."	1	35/45	Partially Completed	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending
20003	The learner recites songs/poems."	0	0/45	Pending	1	42/45	Partially Completed	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending
20004	The learner repeats familiar words occurring in stories/poems/print etc."	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending
20005	The learner reads and narrates/tells the stories from children's literature/textbook."	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending
20006	The learner creates meaningful new words from the letters of a given word."	1	30/45	Partially Completed	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending
20007	The learner reads age appropriate unknown text of 8-8 sentences."	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending	0	0/45	Pending

CLASS-1 (ORAL)

Lakshya -1	Lakshya -2	Lakshya -3
The learner converses and ask questions with friends and class teacher about his/her needs, familiar persons and surroundings	The learner talks about the print available in the classroom, school premises and surroundin	The learner recites rhymes / songs/ poems with understanding

CLASS-2 (ORAL)

Lakshya -1	Lakshya -2	Lakshya -3
The learner converses and talks about the print available in the classroom.	The learner engages in conversation to ask questions and listens to others.	The learner recites songs/ poems.

CLASS-1 (READING)

[BACK](#)

Lakshya - 1	The learner participates during read aloud/ story telling sessions in an active way and answers questions during and after story sessions; acts out familiar stories with props and puppets.
Lakshya - 2	The learner uses sound-symbol correspondence to read new words.
Lakshya - 3	The learner reads small sentences consisting of at least 4-5 simple words in...

CLASS-2 (READING)

Lakshya - 1	Lakshya - 2	Lakshya - 3	Lakshya - 4
The learner reads and narrates /retells the stories from children's literature/ textbook	The learner creates meaningful new words from the letters of a given word.	The learner reads age appropriate unknown text of 6 to 8 sentences with simple words with comprehension,	The learner repeats familiar words occurring in stories/poems/print etc

CLASS-1 (WRITING)

[BACK](#)

Lakshya - 1	The learner develops familiarity with matras in words occurring in familiar context (Story/Poems/environment/Print etc.	
Lakshya - 2	The learner writes, draws and/ or makes things to convey meaning and represent names on her/his worksheet, greeting messages, draws pictures that are recognizable objects/people.	
Lakshya - 3	The learner uses sound symbol correspondence to write words with invented spellings.	
Lakshya - 4	The learner writes 2-3 sentences with understanding.	

CLASS-2 (WRITING)

Lakshya - 1	The learner writes short/ simple sentences to express their understanding and expressions.
Lakshya - 2	The learner writes 4 to 5 short sentences with legible writing.

COMPETENCY BASED ASSESSMENT

[BACK](#)

P M SHRI KENDRIYA VIDYALAYA CHHATARPUR

CLASS - _____ CYCLE TEST-3 SUBJECT- ENGLISH

NAME OF THE STUDENT - _____ ROLL NO. _____

Oral				F I N V A L U E	Reading			F I N V A L U E	Writing				F I N V A L U E
Lakshya	Lakshya	Lakshya	Lakshya		Lakshya	Lakshya	Lakshya		Lakshya	Lakshya	Lakshya	Lakshya	
1	2	3	4		1	2	3		1	2	3	4	

Lakshya 1

1. Write the missing beginning letters.

b, t, u, p, s, e, h, c, m

	...ig		...onkey
	...mbrella		...up
	ee		gg
	...tar		orse
	omato		

Lakshya 2

2. Draw picture of a thing you see in the morning and one in the night.



Morning



Night

3. Read and match.

Column A	Column B
	Good evening
	Good morning
	Good afternoon
	Good night

Lakshya 3

4. Listen and write:

Lakshya 4

5. Write about yourself.

I have ten fingers.

I have _____

I have _____

I have _____

I have _____

I have _____