The Map of Part A

Watch the thread: interests → goals → time → career → courses

A (1) — **General Information**

Pen: Teacher, with parent

PE — **Physical pages: 3 tables**

Pen: Teacher / PE facilitator

A (2) — **Self-Assessment & Goals**

Pen: Child; teacher guides

A (3) — **Time Management**

Pen: Child; peer comments

A (4) — **Plans after School**

Pen: Child + family talk

A (5) — **Accomplishments Inventory**

Pen: Child; revisited

A (6)+ — **Skills for Life + Courses**

Pen: Child; teacher approves

From A (2) onward the pen changes hands: the child writes, you guide.

Part A (1): General Information

"To be filled by the teacher in consultation with caregiver/parent" — an instruction, not decoration

SPECIMEN FOR TRAINING - NBSE

PART-A (1)

Name of the School: Govt. High School, Chiephobozou

Address of the School: Chiephobozou Town, Kohima District, Nagaland

Village/Ward: Chiephobozou BRC: Chiephobozou CRC: CRC-1

District: Kohima State: Nagaland Pin Code: 7 9 7 1 0 9

UDISE+ Code: 1 3 0 7 0 1 0 1 0 7

Teacher Code: N B S E T 0 4 2 1 7 0 3

GENERAL INFORMATION

(To be filled by the teacher in consultation with caregiver/parent)

Student Name: Asenla

Date of Birth: 14 March 2012 Gender: Female

APAAR ID: 1 0 4 2 1 6 3 5 8 9 0 7

UDID (only for CWD):

Grade: Grade 9 ✓ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐

Photograph

Class Roll No.: 14 Registration No. of Student Given by School: GHS/IX/2026/14 Section: A

The fields

- **School block + UDISE+ code + your Teacher Code — from records, not memory.**
- **APAAR ID pending? Fill the rest; enter it when issued.**
- **UDID: only for children with disabilities — an entitlement, handled with dignity.**

The attendance table, filled to September — specimen

SPECIMEN FOR TRAINING · NBSE

ATTENDANCE

Months	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
No. of School Days	22	20	22	18	22	24	23	23	24				
No. of Days Present	20	19	21	17	20	12	21	21	21				
% of Attendance	91	95	95	94	91	50	91	87.5	87.5				
If attendance is low then reasons thereof	Jun: needed at home for transplantation; family informed. Worksheets shared.												

Note: Establishing a benchmark for low attendance serves as a proactive, course-corrective measure under the RTE Act,

NBSE edition: columns run Jan–Dec · Oct–Dec and Total blank — honesty, not incompleteness

Attendance: Monthly, and Humane

Printed on the card, from the RTE Act: timely support "rather than punitive action"

	June	July
School days	24	23
Days present	12	21
%	**50 — LOW**	92

Reasons row — after speaking to her mother:

"Needed at home during transplantation; family informed the school. Extra worksheets shared."

Three rules

- Fill at the END of every month — never at year-end from memory.
- A low % is a SIGNAL: find out what is happening in the child's life.
- The reasons row holds your finding — not your annoyance.

A fact + a family in contact + an intervention. Two sentences.

Interests, ticked by Asenla — specimen

SPECIMEN FOR TRAINING · NBSE

INTEREST (I am interested in)*:

Reading ☐ Dancing or Singing or Playing a musical instrument ☐ Sport or Games ☑

Creative writing ☐ Gardening ☐ Yoga ☐ Art ☑ Craft ☐ Cooking ☐

Participation at home ☐

Others ☐ Please specify .....

.....

.....

* May choose more than one option

Sport or Games and Art — her ticks, her pen.

Interests: The Thread Begins Here

"I am interested in" — the learner ticks; more than one allowed

Reading	Dance / Music	**Sport or Games ✓**	Creative writing
Gardening	Yoga	**Art ✓**	Craft
Cooking	Participation at home	Others…	

Let the child tick honestly — the card explicitly honours "Participation at home". **Others: bamboo craft, weaving, choir, beekeeping.**

Not decoration — a thread. Asenla's ticks resurface in her goals (A2), her Time Map (A3), her career plan (A4).

Physical Ability: Yes / Sometimes / Not Yet

Filled by the TEACHER or PE facilitator from direct observation — never by the learner



Movement & Fitness

100 m · pull-ups · high jump & long jump



Motor & Coordination

Exact counts: 7 steps, jumps, hops · 70 skips



Games & Activities

Kho-kho, football, kabaddi · yoga, gymnastics

Asenla, 2 sessions

100 m: Yes

Pull-ups: Sometimes

70 rope skips: Not Yet (≈40)

Football: Yes

Yoga: Sometimes

Sometimes / Not Yet are not failure stamps — they are your coaching plan. Her gaps become a month of rope-skip pairs and pull-up progressions.

Physical Ability, after two games periods — specimen

SPECIMEN FOR TRAINING • NBSE

Learner's Physical Ability				
		Yes	Sometimes	Not Yet
Movement & Fitness	Runs 100 metres with appropriate effort, coordination and control.	✓	○	○
	Performs or appropriately attempts pull-ups, demonstrating upper-body strength and control.	○	✓	○
	Performs a high jump with appropriate coordination and a safe landing.	✓	○	○
	Performs a long jump with balance, coordination and a safe landing.	✓	○	○
Motor & Coordination Skills	Throws a ball with control, coordination and appropriate force.	✓	○	○
	Performs seven consecutive steps with balance, rhythm and coordination.	✓	○	○
	Performs seven consecutive jumps with balance and controlled landing.	✓	○	○
	Performs seven consecutive hops while maintaining balance and body control.	○	✓	○
	Performs seventy skips while maintaining rhythm and coordination.	○	✓	○
	Performs seventy rope skips while maintaining rhythm, coordination and control.	○	○	✓

SPECIMEN FOR TRAINING · NBSE

- Filled by the PE facilitator — never by Asenla.
- One tick per row: Yes, Sometimes or Not Yet.
- Not Yet on seventy rope skips → next month's coaching plan.

Participates in Games/Sports & Other Activities	Participates actively in organised games/sports such as kho-kho, football, kabaddi/net games such as badminton, volley ball/ field games such as cricket, athletics/ relays, or any structured/free play session), applying appropriate movement skills and following rules.	✓	○	○
	Participates in gymnastics, Yoga, or other physical activities, demonstrating balance, flexibility, coordination and body control.			

Assessed in games periods, Feb–Mar – PE facilitator

Play Habits: Asenla the footballer — specimen

PLAY HABITS ASSESSMENT RUBRIC

(Aptitude & Interest in Games, Sports and Movement Activities)

Use for a learner's chosen sport/activity practised at a competitive level, e.g., a specific invasive game (football, kabaddi, basketball), net game (badminton, volleyball), field game (cricket, athletics), yoga, or any structured practice/match session.

Abilities	Beginner	Proficient	Advanced
Awareness	Has basic familiarity with the movement skills of a chosen sport/activity but is not yet consistent. Needs support to understand movement concepts, principles, or rhythmic drills that would improve performance. Rarely manipulates space and equipment effectively during play.	Exhibits reasonable proficiency in most movement and motor skills required for a chosen sport/activity. Applies some movement concepts and principles to refine skills, with occasional guidance. Manipulates space and equipment appropriately in most game situations.	Exhibits high proficiency in all movement and motor skills required to participate and excel in at least one sport, yoga, or physical activity. Independently applies complex movement concepts and principles to refine skills and explains their role (e.g., rhythmic drills) in improving performance. Consistently manipulates space and equipment effectively; uses this to develop a personal physical activity plan and charts tournament levels/ participation criteria for their sport of choice.
Sensitivity	Rarely reflects on own or others' behaviour before, during or after physical activity. Needs frequent reminders to behave fairly and responsibly in tough or competitive situations. Struggles to accept defeat gracefully or stay modest after winning.	Reflects on own and others' behaviour with some support; recognises the importance of emotional/mental support for performance. Demonstrates fairness and responsible behaviour in tough situations most of the time. Usually accepts defeat gracefully and stays modest after a good performance.	Consistently reflects on and regulates own and others' behaviour before, during and after activity. Articulates why emotional/mental support matters and proactively provides it to teammates. Modifies or creates inclusive games/ rules and safety protocols; shows fairness, modesty and grace in all situations. By Grades XI-XII, takes on leadership roles such as refereeing, umpiring, or mentoring younger students in fair play and safety.
Creativity	Uses only a single, pre-decided strategy during a game. Rarely adjusts approach when a strategy or move is not working and struggles to think of more than one way to respond to a play situation. Does not connect techniques or ideas learned in one game or sport to another.	Designs and tries more than one strategy for a game, with some support. Adjusts approach with some support when a strategy is not working and tries an unfamiliar game, position or role with encouragement. Connects a technique learned in one game to a related one, with guidance.	Independently designs and implements multiple strategies in a game, adapting them to the situation. Confidently shifts strategy mid-game in response to the opponent, feedback or changing conditions. Actively seeks out and tries new games, positions or formats out of genuine curiosity and synthesises techniques or tactics from different games/sports into one novel, coherent approach.

SPECIMEN FOR TRAINING · NBSE

- Specific chosen sport/ activity
- One cell circled per ability row — nothing else.
- Proficient · Proficient · Beginner: uneven is normal, and useful.

Play Habits Rubric: One Chosen Sport, Over Time

Asenla is assessed as a FOOTBALLER, not a general sportsperson — coach observation, several sessions

Ability	Beginner	Proficient	Advanced
Awareness	Basic skills	**ASENLA ✓**	Plans own practice
Sensitivity	Struggles with defeat	**ASENLA ✓**	Referees, mentors
Creativity	**ASENLA ✓ one strategy**	Tries alternatives	Shifts mid-game
	The printed cells are the full definitions — your job is honest matching, cell to child.		

P · P · B is not a problem with the child — it is the point of three abilities. Her coach now works on match strategy, not skills.

Health Habits Rubric: A Pattern, Never One Session

Goal planning · yoga · conditioning · dance · wellness plan review



Awareness

Sets fitness goals; tracks own progress



Sensitivity

Links activity to confidence and mental health



Creativity

Connects choices to interests and long-term goals

Asenla, over a month

- Plans warm-ups with the teacher — P
- Sees how activity builds confidence — P
- Links football to nursing fitness — P

The rule

Rate the pattern across sessions. Seen the child once? Then you are not ready to fill this page.

Health Habits, over a month of sessions — specimen

SPECIMEN FOR TRAINING · NBSE

- Proficient across all three abilities — a pattern, never one class.
- The circle is drawn only after several sessions.

HEALTH HABITS ASSESSMENT RUBRIC (Aptitude & Interest in Fitness and Well-being Practices) Use for activities such as personal fitness-goal planning, yoga, strength/conditioning circuits, dance or gymnastics for self-expression, or a personal wellness plan review.			
Abilities	**Beginner**	**Proficient**	**Advanced**
Awareness	Has limited ability to set a personal physical activity/fitness goal without help. Rarely assesses own progress in terms of effort, process or outcome. Has limited understanding of how heredity, environment or diet affect growth and performance.	Sets physical activity/fitness goals with some guidance and assesses progress in terms of effort and outcome. Plans and schedules exercises/warm-ups in consultation with a teacher. Recognises common bone/muscle injuries and basic first aid and identifies some factors affecting growth, with support.	Independently sets, monitors and adjusts personal fitness goals, assessing progress in terms of effort, process and outcome. Independently plans and schedules a personal exercise/warm-up routine. Evaluates how heredity, environment and diet affect growth; identifies and responds to common injuries; challenges misconceptions about adolescent growth.
Sensitivity	Rarely discusses how physical activity affects personal well-being or self-confidence. Shows limited awareness of the role of physical activity in social interaction or culture. Has limited appreciation for the aesthetic value of physical performance.	Discusses activities that bring personal satisfaction and recognises how activity affects self-confidence, with some prompting. Identifies diverse cultures through dance, physical activity, or local games. Shows growing appreciation for the aesthetic appeal of physical performances.	Examines and explains how physical activity improves self-confidence, self-esteem and mental health. Explains the role of physical activity in social interaction through history and culture. Appreciates and articulates the aesthetic appeal of physical performances; connects nutrition, exercise and mental health.
Creativity	Follows only teacher-designed fitness/wellness plans. Rarely explores dance, gymnastics or other forms of physical expression. Needs significant support to link activity choices to personal interests or goals.	Develops a personal physical activity plan with support and follows it with occasional reminders. Explores one or two forms of physical expression (e.g., dance, gymnastics) with encouragement. Begins to connect activity choices to personal interests or long-term goals.	Independently develops, follows and assesses a personal physical activity plan. Confidently expresses themselves through dance, gymnastics or other physical activities of choice. Connects physical activity choices to long-term personal goals, interests and well-being. By Grades XI-XII, helps organise school-level fitness/wellness events or facilitates circle-time sessions for younger students.

Part A (2): From Vague to Specific

The child writes, you guide — check-ins at 1 week, 6 weeks, 6 months. Diary them.

The 30-second dialogue

"My goal is to do well in studies."

— Which subject? "Maths."

— Last year's score? "41."

— What counts as well? "60?"

— **Write that.**

The goal, with dates

"At least 60 in Maths in the final exam."

- 1 wk: clear pending homework
- 6 wks: 2 chapters with Vikho
- 6 mo: one old paper monthly

If you cannot check it, it is not yet a goal.

A (2) in Asenla's hand — specimen

SPECIMEN FOR TRAINING • NBSE

PART A (2)

Self-Assessment

(To be filled in the guidance of teacher)

Circle the most appropriate option.	
Last year, my performance at school was ... – +	My teachers thought my effort last year were ... – +

This year, I will try new things like...	I will work harder on things like...
Joining the school football team tryouts	*Maths practice every evening*

My career aspirations is/are	To fulfill my aspirations, I need to
1. *Nurse*	1. *Score at least 60 in Maths*
2. *Sports coach*	2. *Improve Science diagrams*
3.	3.
4.	4.

Goals!

My goal in school last year was...

To pass all subjects

Why was the goal important to you?

I failed one test and was afraid

What's the status of the goal?

☑ Accomplished ☐ Still working

One specific goal I would like to achieve in school by the end of this year:

Score at least 60 in Mathematics in the final exam

How will I know I have achieved this goal?

Mark sheet shows 60+

To achieve this goal, things I need to do:

A week from now: *Finish pending Maths homework*

6 weeks from now: *Two chapters practised with Vikho*

6 months from now: *One old question paper monthly*

Things that will help me achieve this goal		
My strengths/abilities	**Support I get at home/in the community**	**Support I get at school**
1. *Disciplined*	1. *Brother checks work Sundays*	1. *Friday doubt-clearing*
2. *Do not give up*	2.	2.
3.	3.	3.

Some goals I have achieved till date and I am proud of/happy with...

I cooked for the whole family during harvest.

I was chosen football captain of my class team.

A (2) in Asenla's hand — specimen

SPECIMEN FOR TRAINING • NBSE

Goals!

My goal outside of school last year was...

Play in the school team

What's the status of the goal?

☐ Accomplished ☑ Still working

One specific goal I would like to achieve outside of school by the end of this year:

Be selected for the district U-17 football team

How will I know I have achieved this goal?

The selection list in October

To achieve this goal, things I need to do:

A week from now: *Practise 30 minutes daily*

6 weeks from now: *One full practice match weekly*

6 months from now: *Attend the district selection camp*

GOAL OUTSIDE OF SCHOOL

Things that will help me achieve this goal

My strengths/abilities	Support I get at home/in the community	Support I get at school
1. *Speed and stamina*	1. *Father allows evening practice*	1. *PE teacher's coaching*
2. *Team spirit*	2.	2.
3.	3.	3.

Why does this goal matter to you?

Football makes me confident and I want to represent my district.

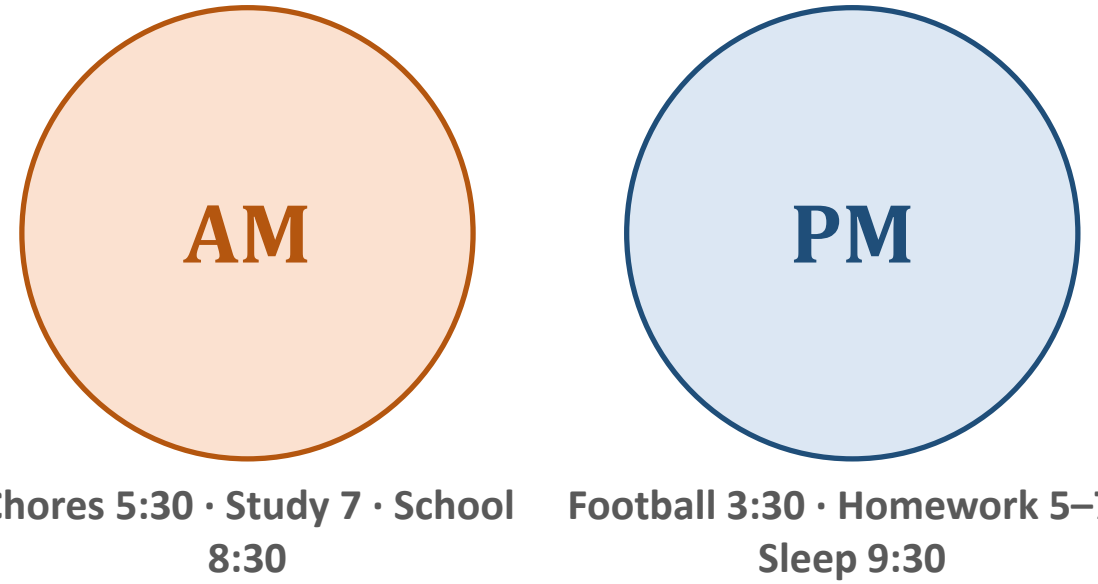
Some goals I have achieved till date and I am proud of/happy with...

I cooked for the whole family during harvest.

I was chosen football captain of my class team.

Part A (3): The Time Map

The guide's tone rule: never judgmental — share exemplars from your own life instead



Chores 5:30 · Study 7 · School 8:30

Football 3:30 · Homework 5–7 · Sleep 9:30

On the page

- 5 habit statements — honesty needs safety
- More time on / less time on
- A PEER comments on the map: "Shift football after homework in exam weeks." — Vikho

PAIR ACTIVITY (5 min): Describe your own yesterday as two clocks; name one thing to spend less time on.

A (3): statements, habits, Time Map — specimen

SPECIMEN FOR TRAINING • NBSE

PART A (3)

Time Management

Tiek (✓) the most appropriate option.

Statements	Rarely	Sometimes	Usually	Almost Always
1. I like following a schedule.			✓	
2. I get distracted and do not start my tasks on time.		✓		
3. I do things at the last minute.		✓		
4. I can figure out how much time assignments and projects will take.			✓	
5. I am good at deciding which tasks to do first.			✓	

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- Short honest answers beat essays
- Ticks first, then the clocks.
- Fill it multiple times.

My Time Habits

What time of the day is best for you...	How much time do you spend on schoolwork after school?	How much time do you spend on physical fitness?	How much time do you spend on other things? (With friends, on your phone, etc.)
...to study? *Early morning*	*About 2 hours*	*1 hour football daily*	*About 1 hour on phone*
...to play/exercise? *Late afternoon*		How much time do you spend taking care of your emotional wellbeing? *Drawing; talking to Vikho*	Do you make to-do lists for your daily tasks? Why / Why not? *Before exams – it helps me not forget tasks*
...to relax? *After dinner*		What do you do to improve your physical and mental fitness? *Morning run, skipping*	
...to spend time with friends and family? *Sunday*			

A (3): statements, habits, Time Map — specimen

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One thing I would like to spend **more time** on:	One thing I would like to spend **less time** on:
Maths practice	*Phone in the evening*

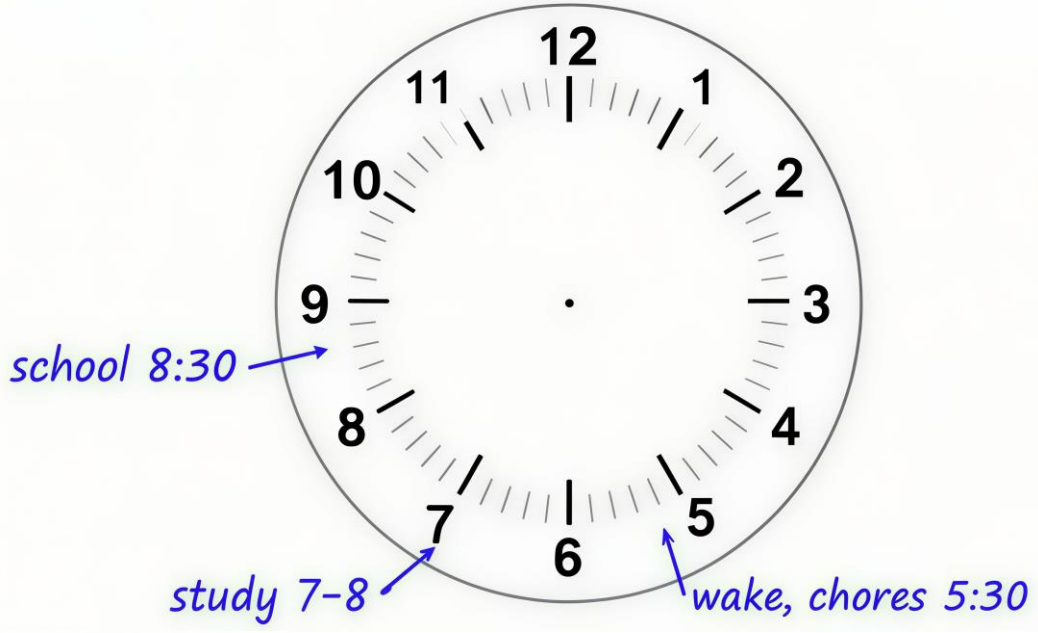
Time Map

How do you plan your day? Use the clocks to map the activities you do in a day. Later, think about the following questions:

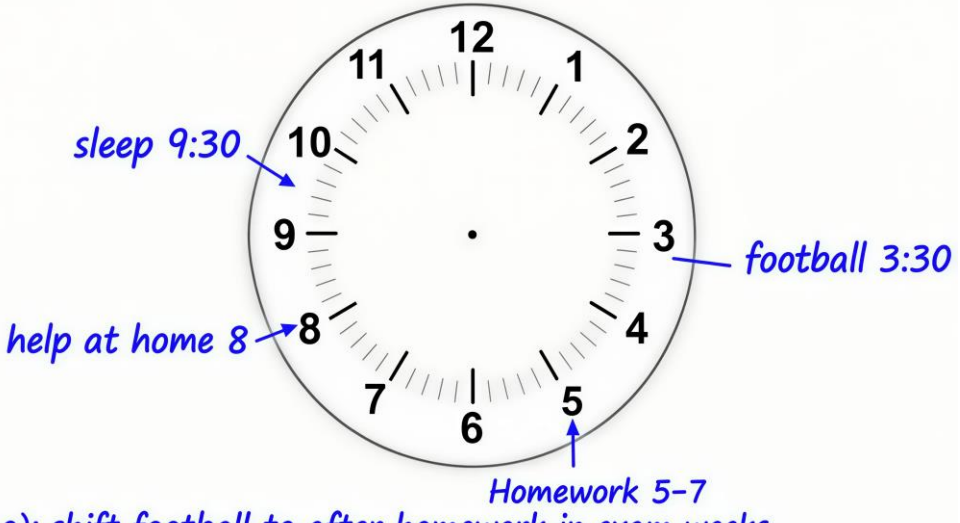
- Is there any activity you should be spending **more time** on?
- Is there any activity you should be spending **less time** on?

As a follow-up, ask any peer to comment on your schedule and answer the questions above.

AM



PM



Peer (Vikho): shift football to after homework in exam weeks.

Part A (4): Widen the Menu

The guide's warning: explore alternatives — not what they think they are supposed to write



College, general education



Skill training



Professional institute



Any other

A (4): the nursing plan — specimen

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PART A (4)

Plans after School

The next big step of my life

After I finish school, I want to…

☐ go to college for a general education	☐ take up a skill training full time/part time	☑ prepare for my next step for admission in a professional institute/college	☐ Any other, please specify _____

I plan to go to college/Skill institute/professional institute

College/Skill Institute/Professional Institute: *School of Nursing, Kohima*

Course/Skill Training: *General Nursing & Midwifery*

Type of Course: ☐ Certificate ☑ Diploma ☐ Degree

I plan to pursue a skill-based course. I would like to work…

- ☐ in a corporation or private business
- ☐ in my own business
- ☐ in my family business
- ☐ in government
- ☐ Any other _____

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- One door ticked; Diploma ticked below it.
- Institute and course named in full.
- Discussion table in points, exactly as the card asks.
- Work-route boxes untouched — not her path, no decoration.

Please discuss the following with your teacher/counsellor/parent/caregiver/peer. (Just mention in points)

What strengths or abilities will be most helpful for you in fulfilling this plan?	What will you need to improve in order to achieve this plan?	What challenges do you think you will face in fulfilling this plan?
I care for people *Disciplined* *Do not panic*	*Science marks, diagrams* *Spoken English*	*Fees* *Institute far from village*

Future Self and the parents' line — specimen

SPECIMEN FOR TRAINING · NBSE

Let's imagine your 'Future Self', 10 years from now...

What will you be doing to **improve** yourself?	What will you be doing to **support** your friends and family?	What will you be doing to **improve** society?
Complete my nursing degree and keep learning.	*Help my parents and my brother's studies.*	*Serve in a village health centre with no nurse.*

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- **Three futures in one sentence each.**
- **Slider circles sit where she put them — including the cautious ones.**
- **Parents' feedback: actionable intelligence.**

How do I feel about my future?

Circle as applicable.

Prepared – +

Excited – +

Confident – +

Curious – +

Why do you think so?

I know what I want, but the fees worry me a little.

Parents' feedback

We support her choice. We will need guidance about scholarships.
— Mother

Part A (5): Accomplishments Inventory

"Circle the box once the step is taken — keep coming back till all are circled"

Gathered information	exams · institutes · job roles
Started preparation	tests · forms · portfolio
Academic skills	thinking · collaboration · research
Life skills	budgeting · stress · asking for help
Personal qualities	empathy · resilience · citizenship

Asenla in Sept

Circled: nursing entrance details, time, empathy

Open: portfolio, budgeting

Open boxes ARE the to-do list.

A long-term process, not one year's checklist — a curriculum for adulthood, disguised as circling.

The Inventory in October— specimen

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PART A (5)

Accomplishments Inventory

This inventory will help you keep track of the necessary steps and skills that you may need as you move through school towards your next step. Circle the box that indicates that you have already taken the steps and skills that you have already acquired. Keep coming back to this Inventory till all the boxes have been circled!

Have I gathered information about...	Entrance exams I may appear for	College(s)/University(ies)/ Skill Institutes (national/international) I want to apply to	Prospective job roles/opportunities
Have I started preparation for...	Entrance test(s) and/or interviews	Filling out college/skill institute/professional institute forms	Creating a portfolio highlighting my skills and achievements
Have I aequired academic skills like...	Thinking critically and creatively	Collaborating with peers and respecting various perspectives	Engaging in independent work/research
	Using technology and searching for and accessing information online	The ability to follow directions and manage ambiguity	Managing my time and developing study skills

- Five circles so far — hand-drawn.
- Open boxes are the to-do list, not a failure.
- She returns in December, and next year.

Have I acquired life skills like...	Understanding the value of money and budgeting	Managing stress for self and others	Being safe and avoiding risky behaviours
	Developing holistic self-care routines	Upholding integrity and respecting institutional rules and policies	Asking for help/ assistance when needed
Have I worked to develop personal qualities like...	Mutual respect and tolerance	Empathy	Resilience
	Good citizenship	Appreciation for sustainability	Concern for society

A (6) and the course plan — specimen

SPECIMEN FOR TRAINING • NBSE

PART A (6)

Skills for Life

We develop lots of important skills in our school years. Some of them are useful in school, but some of them are "life skills" that will be important to us in the future, no matter what we do. Think about one important life skill that you have gained and fill out the boxes below.

One important life skill you have learned at home, school or in the community	Experiences at home, school or in the community that helped you develop the skill
Cooking for the family when mother is at the field, and managing the kitchen budget for the week.	During harvest I ran the kitchen for two weeks. I plan meals within what we have.

Why is this skill important to you?

I can take responsibility at home. A nurse also needs to manage and stay calm.

What is another life skill you would like to develop and why do you think it will be important to you?

Speaking confidently in front of people - a nurse must talk to patients and doctors. I will practise in class presentations and church youth group.

Asenla's skill

"Cooking for the family; managing the kitchen budget."

To develop: "Speaking confidently — a nurse must talk to patients and doctors."

A (6) and the course plan — specimen

SPECIMEN FOR TRAINING • NBSE

Plan to do Online Courses

As part of your upskilling at this stage of school education, you are encouraged to do online courses and tutorials that help you develop different competencies. Given below is a list of possible areas you could do some research on before choosing courses that will be of interest.

At the beginning of the year, start planning courses you would like to do over the course of the year.

A course COUNTS only if…

- Teacher approved
- Registration + proof of completion
- End-of-course assessment

Asenla's topics: Health & Nutrition · Public Speaking · Mental Wellness — rhyming with her nursing goal.

Be sure to check with your teacher about which courses are suitable.



3 topics chosen with class teacher — February

Who Fills What — the One-Breath Answer

And the test of Part A, passed

Section	Whose pen/pencil?
General Information	**Teacher, WITH the parent**
Attendance	**Teacher — monthly**
Physical pages	**Teacher / PE — never the child**
A (2) → course plan	**The child, under your guidance**

We now know Asenla's…

attendance story · physical ability· football level · 60-in-Maths goal · daily clock · nursing plan · scholarship need · three courses

Not one mark anywhere — and you know this child better than any marksheet in her file does.