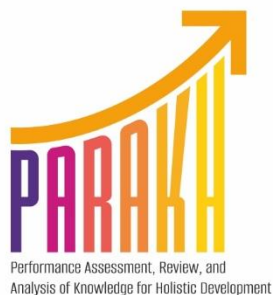




Ministry of Education
Government of India



HOLISTIC PROGRESS CARD (HPC)

FOUNDATIONAL STAGE

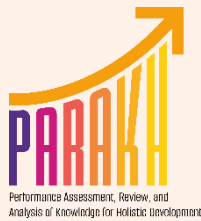


शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



HOLISTIC PROGRESS CARD (HPC)

Foundational Stage



ISBN 978-93-5292-894-1

August 2025

Shravana, Shaka 1947

PD BS

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Holistic Progress Card

HP C

Foundational
Stage

PART-A (1)

Name of the School:

Address of the School:

Village/Ward: BRC: CRC:

District: State: Pin Code:

--	--	--	--	--	--

UDISE+ Code:

--	--	--	--	--	--	--	--	--	--

Teacher Code:

--	--	--	--	--	--	--	--	--	--	--	--

GENERAL INFORMATION

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

Student Name:

Date of Birth: Gender:

APAAR ID:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

UDID (only for CWD):

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Grade: BV1

--

 BV2

--

 BV3

--

 Grade 1

--

 Grade 2

--

Photograph

Class Roll No.: Registration No. of Student Given by School: Section:

ATTENDANCE

Months	Apr	May	June	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Total
No. of School Days													
No. of Days Present													
% of Attendance													
If attendance is low then reasons thereof													

Note: Establishing a benchmark for low attendance serves as a proactive, course-corrective measure under the RTE Act, (designed to trigger timely support for the child rather than punitive action).

INTEREST (I am interested in) *:

Reading <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>		Dancing or Singing or Playing a musical instrument <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>		Sport or Games <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>	
Creative writing <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>		Gardening <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>		Yoga <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>	
	Art <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>		Craft <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>		
		Cooking <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>			
Participation at home <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table>					
Other <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td style="width: 20px; height: 20px;"></td></tr></table> Please specify					
.....					
.....					

* May choose more than one option

ME AND MY SURROUNDINGS

THIS IS

I AM YEARS OLD

My Birthday is on

ME

I live in

.....

.....

.....



This is my family

I WANT TO BE A

WHEN I GROW UP

are my friends

My Favourite :



COLOUR



FLOWER



FOOD



SPORT



ANIMAL



SUBJECT

PART B

FORMATIVE ASSESSMENT FRAMEWORK	
Domain	DOMAIN 1: Physical Development
Curricular Goals <i>(Can choose one or more)</i>	☐ CG1 – Develops habits that keep them healthy and safe ☐ CG2 – Develops sharpness in sensorial perceptions ☐ CG3 – Develops a fit and flexible body
Competencies <i>(Can choose one or more)</i>	
Learning Outcomes	
ACTIVITY	
ASSESSMENT	

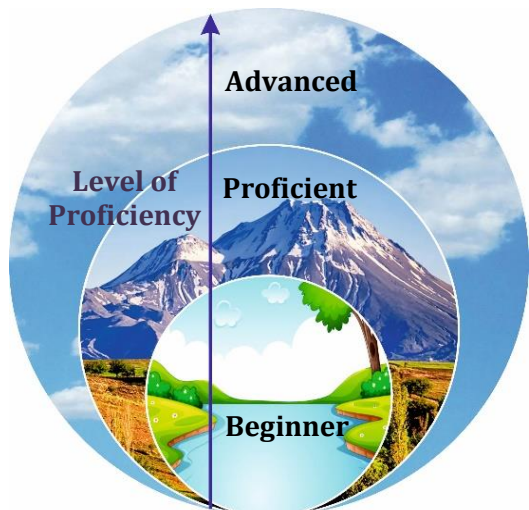
ASSESSMENT RUBRIC			
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

TEACHER'S FEEDBACK

NOTE: For each ability, mark the appropriate level

Observational Notes



Circle the picture that shows how you worked on this activity.

Self Assessment	I liked doing this activity	I found this activity easy	To do this activity, I needed...
	Yes No Do not Know	Yes No Do not Know	Classmate Teacher Books Computer None

Circle the picture that shows how your friend worked on this activity.

Peer Assessment	My friend liked doing this activity	My friend found this activity easy	To do this activity, My friend needed...
	Yes No Do not Know	Yes No Do not Know	Classmate Teacher Books Computer None

Parents/Caregiver/Guardian's Observation

Tick the relevant response: Which of the following do you have at home?

Books and Magazines	Newspapers	Toys, Games and sports	Phone and Computer	Internet	Radio	Broadcast	T.V.	Resources for CWD
☐	☐	☐	☐	☐	☐	☐	☐	☐

Any other (please specify): _____

Comments/Remarks

FORMATIVE ASSESSMENT FRAMEWORK

Domain	DOMAIN 2: Socio-emotional and Ethical Development
Curricular Goals <i>(Can choose one or more)</i>	☐ CG4 – Develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms ☐ CG5 – Develop a positive attitude towards productive work and service or ‘Seva’ ☐ CG6 – Develop a positive regard for the natural environment around them
Competencies <i>(Can choose one or more)</i>	
Learning Outcomes	

ACTIVITY

ASSESSMENT

ASSESSMENT RUBRIC

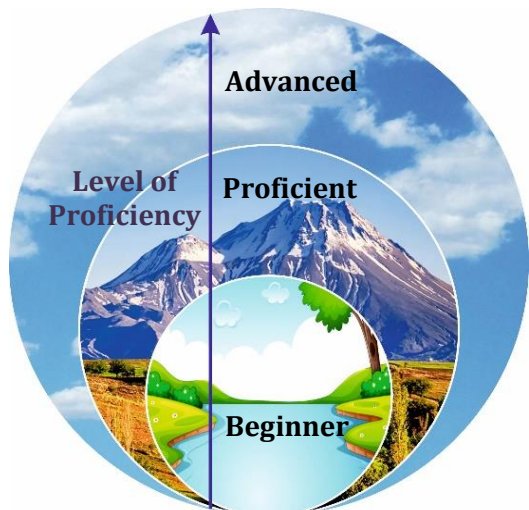
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

TEACHER'S FEEDBACK

NOTE: For each ability, mark the appropriate level

Observational Notes



Circle the picture that shows how you worked on this activity.

Self Assessment	I liked doing this activity	I found this activity easy	To do this activity, I needed...
	Yes No Do not Know	Yes No Do not Know	Classmate Teacher Books Computer None

Circle the picture that shows how your friend worked on this activity.

Peer Assessment	My friend liked doing this activity	My friend found this activity easy	To do this activity, My friend needed...
	Yes No Do not Know	Yes No Do not Know	Classmate Teacher Books Computer None

Parents/Caregiver/Guardian's Observation

Tick the relevant response: Which of the following do you have at home?

Books and Magazines	Newspapers	Toys, Games and sports	Phone and Computer	Internet	Radio	Broadcast	T.V.	Resources for CWD
☐	☐	☐	☐	☐	☐	☐	☐	☐

Any other (please specify): _____

Comments/Remarks

FORMATIVE ASSESSMENT FRAMEWORK

Domain	DOMAIN 3: Cognitive Development
Curricular Goals <i>(Can choose one or more)</i>	☐ CG7 – Makes sense of the world around through observation and logical thinking ☐ CG8 – Develops mathematical understanding and abilities to recognise the world through quantities, shapes, and measures
Competencies <i>(Can choose one or more)</i>	
Learning Outcomes	

ACTIVITY

ASSESSMENT

ASSESSMENT RUBRIC

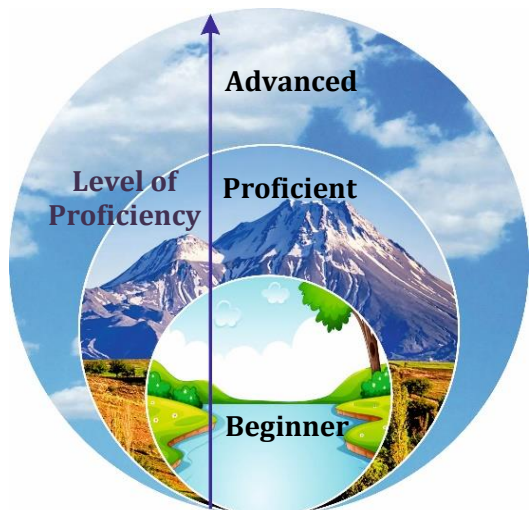
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

TEACHER'S FEEDBACK

NOTE: For each ability, mark the appropriate level

Observational Notes



Circle the picture that shows how you worked on this activity.

Self Assessment	I liked doing this activity	I found this activity easy	To do this activity, I needed...
	Yes No Do not Know	Yes No Do not Know	Classmate Teacher Books Computer None

Circle the picture that shows how your friend worked on this activity.

Peer Assessment	My friend liked doing this activity	My friend found this activity easy	To do this activity, My friend needed...
	Yes No Do not Know	Yes No Do not Know	Classmate Teacher Books Computer None

Parents/Caregiver/Guardian's Observation

Tick the relevant response: Which of the following do you have at home?

Books and Magazines	Newspapers	Toys, Games and sports	Phone and Computer	Internet	Radio	Broadcast	T.V.	Resources for CWD
☐	☐	☐	☐	☐	☐	☐	☐	☐

Any other (please specify): _____

Comments/Remarks

FORMATIVE ASSESSMENT FRAMEWORK

Domain	DOMAIN 4: Language and Literacy Development
Curricular Goals <i>(Can choose one or more)</i>	☐ CG9 – Develops effective communication skills for day-today interactions in two languages ☐ CG10 – Develops fluency in reading and writing in Language 1 ☐ CG11 – Begins to read and write in Language 2
Competencies <i>(Can choose one or more)</i>	
Learning Outcomes	

ACTIVITY

ASSESSMENT

ASSESSMENT RUBRIC

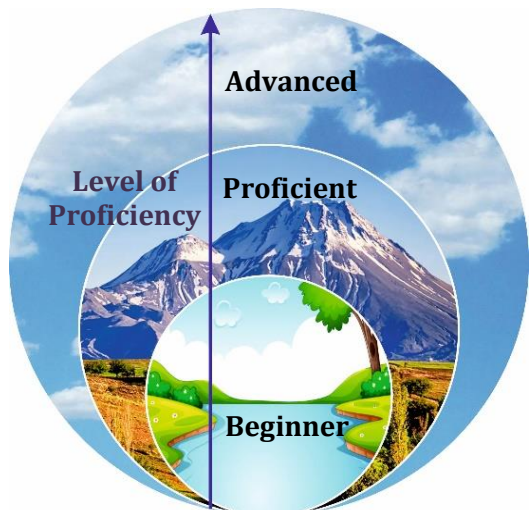
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

TEACHER'S FEEDBACK

NOTE: For each ability, mark the appropriate level

Observational Notes



Circle the picture that shows how you worked on this activity.

Self Assessment	I liked doing this activity	I found this activity easy	To do this activity, I needed...
	Yes No Do not Know	Yes No Do not Know	Classmate Teacher Books Computer None

Circle the picture that shows how your friend worked on this activity.

Peer Assessment	My friend liked doing this activity	My friend found this activity easy	To do this activity, My friend needed...
	Yes No Do not Know	Yes No Do not Know	Classmate Teacher Books Computer None

Parents/Caregiver/Guardian's Observation

Tick the relevant response: Which of the following do you have at home?

Books and Magazines	Newspapers	Toys, Games and sports	Phone and Computer	Internet	Radio	Broadcast	T.V.	Resources for CWD
☐	☐	☐	☐	☐	☐	☐	☐	☐

Any other (please specify): _____

Comments/Remarks

FORMATIVE ASSESSMENT FRAMEWORK

Domain	DOMAIN 5: Aesthetic and Cultural Development
Curricular Goals <i>(Can choose one or more)</i>	☐ CG12 – Develops abilities and sensibilities in Visual and Performing Arts and expresses their emotions through art in meaningful and joyful ways
Competencies <i>(Can choose one or more)</i>	
Learning Outcomes	

ACTIVITY

ASSESSMENT

ASSESSMENT RUBRIC

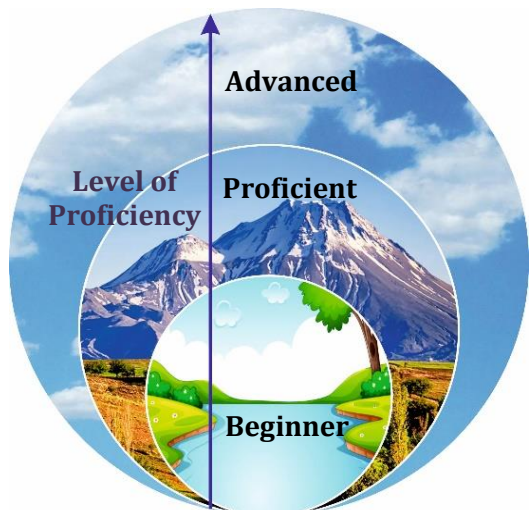
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

TEACHER'S FEEDBACK

NOTE: For each ability, mark the appropriate level

Observational Notes



Circle the picture that shows how you worked on this activity.

Self Assessment	I liked doing this activity	I found this activity easy	To do this activity, I needed...
	Yes No Do not Know	Yes No Do not Know	Classmate Teacher Books Computer None

Circle the picture that shows how your friend worked on this activity.

Peer Assessment	My friend liked doing this activity	My friend found this activity easy	To do this activity, My friend needed...
	Yes No Do not Know	Yes No Do not Know	Classmate Teacher Books Computer None

Parents/Caregiver/Guardian's Observation

Tick the relevant response: Which of the following do you have at home?

Books and Magazines	Newspapers	Toys, Games and sports	Phone and Computer	Internet	Radio	Broadcast	T.V.	Resources for CWD
☐	☐	☐	☐	☐	☐	☐	☐	☐

Any other (please specify): _____

Comments/Remarks

FORMATIVE ASSESSMENT FRAMEWORK

Domain	DOMAIN 5.1: Positive Learning Habits
Curricular Goals <i>(Can choose one or more)</i>	☐ CG13 – Develops habits of learning that allows them to engage actively in formal learning environments such as a school classroom
Competencies <i>(Can choose one or more)</i>	
Learning Outcomes	

ACTIVITY

ASSESSMENT

ASSESSMENT RUBRIC

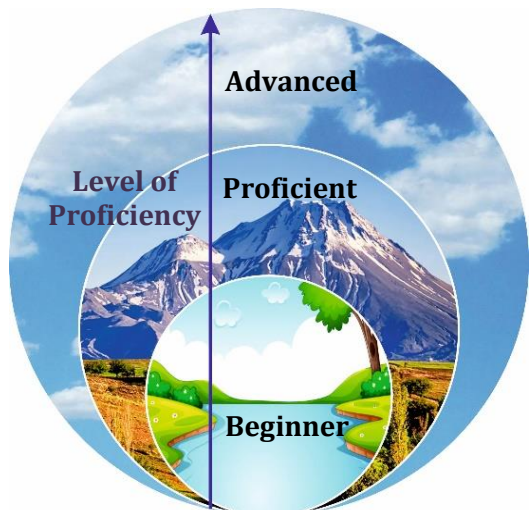
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.

TEACHER'S FEEDBACK

NOTE: For each ability, mark the appropriate level

Observational Notes



Circle the picture that shows how you worked on this activity.

Self Assessment	I liked doing this activity	I found this activity easy	To do this activity, I needed...
	Yes No Do not Know	Yes No Do not Know	Classmate Teacher Books Computer None

Circle the picture that shows how your friend worked on this activity.

Peer Assessment	My friend liked doing this activity	My friend found this activity easy	To do this activity, My friend needed...
	Yes No Do not Know	Yes No Do not Know	Classmate Teacher Books Computer None

Parents/Caregiver/Guardian's Observation

Tick the relevant response: Which of the following do you have at home?

☐	☐	☐	☐	☐	☐	☐	☐	☐

Any other (please specify): _____

Comments/Remarks

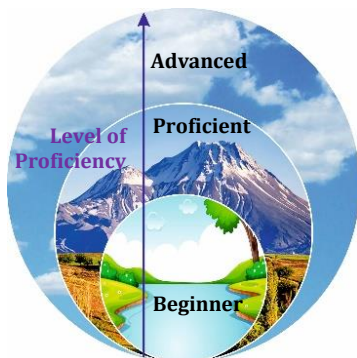
PART C

SUMMARY FOR THE ACADEMIC YEAR

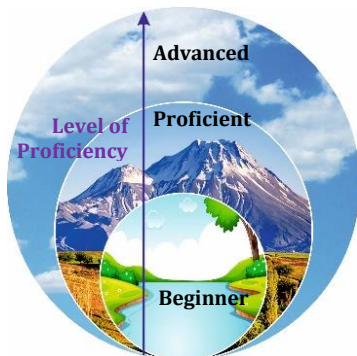
KEY PERFORMANCE DESCRIPTORS

(Qualitative inputs by teacher based on the student's ability)

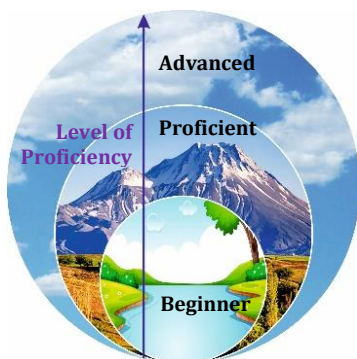
Awareness



Sensitivity



Creativity



1. Physical Development

2. Socio-emotional and Ethical Development

3. Cognitive Development

4. Language and Literacy Development

5. Aesthetic and Cultural Development

5.1. Positive Learning Habits

NOTE: A summary of the holistic development of the student needs to be given at the end of an academic year in a descriptive manner in each of the five domains. Essentially each of the summary should emphasise the strength as well as the area of concerns/improvements. The performances summaries should be described in terms of 3 abilities (i.e., Awareness, Sensitivity, Creativity).

CREDITS EARNED THROUGH HPC

Stages/Band/Education Programme	School Education grade Passed/Credits Earned per year	Common National Credit Framework Levels	Credit Points Earned
Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)
3 years of Pre-Primary 800 Hours/Year	Balvatika/81	0.1	8
Primary School Grade I & II 800 Hours/Year	Grade I/27	0.2	5
	Grade II/27	0.4	11

Note: The total credits for each of the year of schooling needs to be uniformly distributed across all domains.

BALVATIKA 1				
Domain	Credits	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1. Physical Development	4.5	0.1	0.45	
2. Socio-emotional Ethical Development	4.5	0.1	0.45	
3. Cognitive Development	4.5	0.1	0.45	
4. Language and Literacy Development	4.5	0.1	0.45	
5. Aesthetic and Cultural Development	4.5	0.1	0.45	
5.1. Positive Learning Habits	4.5	0.1	0.45	

BALVATIKA 2				
Domain	Credits	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1. Physical Development	4.5	0.1	0.45	
2. Socio-emotional Ethical Development	4.5	0.1	0.45	
3. Cognitive Development	4.5	0.1	0.45	
4. Language and Literacy Development	4.5	0.1	0.45	
5. Aesthetic and Cultural Development	4.5	0.1	0.45	
5.1. Positive Learning Habits	4.5	0.1	0.45	

BALVATIKA 3				
Domain	Credits	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1. Physical Development	4.5	0.1	0.45	
2. Socio-emotional Ethical Development	4.5	0.1	0.45	
3. Cognitive Development	4.5	0.1	0.45	
4. Language and Literacy Development	4.5	0.1	0.45	
5. Aesthetic and Cultural Development	4.5	0.1	0.45	
5.1. Positive Learning Habits	4.5	0.1	0.45	

GRADE 1				
Domain	Credits	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1. Physical Development	4.5	0.2	0.9	
2. Socio-emotional Ethical Development	4.5	0.2	0.9	
3. Cognitive Development	4.5	0.2	0.9	
4. Language and Literacy Development	4.5	0.2	0.9	
5. Aesthetic and Cultural Development	4.5	0.2	0.9	
5.1. Positive Learning Habits	4.5	0.2	0.9	

GRADE 2				
Domain	Credits	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1. Physical Development	4.5	0.4	1.8	
2. Socio-emotional Ethical Development	4.5	0.4	1.8	
3. Cognitive Development	4.5	0.4	1.8	
4. Language and Literacy Development	4.5	0.4	1.8	
5. Aesthetic and Cultural Development	4.5	0.4	1.8	
5.1. Positive Learning Habits	4.5	0.4	1.8	

Core Team

Ministry of Education

Sanjay Kumar, *Secretary*, Department of School Education and Literacy (DoSEL), Ministry of Education (MoE)
Vipin Kumar, *Additional Secretary*, DoSEL, MoE upto 26.10.2024
Anil Kumar Singhal, *Additional Secretary*, DoSEL, MoE w.e.f. 26.10.2024
Anand Rao V. Patil, *Additional Secretary*, DoSEL, MoE
Archana Sharma Awasthi, *Joint Secretary*, DoSEL, MoE
Amarpreet Duggal, *Joint Secretary*, DoSEL, MoE
Prachi Pandey, *Joint Secretary*, DoSEL, MoE
A. Srija, *Economic Advisor*, DoSEL, MoE
Anusree Raha, *Deputy Secretary*, DoSEL, MoE
Sunil Sharma, *Director*, DoSEL, MoE
V Hegde, *DDG (Stats)*, DoSEL, MoE

National Council for Educational Research and Training (NCERT)

Dinesh Prasad Saklani, *Director*, NCERT
Sridhar Srivastava, *Joint Director*, NCERT
Indrani Bhaduri, *CEO & Head*, PARAKH and *Head*, ESD, NCERT
Suniti Sanwal, *Head of Department*, DEE, NCERT
Ranjana Arora, *Head of Department*, DCSD, NCERT

Central Board of Secondary Education (CBSE)

Rahul Singh, *Chairperson* w.e.f. 27.03.2024
Himanshu Gupta, *Secretary*
Nidhi Chibber, *Chairperson* upto 24.03.2024
Pragya M. Singh, *Director* (Academics-Assessment)
Sweta Singh, *Joint Secretary* (Academics)

Navodaya Vidyalaya Samiti (NVS)

Rajesh Lakhani, *Commissioner* w.e.f. 01.02.2025
Vinayak Garg, *IRSEE, Commissioner* upto 11.10.2024
Gyanendra Kumar, *Assistant Commissioner*

Kendriya Vidyalaya Sangathan (KVS)

Nidhi Pandey, *IIS, Commissioner*
N.R. Murali, *Joint Commissioner*

Other Institutes/Organizations

SCERT/SIEs, Samagra Shiksha, All States/UTs of India
UNICEF

PRINCIPAL COORDINATOR

Indrani Bhaduri

CEO & Head, PARAKH and Head, Educational Survey Division, NCERT

PARAKH Technical Team

Meena Yadav, *Sr. Manager-Assessment Designing*
Bhaswati De, *Sr. Psychometrician*
Zahra Kazmi, *Lead Subject Matter Expert*
Puneet Bhola, *Sr. Psychometrician*
Alankita Upadhyaya, *Sr. Reviewer-Subject Matter*
Sajid Khalil, *Manager-Designing Report, Presentations & Publications*
Alka Singh, *State Liaisoning Officer*
Madhusudan, *State Liaisoning Officer*
Bidisha Majumdar, *State Liaisoning Officer*
Aarti, *IT Assistant*
Dipika, *IT Assistant*

Technical Agency

Education Testing Service (ETS), Princeton, USA

Jonas Bertling, *Programme Lead*, ETS
Luis Saldivia, *Sr. Director*, ETS
Neeraj Venkataraman Murali, *Lead SME*, ETS
Priyanka Singh, *Lead SME*, ETS
Vivek Gupta, *Lead SME*, ETS

