



Ministry of Education
Government of India

सत्यमेव जयते



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT



HOLISTIC PROGRESS CARD (HPC)

PREPARATORY STAGE

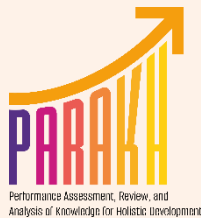


शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



HOLISTIC PROGRESS CARD (HPC)

Preparatory Stage



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Shravana, Shaka 1947

PD BS

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Holistic Progress Card

HP C

Preparatory
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: Grade 3

 Grade 4

 Grade 5

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 <input style="width: 30px;" type="checkbox"/>	Dancing or Singing or Playing a musical instrument <input style="width: 30px;" type="checkbox"/>	Sport or Games <input style="width: 30px;" type="checkbox"/>
Creative writing <input style="width: 30px;" type="checkbox"/>	Gardening <input style="width: 30px;" type="checkbox"/>	Yoga <input style="width: 30px;" type="checkbox"/>
	Art <input style="width: 30px;" type="checkbox"/>	Craft <input style="width: 30px;" type="checkbox"/>
		Cooking <input style="width: 30px;" type="checkbox"/>
Participation at home <input style="width: 30px;" type="checkbox"/>		
Others <input style="width: 30px;" type="checkbox"/> Please specify		
.....		
.....		

* May choose more than one option

PART A (2)

My name is: _____

I am _____ years old.



My Family

Paste a picture or draw



Things about me...

I am good at _____

I am not so good at _____

I would like to improve my skill of _____

I like to _____

I don't like to _____

Some of my favorite things...

Food: _____

Games: _____

Festivals: _____

When I grow up I want to be...



My Idol! One person who inspires me is...



Three things I want to learn this school year:

- _____
- _____
- _____



PART A (3)

How do I feel at school?

Circle the most appropriate option for each sentence.

1. I can talk about how I feel, e.g., happy, confident, upset, or angry.				
	Yes	Sometimes	No	Not sure
2. I can calm myself during difficult situations.				
	Yes	Sometimes	No	Not sure
3. I can understand how my friends feel.				
	Yes	Sometimes	No	Not sure
4. I respect other's views/ideas.				
	Yes	Sometimes	No	Not sure
5. I can help my friends make up after a fight.				
	Yes	Sometimes	No	Not sure
6. When someone is sad, I can make him/her feel better.				
	Yes	Sometimes	No	Not sure
7. I do well at school.				
	Yes	Sometimes	No	Not sure

Peer Feedback

Peer 1

Circle the most appropriate option for each sentence.

My name: _____	My friend's name: _____
1. My friend can talk about how he/she feels, e.g., happy, confident, upset, or angry.	   
	Yes Sometimes No Not sure
2. My friend can calm himself/herself during difficult situations.	   
	Yes Sometimes No Not sure
3. My friend can understand how his/her friends feel.	   
	Yes Sometimes No Not sure
4. My friend respects other's views/ideas.	   
	Yes Sometimes No Not sure
5. My friend can help others make up after a fight.	   
	Yes Sometimes No Not sure
6. When someone is sad, my friend can make him/her feel better.	   
	Yes Sometimes No Not sure

Peer Feedback

Peer 2

Circle the most appropriate option for each sentence.

My name: _____

My friend's name: _____

1. My friend can talk about how he/she feels, e.g., happy, confident, upset, or angry.	    Yes Sometimes No Not sure
2. My friend can calm himself/herself during difficult situations.	    Yes Sometimes No Not sure
3. My friend can understand how his/her friends feel.	    Yes Sometimes No Not sure
4. My friend respects other's views/ideas.	    Yes Sometimes No Not sure
5. My friend can help others make up after a fight.	    Yes Sometimes No Not sure
6. When someone is sad, my friend can make him/her feel better.	    Yes Sometimes No Not sure

Your Child Matters!

Tick the resources available to your child 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): _____

How can I know your child better?

Circle the most appropriate option for each statement.

1. My child finds the classroom and school a welcoming and safe space.				
	Yes	Sometimes	No	Not sure
2. My child participates in academic and other activities in school.				
	Yes	Sometimes	No	Not sure
3. My child finds the grade-level curriculum difficult.				
	Yes	Sometimes	No	Not sure
4. My child is making good progress as per the grade.				
	Yes	Sometimes	No	Not sure
5. My child is getting the support needed from school.				
	Yes	Sometimes	No	Not sure

6. My child can talk about how he/she feels, e.g., happy, confident, upset, or angry.				
	Yes	Sometimes	No	Not sure
7. My child can calm himself/herself during difficult situations.				
	Yes	Sometimes	No	Not sure
8. My child can understand how his/her friends feel.				
	Yes	Sometimes	No	Not sure
9. My child respects other's views/ideas.				
	Yes	Sometimes	No	Not sure
10. My child can help his/her friends make up after a fight.				
	Yes	Sometimes	No	Not sure
11. When someone is sad, my child can make him/her feel better.				
	Yes	Sometimes	No	Not sure

My child needs support with...			
☐	Oral communication (R1 or R2)	☐	Working with children
☐	Reading	☐	Working independently at home
☐	Numbers and Math	☐	Other subject areas
☐	Self-confidence	Specify: _____	

PART B

FORMATIVE ASSESSMENT FRAMEWORK	
Subject(s)	Language Education (R1)
Curricular Goals <i>(Can choose one or more)</i>	
Competencies <i>(Can choose one or more)</i>	
Learning Outcomes	
Activity	
Assessment	

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

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

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

*Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes

Think about how the learner performed (for the teacher)

What challenges did the learner face?	How were the challenges overcome?

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

I followed my teacher's directions.	 yes	 no	 not sure
I liked doing this work.	 yes	 no	 not sure
I asked for help if I didn't understand.	 yes	 no	 not sure
I tried my best in this task.	 yes	 no	 not sure
I am proud of my work.	 yes	 no	 not sure
I want to do this task again.	 yes	 no	 not sure
I liked working with my classmate/s.	 yes	 no	 not sure
I could ask my classmates for help, and they helped me.	 yes	 no	 not sure

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Language Education (R2)
Curricular Goals <i>(Can choose one or more)</i>	
Competencies <i>(Can choose one or more)</i>	
Learning Outcomes	
Activity	
Assessment	

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

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

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

*Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes

Think about how the learner performed (for the teacher)

What challenges did the learner face?	How were the challenges overcome?

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

I followed my teacher's directions.	 yes	 no	 not sure
I liked doing this work.	 yes	 no	 not sure
I asked for help if I didn't understand.	 yes	 no	 not sure
I tried my best in this task.	 yes	 no	 not sure
I am proud of my work.	 yes	 no	 not sure
I want to do this task again.	 yes	 no	 not sure
I liked working with my classmate/s.	 yes	 no	 not sure
I could ask my classmates for help, and they helped me.	 yes	 no	 not sure

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Mathematics Education
Curricular Goals <i>(Can choose one or more)</i>	
Competencies <i>(Can choose one or more)</i>	
Learning Outcomes	
Activity	
Assessment	

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

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

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

*Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes

Think about how the learner performed (for the teacher)

What challenges did the learner face?	How were the challenges overcome?

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

I followed my teacher's directions.	 yes	 no	 not sure
I liked doing this work.	 yes	 no	 not sure
I asked for help if I didn't understand.	 yes	 no	 not sure
I tried my best in this task.	 yes	 no	 not sure
I am proud of my work.	 yes	 no	 not sure
I want to do this task again.	 yes	 no	 not sure
I liked working with my classmate/s.	 yes	 no	 not sure
I could ask my classmates for help, and they helped me.	 yes	 no	 not sure

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	The World Around Us
Curricular Goals <i>(Can choose one or more)</i>	
Competencies <i>(Can choose one or more)</i>	
Learning Outcomes	
Activity	
Assessment	

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

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

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

*Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes

Think about how the learner performed (for the teacher)

What challenges did the learner face?	How were the challenges overcome?

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

I followed my teacher's directions.	 yes	 no	 not sure
I liked doing this work.	 yes	 no	 not sure
I asked for help if I didn't understand.	 yes	 no	 not sure
I tried my best in this task.	 yes	 no	 not sure
I am proud of my work.	 yes	 no	 not sure
I want to do this task again.	 yes	 no	 not sure
I liked working with my classmate/s.	 yes	 no	 not sure
I could ask my classmates for help, and they helped me.	 yes	 no	 not sure

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Learning Standard 1 & 2: Art Education (AE) Visual Arts (VA)/ Theatre (T)/ Music (MU)/ Dance and Movement (DM)
Curricular Goals <i>(Can choose one or more)</i>	
Competencies <i>(Can choose one or more)</i>	
Learning Outcomes	
Activity	
Assessment	

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

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.

Note: "Learning Standard 1 details the full range of Curricular Goals and Competencies for this Curricular Area. All schools should accomplish these as soon as they are able to add the required resources for Art or Physical Education. Nested within Learning Standards 1 is a subset called Learning Standards 2; which can and should be accomplished by all schools from the very initiation of the implementation of this NCF." (NCFSE, 2023, 1.5.1. para c)

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

*Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes

Think about how the learner performed (for the teacher)

What challenges did the learner face?	How were the challenges overcome?

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

I followed my teacher's directions.	 yes	 no	 not sure
I liked doing this work.	 yes	 no	 not sure
I asked for help if I didn't understand.	 yes	 no	 not sure
I tried my best in this task.	 yes	 no	 not sure
I am proud of my work.	 yes	 no	 not sure
I want to do this task again.	 yes	 no	 not sure
I liked working with my classmate/s.	 yes	 no	 not sure
I could ask my classmates for help, and they helped me.	 yes	 no	 not sure

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Learning Standard 1 & 2: Physical Education and Well-being
Curricular Goals <i>(Can choose one or more)</i>	
Competencies <i>(Can choose one or more)</i>	
Learning Outcomes	
Activity	
Assessment	

Note: The teacher needs to take cognizance of the curricular areas, curricular goals, competencies, learning outcomes that has been stated for the particular stage.

ASSESSMENT RUBRIC

Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

*Please write the assessment rubric for the performance levels of each ability.

Note: "Learning Standard 1 details the full range of Curricular Goals and Competencies for this Curricular Area. All schools should accomplish these as soon as they are able to add the required resources for Art or Physical Education. Nested within Learning Standards 1 is a subset called Learning Standards 2; which can and should be accomplished by all schools from the very initiation of the implementation of this NCF." (NCFSE, 2023, 1.5.1. para c)

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

*Please put a tick mark (✓) to indicate the performance level of each ability.

Observational Notes

Think about how the learner performed (for the teacher)

What challenges did the learner face?	How were the challenges overcome?

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

I followed my teacher's directions.	 yes	 no	 not sure
I liked doing this work.	 yes	 no	 not sure
I asked for help if I didn't understand.	 yes	 no	 not sure
I tried my best in this task.	 yes	 no	 not sure
I am proud of my work.	 yes	 no	 not sure
I want to do this task again.	 yes	 no	 not sure
I liked working with my classmate/s.	 yes	 no	 not sure
I could ask my classmates for help, and they helped me.	 yes	 no	 not sure

PART C

SUMMARY FOR THE ACADEMIC YEAR

Tick the appropriate performance level descriptor and write an observational note for each category based on performance throughout the academic year.

Language Education (R1)		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

Language Education (R2)		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

Mathematics Education		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

The World Around Us		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

Art Education		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

Physical Education and Well-being		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

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CREDITS EARNED THROUGH HPC

Stages/ Band/ Education Programme	School Education grade Passed / Credits Earned per year	Credits Earned by Completing the HPC (70%)	Additional requirement for Academic Equivalence of the VET & Skilling qualifications completed	Common National Credit Framework Levels	Total Credit Points Earned	Credit Points Earned by Completing the HPC (70%)
Grades 3, 4 & 5 1000 Hrs/ Year	Grade 3/ 33	23.1	Foundational literacy and numeracy at NSQF level 1/ 2 for grade 3 or Grade 5 certificate by competent authority	0.6	20	14
	Grade 4/ 33	23.1		0.8	26	18
	Grade 5/ 33	23.1		1.0	33	23

Note: The total credits for each of the year need to be proportionate to the hours mentioned in NCF (National Curriculum Framework)

GRADE 3					
Learning Standard		Credits Earned by Completing the HPC (70%)	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
S. No.	Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1.	Language Education (R1)	4.2	0.6	2.52	
2.	Language Education (R2)	4.4	0.6	2.64	
3.	Mathematics Education	4.3	0.6	2.58	
4.	The World Around Us	4.6	0.6	2.76	
5.	Art Education	2.3	0.6	1.38	
6.	Physical Education and Well-being	2.3	0.6	1.38	

GRADE 4					
Learning Standard		Credits Earned by Completing the HPC (70%)	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
S. No.	Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1.	Language Education (R1)	4.2	0.8	3.4	
2.	Language Education (R2)	4.4	0.8	3.5	
3.	Mathematics Education	4.3	0.8	3.4	
4.	The World Around Us	4.6	0.8	3.7	
5.	Art Education	2.3	0.8	1.8	
6.	Physical Education and Well-being	2.3	0.8	1.8	

GRADE 5					
Learning Standard		Credits Earned by Completing the HPC (70%)	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
S. No.	Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1.	Language Education (R1)	4.2	1	4.2	
2.	Language Education (R2)	4.4	1	4.4	
3.	Mathematics Education	4.3	1	4.3	
4.	The World Around Us	4.6	1	4.6	
5.	Art Education	2.3	1	2.3	
6.	Physical Education and Well-being	2.3	1	2.3	



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
Anandrao 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
Praggya M. Singh, *Director* (Academics-Assessment)
Sweta Singh, *Joint Secretary* (Academics)

Kendriya Vidyalaya Sangathan (KVS)

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

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*

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 Bholra, *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
Paul B. Borysewicz, *Assessment Designer*, ETS
Aakanksha Bhatia, *Lead SME*, ETS
Neeraj Venkataraman Murali, *Lead SME*, ETS
Priyanka Singh, *Lead SME*, ETS
Vivek Gupta, *Lead SME*, ETS

