



Ministry of Education
Government of India

सत्यमेव जयते



Performance Assessment, Review, and
Analysis of Knowledge for Holistic Development

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NCERT



HOW TO FILL THE HOLISTIC PROGRESS CARD (HPC)

MIDDLE STAGE



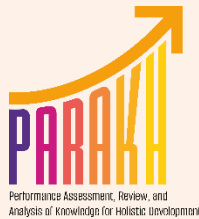
शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



HOLISTIC PROGRESS CARD (HPC)

Middle Stage

How to fill the HPC



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How to fill the HPC
(Middle Stage)

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FOREWORD



The National Education Policy 2020 and National Curriculum Framework are dedicated to reshaping the educational landscape of India; they aspire to deliver comprehensive, equitable, and sustainable education to every learner. Both NEP and NCF advocate a paradigmatic shift from traditional subject-wise learning. The emphasis is on a curriculum that promotes multidisciplinary intersectionality, integrates arts and sports and establishing connections with real-life experiences. The personal growth of learners is prioritized. The vision is to create an educational landscape where learners can thrive intellectually, emotionally, and ethically.

NCF emphasizes competency and outcomes-based learning, endorsing diverse teaching methods such as experiential learning, discovery-based approaches, toy-based pedagogy, technology-based learning, and community involvement across all subjects. A balanced pedagogy is advocated, encompassing both direct instruction and opportunities for exploration, inquiry, and self-learning. This continuous spectrum ensures that knowledge is shared and acquired in a reciprocal manner, promoting lifelong learning.

PARAKH has designed the Holistic Progress Card for the Middle Stage to help teachers and educators in India monitor their learners' progress throughout the academic year. The HPC serves as an individualized and comprehensive reporting document, capturing a student's progress across various curricular and co-curricular elements. This includes physical and cognitive development, socio-emotional development, vocational learning, skill-building, language proficiency, and cultural awareness. The HPC relies on competency-based activities, distilling curricular goals and competencies into multidisciplinary activities for monitoring progress.

Beyond being an educator's guide, the HPC facilitates student self-evaluation and feedback from peers and teachers. It fosters a collaborative environment of knowledge construction, peer learning, and self-motivation. The HPC empowers educators to tailor support plans and contribute to better student learning and pedagogical practices.

As a developmental tool for self-reflection and introspection, the HPC encourages schools to adopt an integrative pedagogy during the Middle Stage. This involves art integration and sport integration, toy-based learning, multidisciplinary approaches, experiential learning, skill development, and vocational learning. The HPC positions students as active participants in their educational journey, promoting a well-rounded and holistic approach to progress and development.

Prof. Dinesh Prasad Saklani
Director, NCERT

PREFACE

At the middle stage of education, the National Curriculum Framework (NCF) places a strong emphasis on fostering competency and outcome-based learning. To achieve this, the NCF recommends a diverse set of teaching and learning methods across all subjects. These include experiential learning, discovery-based methods, toy-based pedagogy, technology-based learning, and community involvement. This multifaceted approach aims to provide students with a comprehensive and engaging educational experience.

NCF also advocates for the integration of vocational education and the development of vocational skills in the middle stage. The emphasis is on instilling a sense of responsibility, fostering an appreciation for the dignity of labour across all forms of work, and bridging the gap between skills and industry needs.

The Holistic Progress Card (HPC) for the Middle Stage is a robust and comprehensive reporting system designed to meticulously evaluate and articulate students' progress and performance in alignment with the curricular goals and competencies outlined in the National Curriculum Framework.

The HPC advocates for the adoption of a holistic, innovative, and transformative pedagogical approach within schools. This approach not only prepares students for the subsequent secondary stage but also encourages a dynamic integration of toy-based pedagogy, art-integrated learning, sports-integrated learning, technology-integrated learning, vocational learning, and community involvement. These approaches, considered integral, empower, and engage students as active and collaborative learners.

Beyond being an evaluative tool, the HPC assumes the role of a teacher training instrument. It equips educators with the means to craft holistic learning opportunities tailored to their students' needs while providing a mechanism for tracking and recording their progress over time. It is also a valuable asset for teachers to identify and address challenges faced by students.

At its core, the HPC offers a distinctive feature – the ability to facilitate asynchronous teacher training through well-structured frameworks. This approach provides educators with the flexibility to enhance their professional development at their own pace, fostering a continuous learning environment.

PARAKH is confident that the HPC will transform India's educational and assessment landscape. It will equip learners with critical skills and competencies to face future challenges and be lifelong learners. We extend an invitation to all stakeholders to embrace the HPC for the middle stage, empowering learners to embark on a transformative journey towards holistic progress.

Prof. Indrani Bhaduri

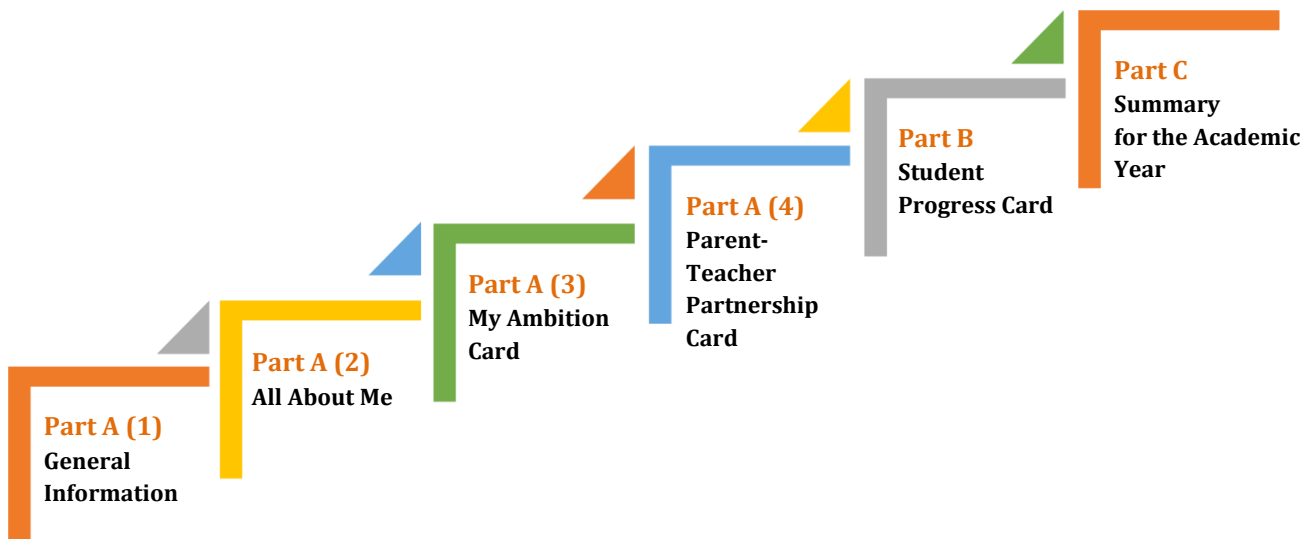
Head & CEO, PARAKH

Overview

The Holistic Progress Card provides a comprehensive descriptive reporting system to assess and report students' progress and performance with respect to the curricular goals and competencies on each subject as described in the National Curriculum Framework - School Education (NCF-SE). Students' progress is assessed across three abilities - **Awareness, Sensitivity, and Creativity** and three performance level descriptors - **Beginner, Proficient, and Advanced**.

At the Middle Stage, the HPC encourages the schools and teachers to adopt a holistic, innovative and transformational pedagogical approach which prepares the students at Middle Stage for the next and last stage i.e. Secondary Stage. It recommends the effective integration of toy-based pedagogy, art-integrated learning, sports-integrated learning, technology-integrated learning, skill-based learning, and community involvement as integral approaches, to empower and enable students to be active and collaborative learners.

The Holistic Progress Card for the Middle Stage as envisioned by the PARAKH-NCERT includes the following:



HPC maps the progress of the learners on each above-mentioned segment and maps it with curricular goals, competencies and developmental goals. It may be perceived as a tool for analysis enabling teachers to assess the next steps learner wise and create holistic learning environments to support and track learning. The subsequent sections will provide a clear understanding to the users regarding the abilities, performance level descriptors and the processes to follow while implementing the HPC in their respective learning environments.

Abilities

The two key aspects that HPC emphasizes are a) progression in performance b) overall development of the learners. HPC is an educational tool to measure, track and record these aspects in a comprehensive way. The three abilities - Awareness, Sensitivity and Creativity are at the core of the descriptors of student performance in the HPC. At the Middle Stage, each ability might show some degree of variance for different subjects which will be addressed in the following sections. The three integral abilities as outlined in the HPC are:



The scope of each ability has been listed below:

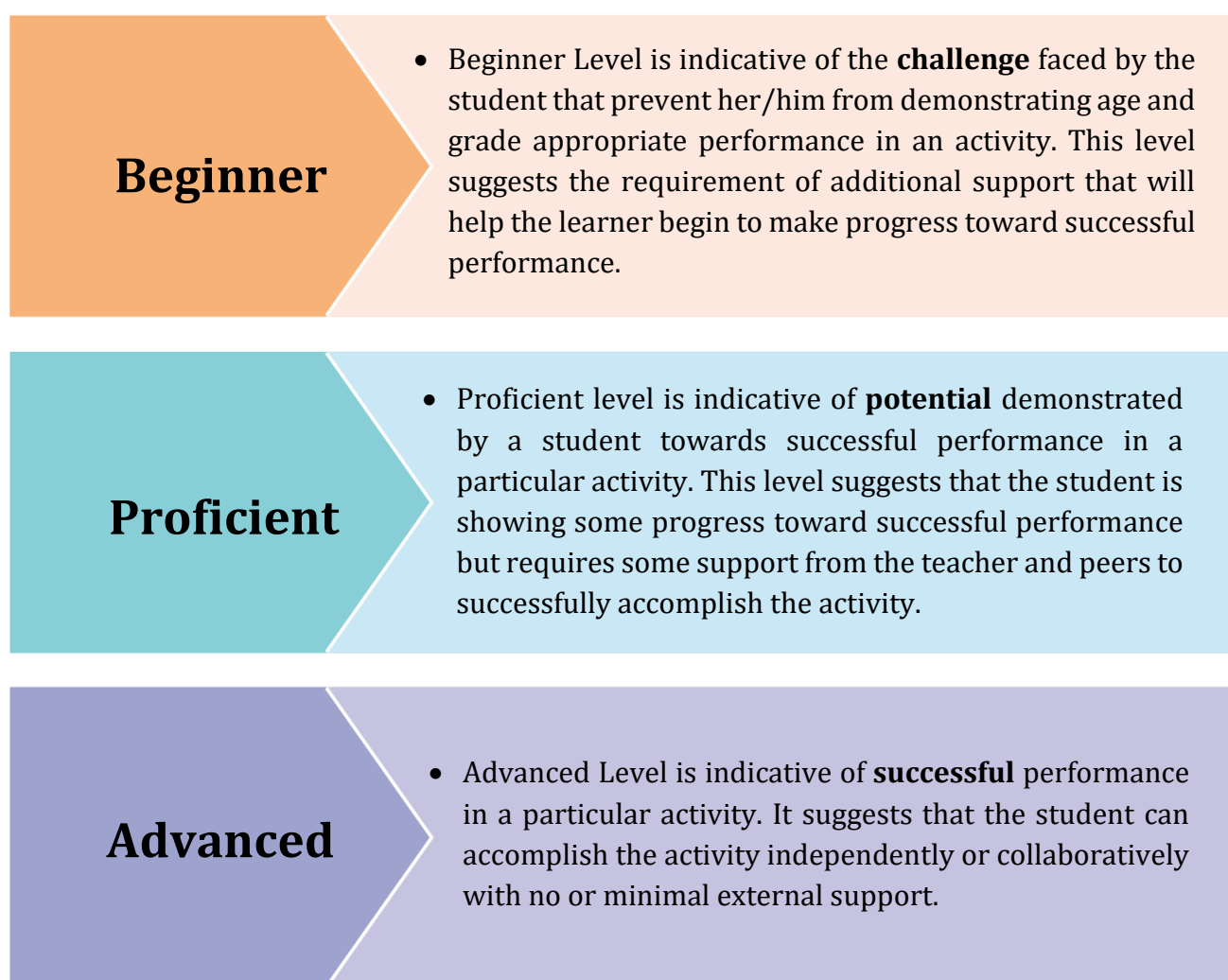
Awareness	Sensitivity	Creativity
Having knowledge related to and understanding of activity or task to be conducted	Managing and expressing emotions thoughts and behaviours in line with social norms and relevant to the activity	Generating innovative, original, and valuable solutions to problems
Being informed about the activity and its various factors	Being attuned to the emotions and needs of others during the activity, when applicable	Demonstrating inventiveness and original thinking; thinking flexibly and exploring diverse possibilities
Being able to understand the activity requirements	Perceiving or understanding a problem beyond logical or analytical reasoning	Possessing a sense of curiosity and a desire to explore
Being attentive, perceptive, cognizant of surroundings	Approaching conflicts with empathy, understanding and open mindedness	Looking at situations from different angles, questioning and challenging assumptions
Being fully engaged in the process of conducting the activity		Combining ideas, concepts, or domains

Performance Level Descriptors

There are three performance level descriptors for the abilities of awareness, sensitivity and creativity, i.e., **Beginner**, **Proficient** and **Advanced**. The performance level descriptors are progressive in nature and HPC urges educators to provide opportunities to students through activities which can help facilitate students to make a progressive performance on these abilities, across learning standards in mapped competencies.



Let's understand what each of these performance level descriptors signify:



The scope of each of these abilities is further elucidated subject-wise and what each of the performance level descriptors would mean for each of the abilities. Please note that the scope mentioned for each subject-wise ability is not all pervasive. It just includes some aspects of the respective ability. HPC encourages the educators to feel free to broaden the scope according to their curricular goals, competencies and classroom needs.

Language Education

Literary Awareness

Scope

R1

- Listen to and read age-appropriate texts (e.g., news articles, reports, editorials) and appreciate different forms of literature (e.g., prose, poetry, drama)
- Identify different writing styles and literary devices in literature and use them in writing
- Appreciate and exploit the distinct features of the language (phonetics, phonology, morphology, syntax, semantics, and pragmatics)

R2

- Listen to and read age-appropriate texts (e.g., poems, stories, conversations) and identify key aspects
- Converse and write meaningfully on a range of topics
- Appreciate literary devices and understand the phonetics and script of the language

R3

- Listen to and read age-appropriate texts (e.g., poems, stories, conversations, posters) and identify key aspects
- Write brief texts to express experiences
- Read with reasonable fluency and accuracy

Performance Level Descriptors

Beginner	Proficient	Advanced
R1 Learners have limited awareness of linguistic features, writing styles, and literary devices. They are unable to read age-appropriate texts fluently	R1 Learners have some awareness of linguistic features, writing styles, and literary devices. They are somewhat able to read age-appropriate texts fluently	R1 Learners have extensive awareness of linguistic features, writing styles, and literary devices. They are able to read age-appropriate texts fluently
R2 Learners have limited ability to converse and write meaningfully on a range of topics. They find it difficult to read age-appropriate texts fluently	R2 Learners are somewhat able to converse and write meaningfully on a range of topics. They are somewhat able to read age-appropriate texts fluently	R2 Learners are completely able to converse and write meaningfully on a range of topics. They are able to read age-appropriate texts fluently
R3 Learners exhibit limited ability to read age-appropriate texts with reasonable fluency and accuracy. They are unable to express experiences	R3 Learners are somewhat able to read age-appropriate texts with reasonable fluency and accuracy. They are somewhat able to express experiences	R3 Learners are completely able to read age-appropriate texts with reasonable fluency and accuracy. They are completely able to express experiences

Literary Sensitivity

Scope

R1

- Read, write, and speak about social experiences using appropriate language and style
- Appreciate and critique literature and analyse the social and cultural elements at play
- Use books and other media resources effectively in different tasks

R2

- Express experiences and emotions in writing and through speech
- Show interest in choosing and reading a variety of books

R3

- Show interest in reading books and talking about them
- Express ideas, experiences, and feelings through different text forms

Performance Level Descriptors

Beginner	Proficient	Advanced
R1 Learners show limited ability to speak about social experiences or analyse the social and cultural elements in Literature	R1 Learners are somewhat able to speak about social experiences and analyse the social and cultural elements in Literature	R1 Learners are able to fluently speak about social experiences and analyse the social and cultural elements in Literature with maximum independence
R2 Learners demonstrate limited capacity to express experiences and emotions in writing or through speech	R2 Learners are able to use a moderate range of strategies to express experiences and emotions in writing or through speech	R2 Learners are able to use a diverse range of strategies to express experiences and emotions in writing or through speech
R3 Learners display limited ability to creatively express their understanding and experiences through spoken and written texts	R3 Learners are somewhat able to creatively express their understanding and experiences through spoken and written texts	R3 Learners are completely able to express their understanding and experiences through spoken and written texts using different creative tools

Literary Creativity

Scope

R1

- Evaluate different texts and write coherent responses to the text
- Effectively use different elements of the language as per register/context

R2

- Use different writing strategies to communicate ideas, feelings, and experiences
- Able to attempt different games to experiment with the language

R3

- Express understanding and experiences through spoken and written texts

Performance Level Descriptors

Beginner	Proficient	Advanced
R1 Learners show limited ability to use different linguistic elements in different contexts	R1 Learners are able to use a moderate range of linguistic elements in different contexts	R1 Learners are able to use a diverse range of linguistic elements in different contexts
R2 Learners demonstrate limited ability to use different writing strategies to communicate ideas and experiences	R2 Learners are able to use a moderate range of writing strategies to communicate ideas and experiences	R2 Learners are able to use a diverse range of writing strategies to communicate ideas and experiences
R3 Learners display limited ability to creatively express their understanding and experiences through spoken and written texts	R3 Learners are somewhat able to creatively express their understanding and experiences through spoken and written texts	R3 Learners are able to fully express their understanding and experiences through spoken and written texts using different creative tools

Mathematics

Mathematical Awareness

Scope

- Basic understanding of fundamental mathematical concepts including arithmetic operations, algebra, geometry, and comprehending their linkages with one another
- Interpret and critically evaluate numerical information and data, along with its application in daily life such as ratios, probabilities and percentages

Performance Level Descriptors

Beginner	Proficient	Advanced
• Learners at this level display limited understanding of grade-level fundamental mathematical concepts and mathematical operations • Find it difficult to apply mathematical knowledge to solve some simple problems • Need support and intervention to progress	• Learners at this level demonstrate a fair understanding of grade-level mathematical concepts • Can apply mathematical knowledge to solve problems of higher difficulty • With some nudge, learners can solve complex mathematical problems	• Learners at this level demonstrate a complex understanding of grade-level mathematical skills • Can always apply mathematical knowledge to solve complex math problems • Can be initiated further to explore higher level mathematical concepts

Mathematical Sensitivity

Scope

- Recognition of patterns and relationships with numerical data, equations and mathematical concepts
- Intuitive understanding of mathematical concepts leading to a deeper comprehension and the ability to engage with mathematical ideas at a sensory level like how one engages at artistic and visual level
- Sensitivity for challenges and ability to persevere when encountered with difficult mathematical problems

Performance Level Descriptors

Beginner	Proficient	Advanced
• Learners at this level demonstrate a limited understanding of grade-level mathematical relationships and patterns • Perceive math as disintegrated collection of procedures and facts • Find it difficult to grasp the real-life application of mathematical concepts	• Ability to recognize and apply grade-level mathematical relationships and patterns to a wide range of problems • Learners at this level appreciate the awareness of the interconnectedness of mathematical concepts • Comprehend the practical applications of math and how it relates to everyday life	• Can perceive and apply grade-level mathematical relationships and patterns to a diverse set of problems • Exhibit a deep understanding of how mathematical concepts are integrated in the real world • Embrace and appreciate the interconnected nature of mathematical concepts

Mathematical Creativity

Scope

- Ability to go beyond conventional methods and solutions, and approach mathematical concepts and ideas in an original and innovative manner
- Curious, exploratory, playful and open-minded approach to problems with a willingness to try out different ideas
- Focusing on different perspectives and approaches of problem-solving

Performance Level Descriptors

Beginner	Proficient	Advanced
• Learners at this level exhibit limited creativity to approach grade-level mathematical challenges • Rarely explore alternative methods of solving problems • Find it difficult to think beyond conventional methods • Require encouragement and guidance to foster a curiosity for math	• Learners at this level approach grade-level mathematical problems with some degree of innovation and creativity • Occasionally explore alternative methods and solutions beyond standard procedures • Occasionally come up with novel and imaginative solutions to complex mathematical problems and concepts	• Learners at this level approach grade-level mathematical problems with creativity and innovation • Actively explore alternative methods and solutions beyond conventional mathematical solutions • Willingness to think beyond traditional mathematical approaches • Demonstrate initiative and independence in complex problem solving

Science

Scientific Awareness		
Scope - Familiarity with scientific methods including observations, conducting experiments, collecting data and drawing conclusions - Understanding scientific principles and recognizing the significance of science in essential areas of our life like health, medicine, technology etc. - Appreciating the interplay between science and other disciplines, and its role to address global challenges		
Performance Level Descriptors		
Beginner	Proficient	Advanced
- Learners at this stage demonstrate basic understanding of grade-level scientific concepts - Limited ability to relate scientific knowledge to real world situations - Need constant guidance and nudging to build interest in scientific concepts	- Learners at this level display a good understanding of fundamental grade-level scientific concepts - Ability to understand connections to relate scientific knowledge to everyday life - Proactively engage in classroom discussion and expresses curiosity to learn further	- Learners at this level exhibit a deep understanding of grade-level scientific concepts - Ability to apply scientific methods to explore, question and conduct experiments - Actively connect scientific knowledge with real world situations - Display keen interest in scientific concepts

Scientific Sensitivity

Scope

- Understanding how scientific decisions, discoveries and policies can impact on the natural and social world
- Being sensitive towards the moral and ethical use of scientific knowledge
- Appreciate the role of effective scientific communication to make scientific concepts and discoveries accessible in the public domain
- Understanding the significance of conservation, sustainability, and impact of human activities on climate and environment

Performance Level Descriptors

Beginner	Proficient	Advanced
• Learners at this stage show limited understanding of the impact of grade-level science on the environment and society • Lack ability to understand scientific perspectives relevant to everyday life • Need guidance and support to foster scientific sensitivity	• Learners at this stage show fair understanding of the broader impact of grade-level science on the environment and society • Understand and engage in discussions about social and ethical aspects of science • Demonstrate empathy for those affected by scientific decisions	• Learners at this stage demonstrate deep understanding of the impact of grade-level science on the environment and society • Actively engage and communicate in classroom discussions regarding the social, ethical and environmental aspects of science • Demonstrate deep levels of empathy and compassion for those affected by scientific discussions

Scientific Creativity

Scope

- Includes innovative thinking, generation of new ideas, critical thinking and problem-solving skills in the realm of scientific inquiry
- Ability to understand and use metaphors and analogies to grasp complex scientific concepts
- Extends to inventing new techniques, tools and technologies to advance their learning and application of knowledge

Performance Level Descriptors

Beginner	Proficient	Advanced
• Learners at this level demonstrate limited creativity to approach grade-level scientific perspectives • Find it difficult to think beyond traditional scientific knowledge • Rarely imagine the use of scientific principles on various real-life objects or problems • Need nudging and guidance to develop creativity in the field of science	• Learners at this level demonstrate fair amount of creativity and innovation while approaching grade-level scientific principles • Occasionally come up with novel and innovative alternate scientific ideas that go beyond traditional scientific knowledge • Can understand the real-life applicability of various scientific principles	• Learners at this level display exceptional creativity and innovation with grade-level scientific principles • Frequently try out the scientific principles by conducting experiments, designing products, etc. • Think beyond traditional approaches and offer imaginative ways of approaching science

Social Science

Social Awareness

Scope

- Understand the social, cultural and political issues that affect society
- Advocating for equity, justice, fairness and democracy; and ability to think about ways to address these aspects in their local communities
- Informed about the current socio-political trends, and challenges that create impact on local, national and global level. Begin to develop an understanding of international level issues related to climate change, migration, global health & education

Performance Level Descriptors

Beginner	Proficient	Advanced
• Learners at this level display limited understanding of grade-level social science related concepts • Find it difficult to understand the implications of cultural, social and political issues at the national level • Rarely speak up in discussions on social issues	• Learners at this level show a fair amount of understanding of grade-level social science related concepts and their implications • Understand the impact of cultural, social and political issues at the national level • Is aware and willing to engage in discussions about current socio-cultural and political trends • Understand the implications of equity, justice, fairness and democracy within local communities	• Learners at this level exhibit a comprehensive understanding of grade-level social science concepts • Have critical understanding of the cultural, social and political issues at the national and even global level • Actively engage in discussion about current socio-cultural and political trends • Advocate about equity, justice, fairness and democracy, think of solutions to address this within local communities

Social Sensitivity

Scope

- Recognizing the context in which social interactions occur and managing behaviour and emotions to avoid conflicts and ensure efficient problem solving and negotiation
- Capacity to perceive, understand, and empathize with the feelings, perspectives, and social dynamics of diverse socio-cultural groups
- Recognize and respect the diverse needs, backgrounds, practices and traditions of individuals and communities

Performance Level Descriptors

Beginner	Proficient	Advanced
• Learners at this stage find it difficult to recognize and embrace diversity in various socio-cultural contexts • Show limited empathy for social challenges faced by individuals or communities • The capacity to understand diverse traditions, customs and practices of different individuals and communities is limited	• Learners at this stage recognize and appreciate the values of cultural diversity and inclusion in their social situations • Exhibit empathy and compassion for social challenges faced by individuals and communities • Demonstrate ability to appreciate and respect diverse traditions, customs, and practices of different individuals and communities	• Learners at this stage appreciate and practice the values of cultural diversity and inclusion within their social circles and local communities • Showcase deep empathy and compassion for social challenges faced by individuals and communities • Exhibit a deep sense of respect and openness for diverse traditions, customs and practices of different individuals and communities

Social Creativity

Scope

- Ability to generate innovative ideas, solutions, and initiatives within the social context
- Fresh and imaginative perspective on social interactions, challenges, and relationships and seeking novel ways address challenges and improve the quality of life in communities and societies

Performance Level Descriptors

Beginner	Proficient	Advanced
• Learners display limited creative ability to approach grade-level social science concepts • Learners struggle to think beyond established social science concepts and apply knowledge to day-to-day scenarios • Rarely offer insights into social issues • Need further support from teachers to think beyond the textbook	• Learners exhibit some degree of creativity and innovation to approach grade-level social science concepts • Occasionally explore alternative viewpoints, perspectives and approaches to social issues • Show openness to various social science methods and interpretations • Can be initiated to think about solutions for social issues	• Learners demonstrate creative and intuitive understanding of grade-level social science concepts • Actively involve in exploring and analyzing alternate viewpoints, perspectives and solutions to social issues • Provide creative and innovative insights into social issues • Demonstrate initiative and independence to advocate for social causes

How to fill the HPC

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 6

 Grade 7

 Grade 8

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)

The section 'All about me' encourages the learners to engage in self-reflection. This needs to be **filled by the learner** at the **beginning of the academic session**.

Use this segment to initiate the learners on the path of thinking about their goals and the ways to achieve them. You may prompt them to think about some ways to attain their goals like developing study routines and habits, time management, etc.

PART A (2)

All About Me!
 (To be filled in the guidance of teacher)

I live with my _____

We stay at _____

I am responsible for _____

I spend my free time by doing _____

I can do better in _____

I care about others. I show it by _____

I feel proud of myself when _____

Name

My Goal Setting
 (To be filled in the guidance of teacher)

My Academic Goal

This goal is important to me because _____

I will achieve this goal by doing:

1. _____
2. _____

This goal is important to me because _____

I will achieve this goal by doing:

1. _____
2. _____

My Personal Goal

My Learnings
 (To be filled in the guidance of teacher)

New things I learn at school:	New things I learn outside school:
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

For My Teacher

I would like my teacher to help me with _____

I would like my teacher to know _____

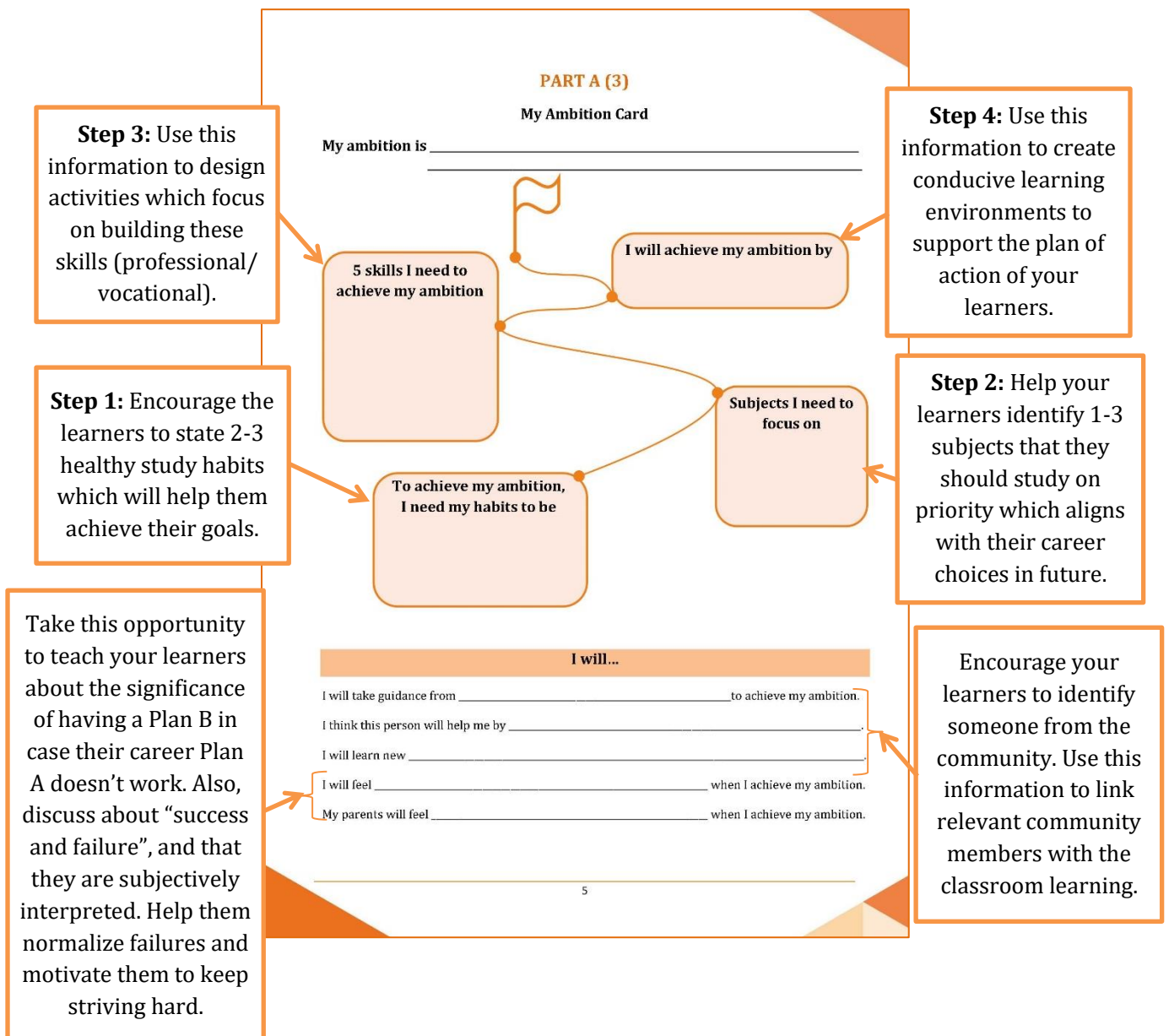
Encourage the learners to think about their day-to-day life and fill this section sincerely.

Use this information to decipher what the learners already know and create opportunities for advancing knowledge from that point.

Use this segment to know about your learner's needs, thoughts, and feelings which they may not be able to communicate to you face to face. Use this information to create open channels of communication with your learners.

Part A (3)

The section “Ambition Card” is a progressive step from the preparatory to the middle stage. While at the preparatory stage, the learner is asked about their role models and what they want to become when they grow up, this section is more realistic and action-oriented which helps the students to create a roadmap to achieve their ambition. This card will be **filled up by the learner** at the **beginning of the academic session**.



Part A (4)

This section 'Parent-Teacher Partnership Card' needs to be **filled by the parents twice at the end of each (or any 2) academic term(s)**, during the Parents-Teacher Meeting. The information gathered from this card will help the teacher to understand the resources available to the learners and challenges they face at home. This component will be filled by the teacher in consultation with the parents during the SMCs/PTA meetings. (The format for the Parent-Teacher Interaction Card is enclosed in Annexure2)

Teachers can translate the statements for the parents and give them simpler examples to make them understand the context.

Have discussions with parents and give them some suggestions on how they can support their wards at home. Encourage the parents to write in the space what steps they will be taking at home. This will encourage accountability and foster a strong parent-teacher partnership.

Use this information to design classes/ assignments using the appropriate TLM. For e.g., flipped learning approach can only be used if a learner has access to internet and a device.

Encourage the parents to share any additional support that their wards need from the teachers.

PART A (4)
Parent-Teacher Partnership Card

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): _____

Understanding of my Child				
Circle the most appropriate option for your child.				
1. My child seems motivated to learn and engage with new concepts learnt at school.				
	Yes	Sometimes	No	Not sure
2. My child follows a schedule at home that includes curriculum and other activities, social connectivity, and screen time.				
	Yes	Sometimes	No	Not sure
3. My child finds the grade-level curriculum difficult and needs additional support.				
	Yes	Sometimes	No	Not sure
4. My child is making good progress as per his/her grade.				
	Yes	Sometimes	No	Not sure

At school, my child needs support with:			
☐ Languages (R1, R2, R3)	☐ Mathematics	☐ Science	☐ Social Science
☐ Building self-belief & self-reliance	☐ Developing social skills & conflict resolution		
☐ Managing difficult emotions like anger	☐ Developing effective study skills like time management		
☐ Skill Guidance/Digital Literacy	☐ Any other _____		

Based on my discussion with the teacher, I will support my child at home by:

(Fostering a strong parent-teacher partnership is essential to ensure your child's holistic development. While teachers support at school, please use this space to write how can you provide additional support to your child at home.)

6

Part B

SECTION 1

Part B is the **progress summary** for each learning standard. It has eight elements. The progress summary for Language Education (R1) has been explained; it will be the same for all learning standards.

Choose one curricular goal on which the activity is based. You can choose one or more competencies though.

Note: After every subject's HPC, CGs and Competencies have been listed for the convenience of the teacher. Please refer to the list.

Describe the activity in some detail.

PART B

FORMATIVE ASSESSMENT FRAMEWORK			
Subject(s) – Language Education (R1)			
Curricular Goals (Choose one or more)			
Competencies (Choose one or more)			
Learning Outcomes			
ACTIVITY			
Approach of the Activity: (Please ✓ all that apply)			
☐ Art-integrated	☐ Sports-integrated	☐ Toy-based	
☐ Technology-integrated	☐ Skill-based learning		
☐ Experiential learning	☐ Cross cutting theme integrated		
☐ Indian Knowledge Systems integrated	☐ Any Other _____		
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
Literary Awareness			
Literary Sensitivity			
Literary Creativity			
Note: Tick the relevant performance level based on the individual student's performance for each ability for this activity.			

7

Choose one of more approaches that fit the activity. List down the material needed and an approximate duration to conduct the activity.

Frame assessment questions to map the abilities outlined in the rubric. These questions can be asked directly to students or serve as observation points during the activity.

Create the assessment rubric for each ability and performance level descriptor for the activity.

While the students are doing the activity, kindly make some observational notes regarding how they performed, what were the challenges they faced, which parts they could do easily, were they able to collaborate well with peers etc. These observational notes would be helpful for the section 4 i.e., Teacher Feedback.

SECTION 2

This section will be filled by the students. The teacher will only calculate the score of the Progress Grid.

Based on the activity, encourage the students to circle the response applicable to them.

STUDENT'S SELF REFLECTION				
Based on your experience of the activity, please circle the response that is applicable.				
I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

Awareness		Sensitivity		Creativity	
I was able to learn something new.	I was attentive to every detail of the activity.	I was able to understand and express my emotions.	I was able to motivate myself and my peer when things were difficult.	I was curious to explore and learn new things during the activity.	I was able to think of 'out of the box' solutions.
I was able to understand the activity.	I was able to focus and engage with the activity.	I was able to understand the emotions of my peer.	I was able to seek and use support from my peers and teacher.	I was able to think of new ways to do the activity.	I was able to express my creativity while doing the activity.
I was able to follow the instructions.	I was able to find purpose and meaning in the activity.	I was able to contribute individually or as a group member.	I was able to help others in some way.	I was able to generate innovative ideas.	I was able to take calculated risks.

(For Teacher's Use Only)

No. of statements circled for Awareness: _____	No. of statements circled for Sensitivity: _____	No. of statements circled for Creativity: _____
--	--	---

My Learnings

By doing this activity, I learnt _____

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was _____.

I need practice on _____, I need help with _____.

Based on their performance on the activity, ask the students to circle the statement which is true for them.

Encourage the learners to reflect about their performance and experience of the activity, and write about their learnings, what they need practice on and what they need help with.

Count and write the number of statements circled by the student for each ability i.e.
A – Awareness,
S – Sensitivity
C – Creativity

Keeping the larger aim of Section 2 in mind i.e., to facilitate the learners to develop introspection and an ability to reflect on their performance/actions, teachers must continuously encourage the students to perform to their best of their abilities while doing the activity. During self-reflections, teachers may encourage honest feedback and insights about the self and how the student could have improved further on the activity.

SECTION 3

Teachers to assign peers for feedback on the students' performance. Section 3 will be **filled by the peer of the student** who has done the activity together in pair/group. In case of an individually led activity, teachers can create some mechanism of peer interaction basis which the peer can provide feedback.

Based on the activity, the student will circle the response applicable for their friend.

Based on the peer observations, encourage the peers to write their reflections about the areas where the student needs to improve (more practice) and the areas where the student needs support (help by the teacher/ peer/ parent etc.)

Read this box carefully and follow the instructions for Section 4.

Ask the peer to fill in their name and the name of their peer (student) for whom they are filling the feedback sheet. Teachers may think of rotating the peer every term to avoid any biases in the feedback.

Based on the performance of the student on the activity, ask their peer to circle the statement which is true for that

Count and write the number of statements circled by the student for each ability i.e. A – Awareness, S – Sensitivity, C – Creativity

PEER FEEDBACK

My name is _____. My peer's name is _____

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.	
	Yes Sometimes No Not sure
My peer effectively shared thoughts and ideas during the activity.	
	Yes Sometimes No Not sure

My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

Awareness		Sensitivity		Creativity	
My peer learnt something new.	My peer was attentive to every detail of the activity.	My peer can express his/her emotions well.	My peer was motivated throughout the activity.	My peer was curious to learn new things.	My peer was able to think of 'out of the box' solutions.
My peer understood the activity.	My peer was able to focus on the activity.	My peer can understand my emotions well.	My peer was able to ask help/support from me or the teacher.	My peer was able to think of new ways to do the activity.	My peer was able to express her/his creativity during the activity.
My peer followed the instructions.	My peer found this activity meaningful.	My peer contributed to the success of the activity.	My peer was able to help others in some way.	My peer was able to generate innovative ideas.	My peer was able to take calculated risks.

(For Teacher's Use Only)

No. of statements circled for Awareness: _____	No. of statements circled for Sensitivity: _____	No. of statements circled for Creativity: _____
--	--	---

My peer needs to practice _____. My peer needs help with _____.

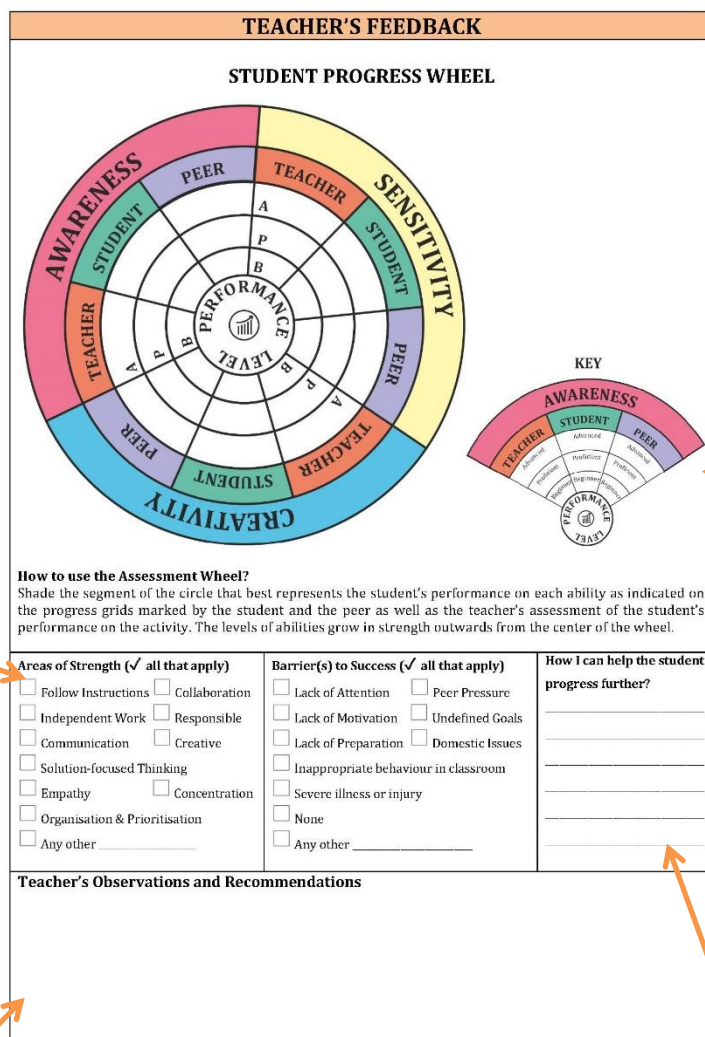
How to develop a Holistic Progress Summary? (for teacher's use only)

Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity), six sub-factors are being assessed (refer appendix). Calculate the number of statements being circled by the student in the self-reflection sheet and by the peer in the peer feedback form. Use the scoring key provided here to assess the student's level of performance on each ability. Indicate the level of performance as reflected on the student and peer assessment sheet in the Student Progress Wheel on the teacher's feedback form.

Scoring Key:
Beginner – 0,1, 2
Proficient – 3, 4
Advanced – 5, 6

Since teachers may not be able to observe every child thoroughly in a full class, the peers can play an active role in supporting teachers to observe and note the behaviors, challenges, and areas of improvement of the students.

SECTION 4



Mark the strength areas and the barriers to success as observed during the activity.

Using your observational notes from the activity, write your observations in a formal way. Also, provide any recommendations for the student to enhance their performance in future.

Use the scoring key from the box given below on Section 3 and shade the segment of the circle which represents the performance level as marked by the student, peer, and teacher on each of the abilities. Shade the inner most segment to indicate 'Beginner' level, shade the middle segment to indicate 'proficient' level and shade the outermost segment to indicate the 'advanced' level.

Reflect if you can help the student to improve further. Think and write the strategies in which you can help.

The inputs of Parents (Part A (4), Students (Part B – Section 2), and Peer (Part B – Section 3) which is integrated into the feedback of teachers (Section 4) makes the HPC at the middle stage - a holistic assessment tool.

PART C

SUMMARY FOR THE ACADEMIC YEAR

Part C is the **progress summary** for the academic year. It is suggested that the teacher tick the appropriate performance level descriptor and write an observational note for each category based on performance throughout the academic year. This should be completed at the end of 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	☐	☐	☐

Language Education (R3)		Performance Level Descriptors		
				
		BEGINNER	PROFICIENT	ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

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

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

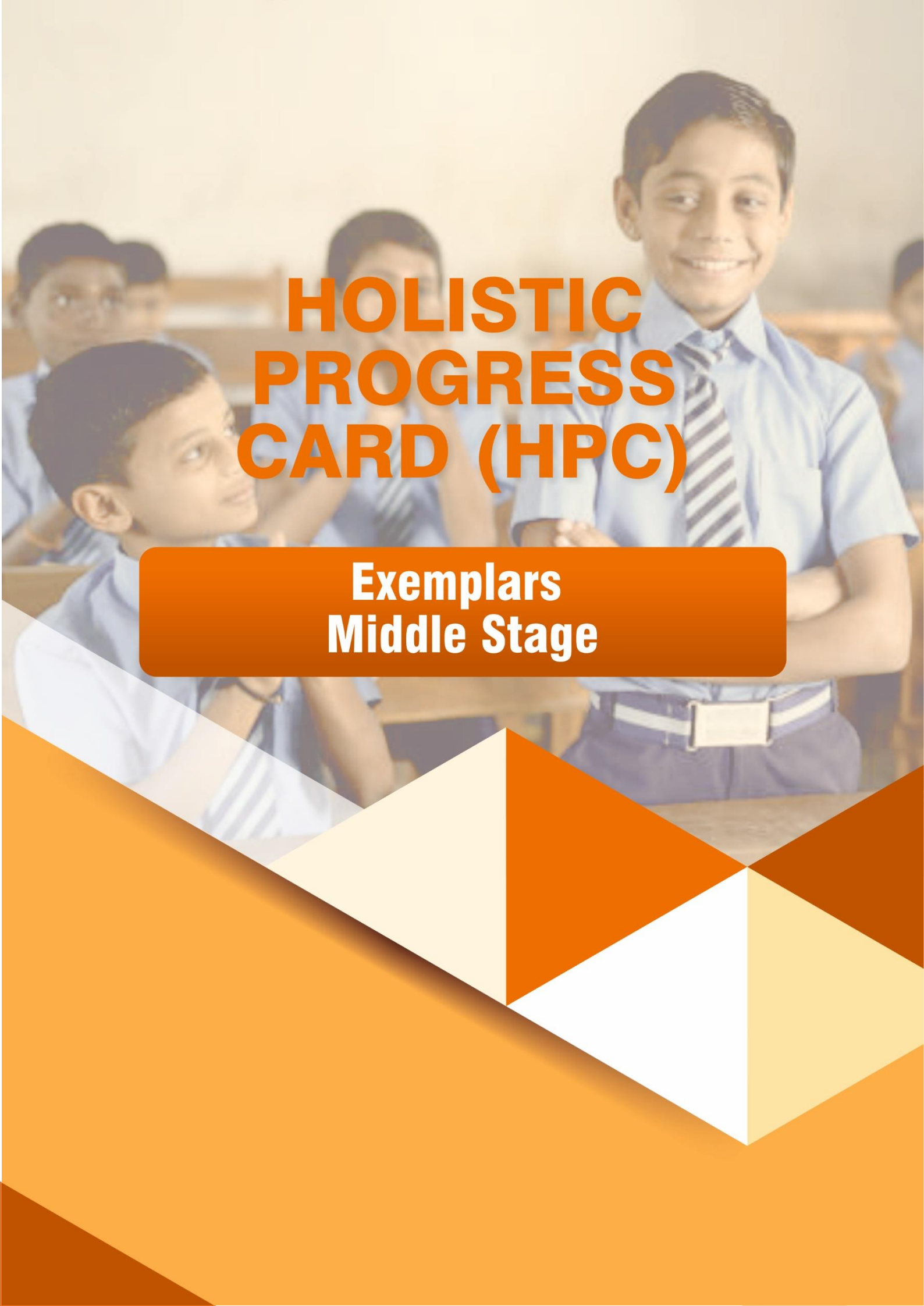
Social Science Education		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

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	☐	☐	☐

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

[illegible]

The background of the entire page is a photograph of a classroom. In the foreground, a young boy in a light blue school shirt and a striped tie is smiling at the camera. Behind him, other students are visible, some looking towards the camera and others looking away. The lighting is bright and warm. The title text is overlaid on this image.

HOLISTIC PROGRESS CARD (HPC)

**Exemplars
Middle Stage**

Exemplar for Middle Stage (Grade-VI)

PART B

FORMATIVE ASSESSMENT FRAMEWORK	
Subject(s)	Language Education (R1)
Curricular Goals <i>(Choose one or more)</i>	☒ L1CG1 – Develops the capacity for effective communication using Language skills for description, analysis, and response
Competencies <i>(Choose one or more)</i>	☒ L1C1.3 – Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, and formal/informal questions relevant to context with sensitivity)
Learning Outcome	Listens to and asks questions in an interview, then share the story of someone who faced problems and overcame them and present this story in a simple way using words, pictures, or video
ACTIVITY	
Approach of the Activity: <i>(Please ✓ all that apply)</i> ☐ Art-integrated ☐ Sports-integrated ☐ Toy-based ☒ Technology-integrated ☐ Skill-based learning ☐ Experiential learning ☐ Cross cutting theme integrated ☐ Indian Knowledge Systems integrated ☐ Any Other _____	
Activity: Kathputli (Poem) In the poem <i>Kathputli</i>, they learn how a puppet cannot move on its own because it is tied with strings. In real life too, many people feel tied down by problems, rules, or what others say. But some people break these "ropes" and do something great. In this activity, students will take an interview of someone they know-like their mother, teacher, elder sister, or a neighbour. They would ask simple questions to understand if that person faced any difficulty in life and how they became free from it. Students will listen carefully and write down or record the answers. They will then <i>document</i> the interview in their own words and share it in class. They can present it by speaking, drawing, showing a poster, or using audio or video. Note (For Including CWSN): Students with special needs can interview a family member or share their own story. They can work with a friend or teacher to help them speak or write down their answers.	Assessment: 1. What problems did the person you talked to face, and how did they solve them? 2. What questions did you ask during the interview, and how did you collect the information? 3. What did you learn from their stories, and how can it help or inspire others?

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
Literary Awareness	The student had trouble understanding the purpose of the interview and struggled to find the person to be interviewed or to ask the right questions to gather useful information.	The student mostly understood the purpose of the interview, asked some relevant questions, but missed a few details in gathering information.	The student clearly understood the interview purpose, asked interesting questions, and collected useful information.
Literary Sensitivity	The student found it hard to ask interesting questions in the interview and could not explain why they were doing the interview in their own words. They looked confused and were not sure how to do the activity. They needed help many times.	The student asked some interesting questions, but a few did not help to get full information. They could mostly explain why they were doing the interview. They were a little nervous but tried their best. They sometimes stopped to think before speaking.	The student asked interesting and useful questions in the interview. They clearly and confidently explained why they were doing the interview in their own words. They looked sure of themselves and did the activity with ease. They were active and comfortable.
Literary Creativity	The student did not provide enough information about the person they interviewed, and the interview was not well-structured. The questions framed in the interview did not address the purpose. The student simply narrated the interview without any interpretation, and did not use any photos, audio, or video to show their work.	The student provided some information about the person, but it was not detailed enough. The structure of the interview could have been better, and some of the questions didn't fully address the purpose. The presentation was clear, but it lacked creativity. The student mostly narrated the story without adding much interpretation and used simple tools like showing a photo or reading from a phone or notebook.	The student provided enough information about the person and their struggles. The interview was well-structured, and the questions framed in the activity clearly addressed the purpose. The presentation was creative, engaging, and showed deep interpretation of the person's story. The student used visuals, acting, or other creative methods to make the presentation interesting and easy to follow. They used helpful tools like a slideshow, video, voice recording, or acted parts to show the interview in a fun way.

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

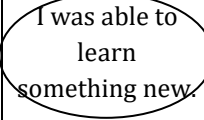
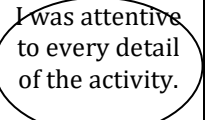
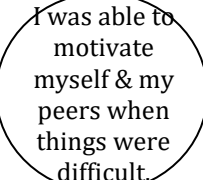
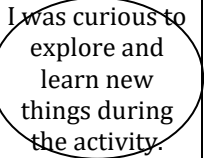
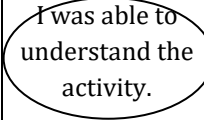
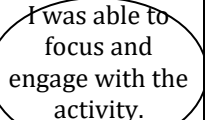
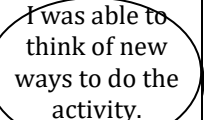
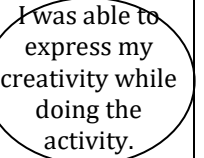
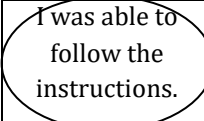
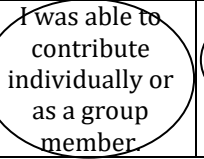
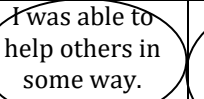
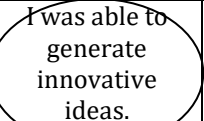
STUDENT'S SELF REFLECTION

Based on your experience of the activity, please circle the response that is applicable.

I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

Awareness		Sensitivity		Creativity	
 I was able to learn something new.	 I was attentive to every detail of the activity.	I was able to understand and express my emotions.	 I was able to motivate myself & my peers when things were difficult.	 I was curious to explore and learn new things during the activity.	I was able to think of 'out of the box' solutions.
 I was able to understand the activity.	 I was able to focus and engage with the activity.	I was able to understand the emotions of my peer.	I was able to seek and use support from my peers and teacher.	 I was able to think of new ways to do the activity.	 I was able to express my creativity while doing the activity.
 I was able to follow the instructions.	I was able to find purpose and meaning in the activity.	 I was able to contribute individually or as a group member.	 I was able to help others in some way.	 I was able to generate innovative ideas.	I was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for Awareness: 5		No. of statements circled for Sensitivity: 3		No. of statements circled for Creativity: 4	

My Learnings

By doing this activity, I learnt about conducting an interview. I also discovered that true heroes are not always famous. Sometimes, they are ordinary people doing incredible things to help others.

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was interviewing my mother as I got to see a different side of her.

I need to practice pronouncing some words. I need help with creating relevant questions.

PEER FEEDBACK

My name is Akshay.

My peer's name is Sahil.

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure
My peer's effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

Awareness		Sensitivity		Creativity	
☒ My peer learnt something new.	My peer was attentive to every detail of the activity.	☒ My peer can express his/her emotions well.	☒ My peer was motivated throughout the activity.	My peer was curious to learn new things.	☒ My peer was able to think of 'out of the box' solutions.
☒ My peer understood the activity.	☒ My peer was able to focus on the activity.	☒ My peer can understand my emotions well.	☒ My peer was able to ask help/support from me or the teacher.	☒ My peer was able to think of new ways to do the activity.	☒ My peer was able to express her/his creativity during the activity.
☒ My peer followed the instructions.	My peer found this activity meaningful.	☒ My peer contributed to the success of the activity.	My peer was able to help others in some way.	☒ My peer was able to generate innovative ideas.	My peer was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for Awareness: 4		No. of statements circled for Sensitivity: 5		No. of statements circled for Creativity: 4	

My peer needs to practice presenting confidently. My peer needs help with N/A.

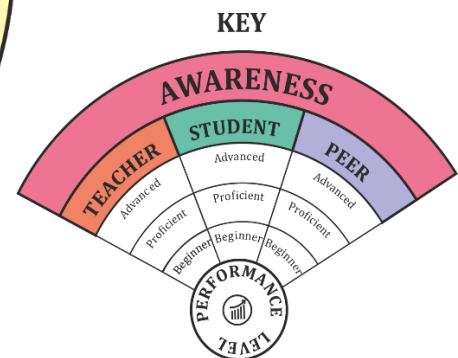
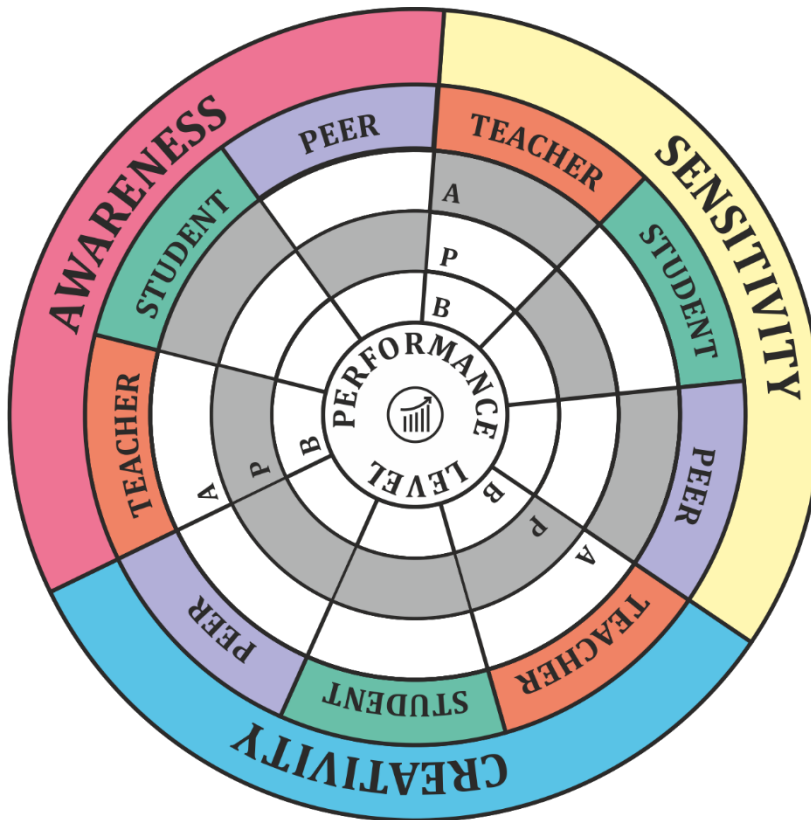
How to develop a Holistic Progress Summary? (for teacher's use only)

Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity), six sub-factors are being assessed (refer appendix). Calculate the number of statements being circled by the student in the self-reflection sheet and by the peer in the peer feedback form. Use the scoring key provided here to assess the student's level of performance on each ability. Indicate the level of performance as reflected on the student and peer assessment sheet in the Student Progress Wheel on the teacher's feedback form.

Scoring Key:
Beginner – 0, 1, 2
Proficient – 3, 4
Advanced – 5, 6

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

Areas of Strength (✓ all that apply)

- ☒ Follow Instructions ☐ Collaboration
- ☐ Independent Work ☐ Responsible
- ☒ Communication ☐ Creative
- ☒ Solution-focused Thinking
- ☐ Empathy ☐ Concentration
- ☒ Organisation & Prioritisation
- ☐ Any other _____

Barrier(s) to Success (✓ all that apply)

- ☐ Lack of Attention ☒ Peer Pressure
- ☐ Lack of Motivation ☐ Undefined Goals
- ☐ Lack of Preparation ☐ Domestic Issues
- ☐ Inappropriate behaviour in classroom
- ☐ Severe illness of injury
- ☐ None
- ☐ Any other _____

How I can help the student progress further?

Helping the learner learn new words to and enrich vocabulary.

Teacher's Observations and Recommendations

Sahil understood the task and interviewed his mother with interest. He asked some relevant questions and shared the story clearly. The presentation was simple and meaningful but needs improvement in vocabulary use and confidence while speaking.

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Language Education (R2)
Curricular Goals (Choose one or more)	☒ L2CG2 – Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions, etc.)
Competencies (Choose one or more)	☒ L2C2.2 – Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing
Learning Outcome	Writes a simple conversation with a tree, sharing thoughts and feelings

ACTIVITY

Approach of the Activity: (Please ✓ all that apply)

- ☐ **Art-integrated**
☐ **Sports-integrated**
☐ **Toy-based**
☐ **Technology-integrated**
☐ **Skill-based learning**
☐ **Experiential learning**
☐ **Cross cutting theme integrated**
☐ **Indian Knowledge Systems integrated**
☒ **Any Other** _____

Activity: Nurturing Nature (Poorvi)

In this activity, students will imagine talking to a tree. They will work in small groups (3-4 students). Each group will choose a tree (either one nearby or one they imagine). They will think about what the tree might say about its life, what it sees around it, and how it feels.

Students will write a short conversation (6-8 lines) with the tree, asking simple but thoughtful questions like:

- What have you seen around you?
- How do you feel when people cut your branches?
- What is it like during a storm?

After writing the conversation, the group will practice and share it with the class, either by reading it aloud or acting it out. This activity helps students think critically, express their thoughts clearly.

Note (For Including CWSN): For students with special needs, the teacher can provide extra support like visual aids or one-on-one help, to make sure they can join in. This will help them build their communication skills and feel confident in sharing their ideas.

Assessment:

1. Did each student in the group add at least one line to the conversation with the tree?
2. Did the group pick a specific tree, and do the dialogues include details about that tree?
3. Did the students ask thoughtful questions like "What have you seen around you?" or "How do you feel when it rains?"

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

	Beginner	Proficient	Advanced
Literary Awareness	The student's conversation with the tree was unclear. It didn't match the tree's life and was hard to understand. They shared very few or confused ideas.	The student's conversation with the tree was mostly clear. They shared some correct ideas but missed important details or did not clearly show what the tree might feel or see.	The student's conversation with the tree was clear and meaningful. They shared real and thoughtful ideas, showing they understood what the tree might see, feel, or experience.
Literary Sensitivity	The student did not join in much in the group and shared very few or unclear lines in the dialogue.	The student listened to their group members and spoke sometimes, but did not take part fully or missed parts of the discussion.	The student listened to others in the group, joined the activity with interest, and added thoughtful lines in the dialogue with the tree.
Literary Creativity	The student did not ask questions, or asked very simple questions like "Are you a tree?" or "Do you grow fast?" that showed limited thinking.	The student did not ask questions, or asked very simple questions like "Are you a tree?" or "Do you grow fast?" that showed limited thinking.	The student asked thoughtful and deep questions that helped the group understand the tree's feelings or challenges. For example: "Do you feel lonely when no one sits under you?", "Are you scared when there's a big storm?", or "Do you feel sad when someone cuts your branches or plucks your fruits without asking?"

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

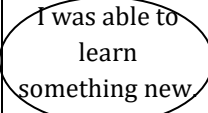
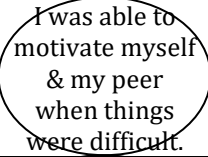
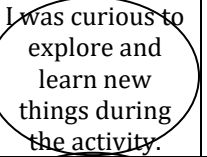
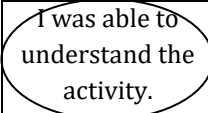
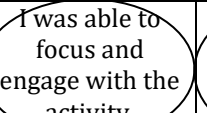
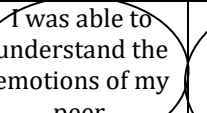
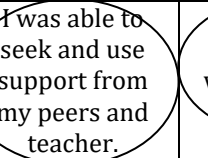
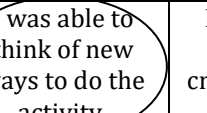
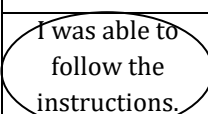
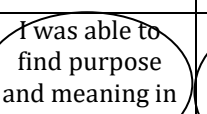
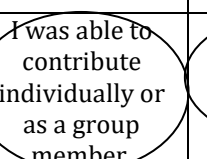
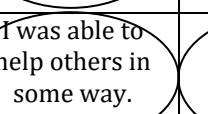
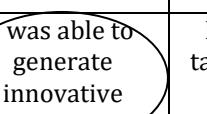
STUDENT'S SELF REFLECTION

Based on your experience of the activity, please circle the response that is applicable.

I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

Awareness		Sensitivity		Creativity	
	I was attentive to every detail of the activity.	I was able to understand and express my emotions.			I was able to think of 'out of the box' solutions.
					I was able to express my creativity while doing the activity.
					I was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for Awareness: 5		No. of statements circled for Sensitivity: 5		No. of statements circled for Creativity: 3	

My Learnings

By doing this activity, I learnt how to write and speak about a tree's life and feelings using simple English.

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was imagining the tree's thoughts and using dialogues to create my story.

I need practice on using better vocabulary and making the story more emotional. I need help with asking deeper questions and predicting how the tree might feel in different situations.

PEER FEEDBACK

My name is Sejal.

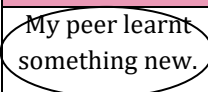
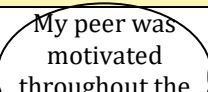
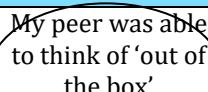
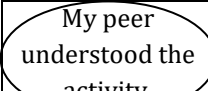
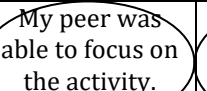
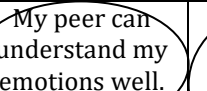
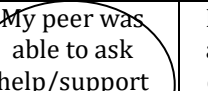
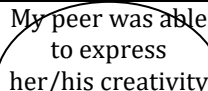
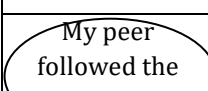
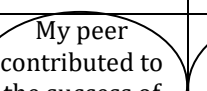
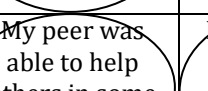
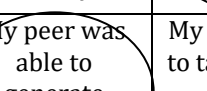
My peer's name is Mamta.

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure
My peer's effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

Awareness		Sensitivity		Creativity	
	My peer was attentive to every detail of the activity.	My peer can express his/her emotions well.		My peer was curious to learn new things.	
				My peer was able to think of new ways to do the activity.	
	My peer found this activity meaningful.				My peer was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for Awareness: 4		No. of statements circled for Sensitivity: 5		No. of statements circled for Creativity: 4	

My peer needs to practice writing more. My peer needs help with new words.

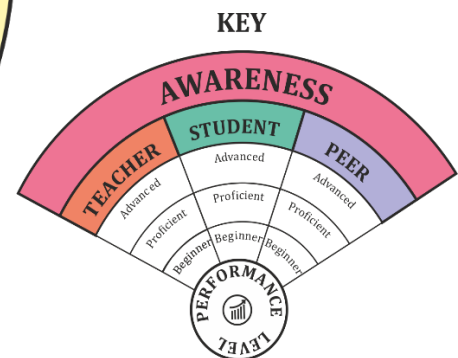
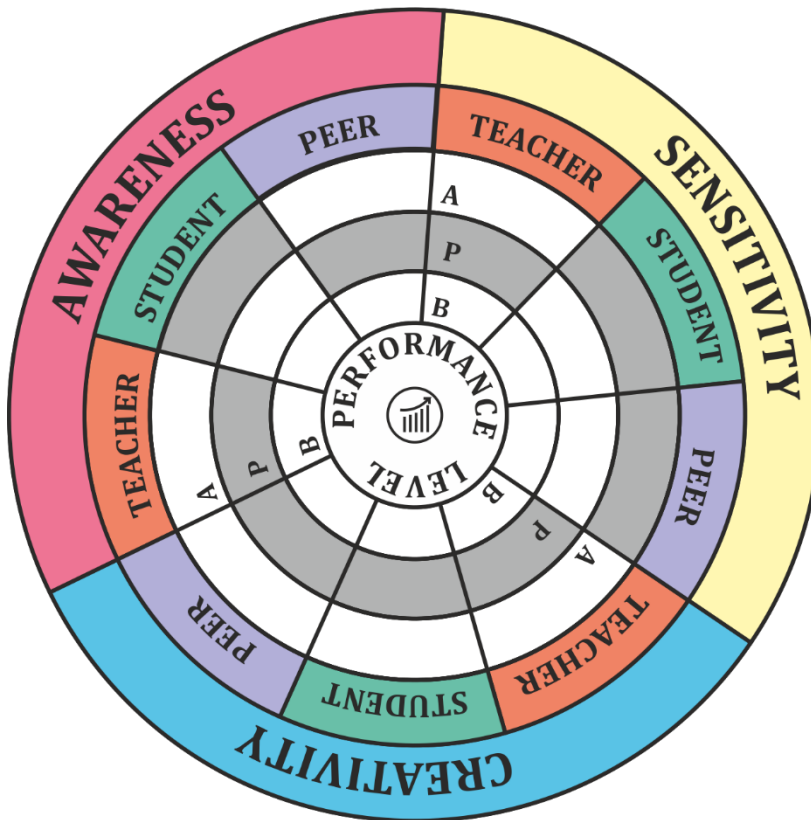
How to develop a Holistic Progress Summary? (for teacher's use only)

Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity), six sub-factors are being assessed (refer appendix). Calculate the number of statements being circled by the student in the self-reflection sheet and by the peer in the peer feedback form. Use the scoring key provided here to assess the student's level of performance on each ability. Indicate the level of performance as reflected on the student and peer assessment sheet in the Student Progress Wheel on the teacher's feedback form.

Scoring Key:
Beginner – 0, 1, 2
Proficient – 3, 4
Advanced – 5, 6

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

Areas of Strength (✓ all that apply)

- ☒ Follow Instructions ☒ Collaboration
- ☒ Independent Work ☐ Responsible
- ☐ Communication ☒ Creative
- ☐ Solution-focused Thinking
- ☐ Empathy ☒ Concentration
- ☐ Organisation & Prioritisation
- ☐ Any other _____

Barrier(s) to Success (✓ all that apply)

- ☐ Lack of Attention ☐ Peer Pressure
- ☐ Lack of Motivation ☐ Undefined Goals
- ☐ Lack of Preparation ☐ Domestic Issues
- ☐ Inappropriate behaviour in classroom
- ☐ Severe illness of injury
- ☒ None
- ☐ Any other _____

How I can help the student progress further?

Helping learner improve vocabulary

Teacher's Observations and Recommendations

Mamta could imagine the tree's life and express some ideas clearly in English. She asked relevant questions but needs support to use richer vocabulary and explore deeper feelings in the story.

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Language Education (R3)
Curricular Goals (Choose one or more)	☒ L3CG1 – Develops effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas by describing and narrating events and situations
Competencies (Choose one or more)	☒ L3C1.3 – Makes oral presentations (class debates, short welcome notes, anchoring of small events, short speeches, etc.)
Learning Outcome	Understands key concepts, expresses ideas clearly, and collaborates effectively

ACTIVITY

Approach of the Activity: (Please ✓ all that apply)

- ☒ **Art-integrated**
☐ **Sports-integrated**
☐ **Toy-based**
☒ **Technology-integrated**
☐ **Skill-based learning**
☐ **Experiential learning**
☐ **Cross cutting theme integrated**
☐ **Indian Knowledge Systems integrated**
☐ **Any Other** _____

Activity:

Summary of the activity: In this activity, students participate in a collaborative debate titled “Voices for Change.” They are divided into small groups and given a relevant social or environmental topic such as “Should schools ban single-use plastic?” or “Can technology replace traditional classrooms?” Each group researches, discusses, and prepares arguments either for or against the topic. They also design a creative poster or digital slide representing their stance using slogans or visuals. The session ends with a class debate, reflection, and a gallery walk where students view each group’s work. The activity develops communication skills, critical thinking, teamwork, and creative expression.

Note (For Including CWSN): To involve Children with Special Needs (CWSN) in a communication activity, teacher can use simple language, visual aids, and gestures to support understanding. She can encourage participation through alternative modes like drawing, sign language, or assistive devices or pair them with supportive peers and create a safe, inclusive space where every child feels confident to express themselves.

Assessment:

1. How effectively did the group present arguments supported by facts and examples during the debate?
2. How confidently and clearly did the group express their ideas while speaking during the debate or presentation?
3. How well did the group collaborate to create a compelling poster or digital slide that visually represented your stance?

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
Literary Awareness	The student's arguments were unclear or lack supporting evidence.	The student's arguments were somewhat clear and supported by a few relevant points.	The student's arguments were clear, well-organized, and strongly supported by relevant facts and examples.
Literary Sensitivity	The student was hesitant, unclear, and disengaged during the activity.	The student showed some confidence and clarity; limited engagement or expression.	The student was confident, clear, and engaging with effective voice and body language.
Literary Creativity	Poster/slide used for explanation lacked creativity, clarity, or group effort.	Poster/slide showed some creativity and teamwork; partially aligned with topic.	Poster/slide was creative, well-designed, and reflected strong teamwork and topic alignment.

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

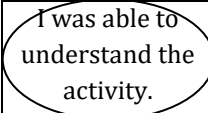
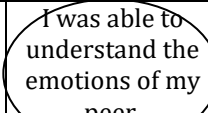
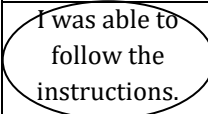
STUDENT'S SELF REFLECTION

Based on your experience of the activity, please circle the response that is applicable.

I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

Awareness		Sensitivity		Creativity	
I was able to learn something new.	I was attentive to every detail of the activity.	I was able to understand and express my emotions.	I was able to motivate myself & my peer when things were difficult.	I was curious to explore and learn new things during the activity.	I was able to think of 'out of the box' solutions.
	I was able to focus and engage with the activity.		I was able to seek and use support from my peers and teacher.	I was able to think of new ways to do the activity.	I was able to express my creativity while doing the activity.
	I was able to find purpose and meaning in the activity.	I was able to contribute individually or as a group member.	I was able to help others in some way.	I was able to generate innovative ideas.	I was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for Awareness: 2		No. of statements circled for Sensitivity: 1		No. of statements circled for Creativity: 1	

My Learnings

By doing this activity, I learnt about debates.

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was talking about (topic of the debate).

I need practice on talking more about the topic. I need help with working with my friends.

PEER FEEDBACK

My name is Nitin.

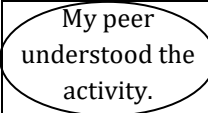
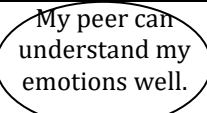
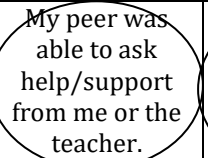
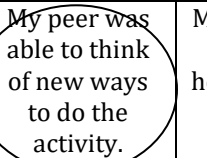
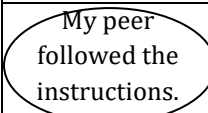
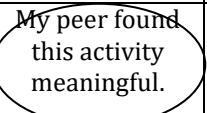
My peer's name is Vikas.

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure
My peer's effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

Awareness		Sensitivity		Creativity	
My peer learnt something new.	My peer was attentive to every detail of the activity.	My peer can express his/her emotions well.	My peer was motivated throughout the activity.	My peer was curious to learn new things.	My peer was able to think of 'out of the box' solutions.
 My peer understood the activity.	My peer was able to focus on the activity.	 My peer can understand my emotions well.	 My peer was able to ask help/support from me or the teacher.	 My peer was able to think of new ways to do the activity.	My peer was able to express her/his creativity during the activity.
 My peer followed the instructions.	 My peer found this activity meaningful.	My peer contributed to the success of the activity.	My peer was able to help others in some way.	My peer was able to generate innovative ideas.	My peer was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for Awareness: 3		No. of statements circled for Sensitivity: 2		No. of statements circled for Creativity: 1	

My peer needs to practice Vocabulary for debates. My peer needs help with speaking better.

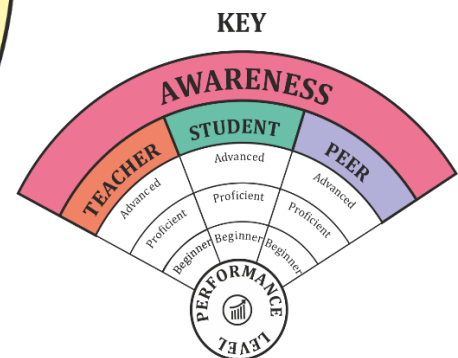
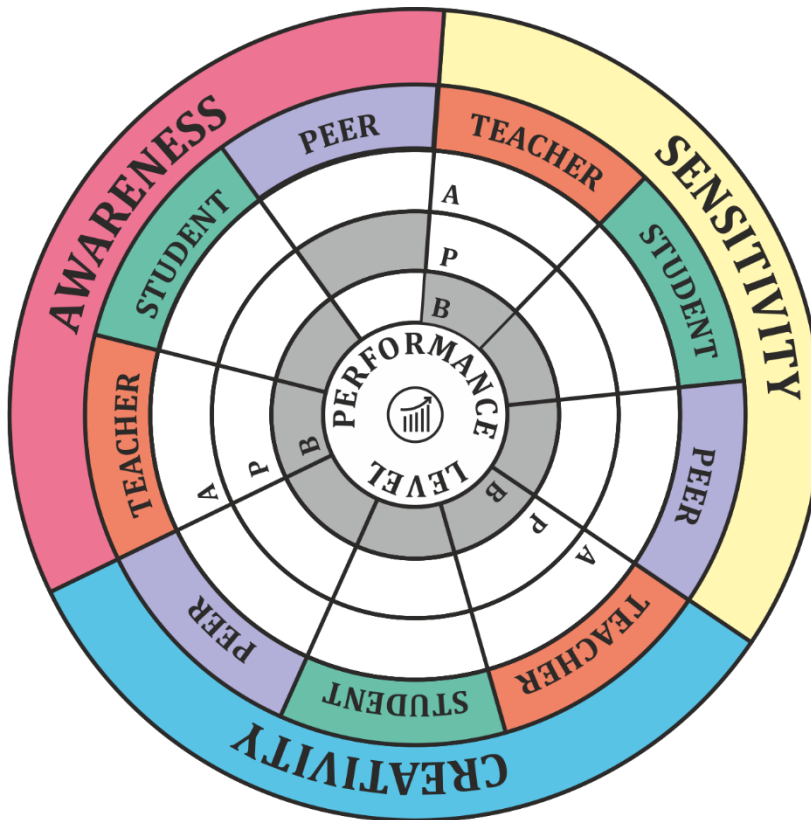
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Scoring Key:
Beginner – 0, 1, 2
Proficient – 3, 4
Advanced – 5, 6

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

Areas of Strength (✓ all that apply)

- ☒ Follow Instructions ☐ Collaboration
- ☐ Independent Work ☐ Responsible
- ☐ Communication ☐ Creative
- ☐ Solution-focused Thinking
- ☒ Empathy ☐ Concentration
- ☐ Organisation & Prioritisation
- ☐ Any other _____

Barrier(s) to Success (✓ all that apply)

- ☐ Lack of Attention ☒ Peer Pressure
- ☒ Lack of Motivation ☐ Undefined Goals
- ☒ Lack of Preparation ☒ Domestic Issues
- ☐ Inappropriate behaviour in classroom
- ☐ Severe illness of injury
- ☐ None
- ☐ Any other _____

How I can help the student progress further?

Need to speak to learner and find out how domestic issues are impacting their performance.

Teacher's Observations and Recommendations

Vikas tried their best to participate but there were many barriers. Domestic issues have made it difficult for them to focus on an activity. I hope to speak to them 1:1 and figure out solutions to help them cope.

Vikas is also finding it difficult to work with peers. I hope to pair them with different learners in various activities and get them used to peer work/peer feedback.

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Mathematics Education
Curricular Goals (Choose one or more)	☒ MCG4 – Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems
Competencies (Choose one or more)	☒ MC4.1 – Discovers, understands, and uses formulae to determine the area of a square, triangle, parallelogram, and trapezium and develops strategies to find the areas of composite 2D shapes
Learning Outcome	Enhances their problem-solving skills and mathematical fluency by solving puzzles and applying their solutions to real life classroom tasks

ACTIVITY

Approach of the Activity: (Please ✓ all that apply)

- ☐ **Art-integrated**
☐ **Sports-integrated**
☒ **Toy-based**
☐ **Technology-integrated**
☐ **Skill-based learning**
☐ **Experiential learning**
☐ **Cross cutting theme integrated**
☐ **Indian Knowledge Systems integrated**
☒ **Any Other** Play-based

Activity:

In this activity, students use their math and thinking skills to do real tasks in the classroom. They work in small groups and solve simple number puzzles using addition, subtraction, multiplication, or division. When they solve a puzzle, they get a classroom task like arranging name plates, grouping books, or decorating a corner. While doing these tasks, students use math in real-life ways—like counting, sorting, planning, and following steps. They also learn how to break a big task into smaller parts and solve it step by step.

This activity also helps students work well in teams, understand how math is useful in daily life, and take part in making their classroom neat, organized, and creative.

Assessment:

1. Are students able to connect the math puzzle to the classroom task naturally and accurately?
2. How do students interact with each other during the group activity – do they listen to, collaborate, and share roles?
3. Are students showing signs of thinking through problems (e.g., trying different methods, discussing steps) or simply guessing?

Group	Puzzle	Answer	Task
1	How many name plates are needed if 4 rows have 8 desks each? (Think about every student needing a name tag!)	32	Design, write names and arrange 32 nameplates creatively on desks row wise. Create small team symbols too.
2	You want 3 Stars at each corner for decoration. There are 6 corners. How many stars do you need?	18	Cut out and decorate 18 stars with glitter or colours and paste them in each corner balancing left and right.

Group	Puzzle	Answer	Task
3	You have 45 pencils. You want each pencil box to have 9 pencils. How many boxes do you make?	5	Make pencil kits with 9 pencils each, decorate the kits with team colours and organise them neatly.
4	You are lining up 30 students. If each line has 6 students, how many lines will you make?	5	Use tape or chalk to draw 5 lanes. Label lanes, line up your teammates, and practice moving in lines smartly.
5	Each shelf has 5 books. You add 2 more books to each shelf. There are 4 shelves. What will be the total number of books?	28	Collect, count and stack 28 books properly on shelves. Make small signboards to show the number on each.
6	You label cupboards. 2 labels on each 7 cupboards but 1 is broken	12	Design labels neatly, stick 2 on each cupboard and decorate one for "repair needed"!

Note (for including CWSN): The teacher can give clear step-by-step instructions using visuals or objects to support understanding. Tasks can be adapted or shared in smaller parts so that children with special needs can join the group and contribute at their own pace.

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
Mathematical Awareness	The student understood the task only a little. They guessed the answers without much thinking, rarely discussed steps or tried different methods to solve the problem.	The student understood most of the task. They attempted to think through the problem and sometimes tried different methods but occasionally needed help to figure things out.	The student understood the task fully and knew exactly what to do after solving the puzzle. They showed strong problem-solving skills, thinks critically, tried different methods, and discussed their steps with others, leading to thoughtful solutions.
Mathematical Sensitivity	The student worked only when told. They did not engage much or cared much about the neatness of the task or helping others in the team.	The student worked with the team and tried to be careful. They sometimes needed reminders to listen, share or arrange neatly.	The student worked very well with the team. They listened and shared ideas. They did the work neatly and thought about others' comfort.
Mathematical Creativity	The student struggled to connect the math puzzle to the task. They needed significant help to understand how to use math puzzles in real-life task.	The student tried to connect the puzzle to the task with some guidance but needed occasional prompt to understand the relationship between math puzzles and the task.	The student could connect the puzzle to the task naturally and accurately, showing a strong understanding of how math applies to the classroom task.

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

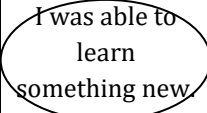
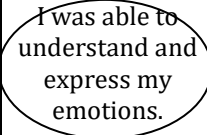
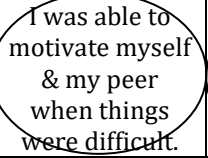
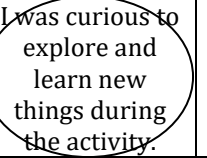
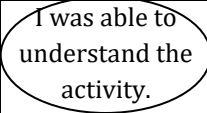
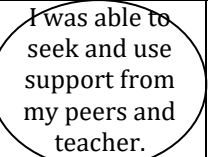
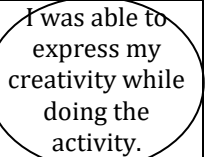
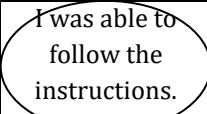
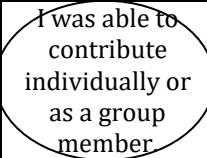
STUDENT'S SELF REFLECTION

Based on your experience of the activity, please circle the response that is applicable.

I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

Awareness		Sensitivity		Creativity	
	I was attentive to every detail of the activity.				I was able to think of 'out of the box' solutions.
	I was able to focus and engage with the activity.	I was able to understand the emotions of my peer.		I was able to think of new ways to do the activity.	
	I was able to find purpose and meaning in the activity.		I was able to help others in some way.	I was able to generate innovative ideas.	I was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for Awareness: 3		No. of statements circled for Sensitivity: 4		No. of statements circled for Creativity: 2	

My Learnings

By doing this activity, I learnt how to use math in real-life situations like arranging things and solving puzzles.

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was solving puzzles and then using the answers to do something in the classroom.

I need practice with dividing numbers and using math quickly while working in a group.

PEER FEEDBACK

My name is Kiran.

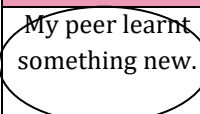
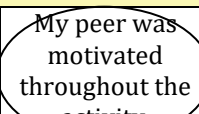
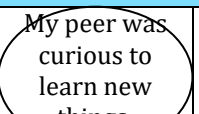
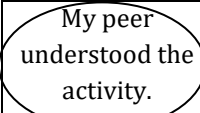
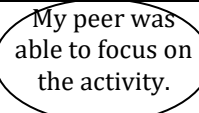
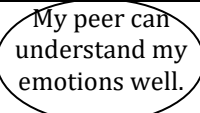
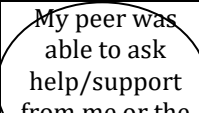
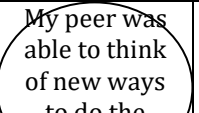
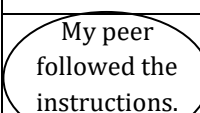
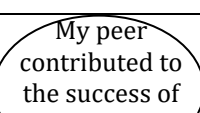
My peer's name is Gurpreet.

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure
My peer's effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

Awareness		Sensitivity		Creativity	
 My peer learnt something new.	My peer was attentive to every detail of the activity.	My peer can express his/her emotions well.	 My peer was motivated throughout the activity.	 My peer was curious to learn new things.	My peer was able to think of 'out of the box' solutions.
 My peer understood the activity.	 My peer was able to focus on the activity.	 My peer can understand my emotions well.	 My peer was able to ask help/support from me or the teacher.	 My peer was able to think of new ways to do the activity.	My peer was able to express her/his creativity during the activity.
 My peer followed the instructions.	My peer found this activity meaningful.	 My peer contributed to the success of the activity.	My peer was able to help others in some way.	My peer was able to generate innovative ideas.	My peer was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for Awareness: 4		No. of statements circled for Sensitivity: 4		No. of statements circled for Creativity: 2	

My peer needs to practice dividing numbers. My peer needs help with N/A.

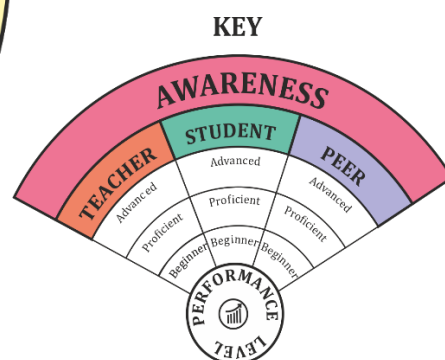
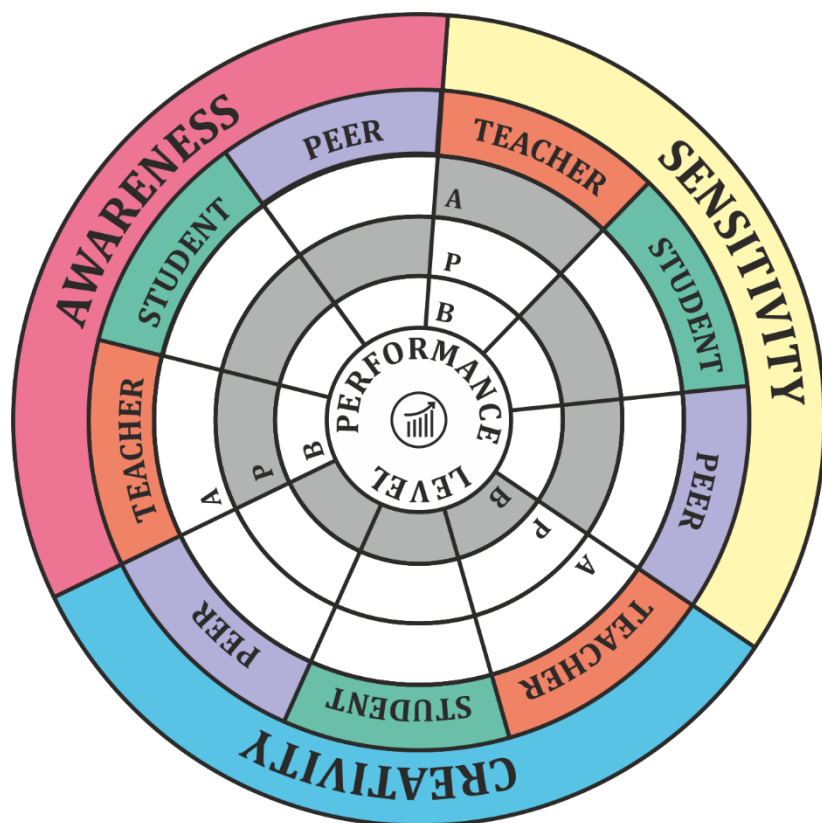
How to develop a Holistic Progress Summary? (for teacher's use only)

Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity), six sub-factors are being assessed (refer appendix). Calculate the number of statements being circled by the student in the self-reflection sheet and by the peer in the peer feedback form. Use the scoring key provided here to assess the student's level of performance on each ability. Indicate the level of performance as reflected on the student and peer assessment sheet in the Student Progress Wheel on the teacher's feedback form.

Scoring Key:
Beginner – 0, 1, 2
Proficient – 3, 4
Advanced – 5, 6

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

Areas of Strength (✓ all that apply)

- ☒ Follow Instructions
- ☒ Collaboration
- ☐ Independent Work
- ☒ Responsible
- ☐ Communication
- ☐ Creative
- ☐ Solution-focused Thinking
- ☒ Empathy
- ☐ Concentration
- ☒ Organisation & Prioritisation
- ☐ Any other _____

Barrier(s) to Success (✓ all that apply)

- ☐ Lack of Attention
- ☐ Peer Pressure
- ☐ Lack of Motivation
- ☐ Undefined Goals
- ☐ Lack of Preparation
- ☐ Domestic Issues
- ☐ Inappropriate behaviour in classroom
- ☐ Severe illness of injury
- ☒ None
- ☐ Any other _____

How I can help the student progress further?

By giving more worksheets on divisions

Teacher's Observations and Recommendations

Gurpreet enjoyed solving the puzzles and was able to connect them with real tasks in the classroom. She followed instructions carefully and worked well with her team. With more practice in division and applying math quickly, she will grow more confident and creative.

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Science Education
Curricular Goals (Choose one or more)	☒ SCCG1 – Explores the world of matter and its constituents, properties, and behaviour
Competencies (Choose one or more)	☒ SCC1.1 – Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics
Learning Outcome	Classifies liquids as basic or not basic using any natural indicator and record their observations

ACTIVITY

Approach of the Activity: (Please ✓ all that apply)

- ☐ Art-integrated
 ☐ Sports-integrated
 ☐ Toy-based
☐ Technology-integrated
 ☐ Skill-based learning
☐ Experiential learning
 ☐ Cross cutting theme integrated
☐ Indian Knowledge Systems integrated
 ☒ Any Other Experiment Base

Activity: Testing Acid and Base

In this activity, students will work in groups of 4 to test different water samples, such as lemon water, vinegar, tap water, baking soda water, and soap water. Each group will choose any natural indicator to test the liquids.

Students will observe the changes, such as colour shifts, when the indicator is applied to each liquid. If the liquid is basic, the colour of the indicator will change. If it is acidic or neutral, there will be no colour change. They will then classify each liquid as “Basic” or “Not Basic” and record their findings on a chart. They will tag the liquids based on their observations. At the end, students will reflect on the activity and respond to the questions provided by the teacher.

Note (for including CWSN): For children with special needs, the teacher can provide extra support, one-to one help to make it easier for students with visual or motor difficulties to engage in the experiment. For children with hearing impairments, the teacher can use written instructions and visual demonstrations. Additionally, students who require extra support can work in pairs or small groups to encourage collaboration and help where needed.

Assessment:

Liquid Sample	Colour change in using natural indicator	Is the liquid Basic or Non-Basic?
Lemon Water		
Vinegar		
Baking soda water		
Soap water		

1. What natural indicator are you using in this experiment, and how does it show the difference between basic and non-basic liquids?
2. What changes did you observe in the paper when it was dipped into different liquids like lemon water, vinegar, or soap water?
3. What colour changes did you notice in the paper for basic versus non-basic liquids?
4. How did the turmeric paper react when exposed to liquids like lemon water or vinegar?
5. What was the most noticeable difference between the basic and non-basic liquids in terms of colour change?

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
Scientific Awareness	The student was not sure about the name of the natural indicator (for example, turmeric) or could not explain how it to work with it. They might guess the results or say things like "I am not able to understand" or "I just saw a change" without understanding what it means.	The student tried to name the indicator (e.g., "We used turmeric") and said something simple like "the paper changed colour, so it is basic," but might not clearly explain the link between colour change and the type of liquid.	The student clearly said, "We used turmeric as a natural indicator. It turns red in basic liquids. That's how we knew baking soda water is basic," showing they understood both the name of the indicator and its effect. They could link colour change directly to the nature of the liquid (basic or non-basic).
Scientific Sensitivity	The student was not very careful while doing the experiment. They dipped the paper without care, spilled water, or mixed samples by mistake. They might not notice carefully what happened or did not note it down. For example, they just said, "It changed" without noting which liquid caused it or what the colour was.	The student tried to handle the paper and samples properly but might sometimes miss changes or mix up samples. They might say, "I think vinegar didn't change the paper," but were unsure or missed an observation.	The student handled each liquid with care, dipped the paper properly, waited patiently and watched for changes, and said clearly, "Lemon water did not change the colour. Soap water turned it reddish-brown." Their observation was correct, careful, and complete.
Scientific Creativity	Their chart or answers were not clear or complete. They only wrote short or unclear points like "yes" or "colour change" without explanation. They were unable to tag the liquids correctly as "Basic" or "Not Basic."	The student filled most of the chart and wrote basic answers like "soap water is basic because it changed colour." Their presentation was understandable but simple. They tagged most of the liquids correctly but were unsure about a few.	The student presented a neat and complete chart and gave thoughtful answers like, "Baking soda water changed the indicator to red, so we labelled it as basic. Vinegar had no effect, so it is not basic." Their work was clear and well explained. They could tag all liquids accurately as "Basic" or "Not Basic."

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

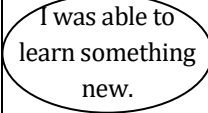
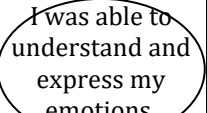
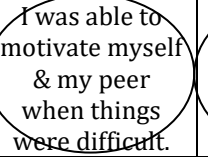
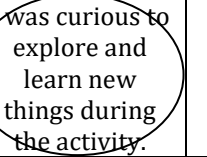
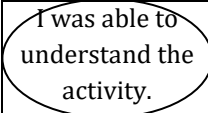
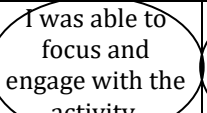
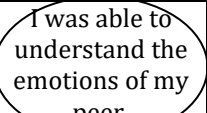
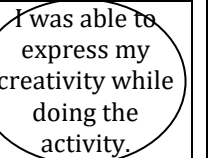
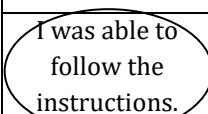
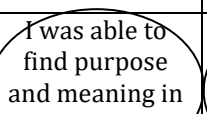
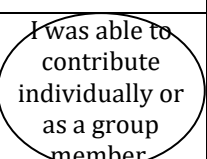
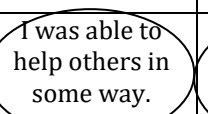
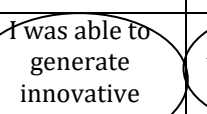
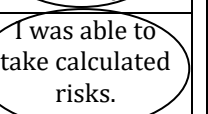
STUDENT'S SELF REFLECTION

Based on your experience of the activity, please circle the response that is applicable.

I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

Awareness		Sensitivity		Creativity	
	I was attentive to every detail of the activity.				I was able to think of 'out of the box' solutions.
			I was able to seek and use support from my peers and teacher.	I was able to think of new ways to do the activity.	
					

(For Teacher's Use Only)

No. of statements circled for Awareness: 5	No. of statements circled for Sensitivity: 5	No. of statements circled for Creativity: 4
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My Learnings

By doing this activity, I learnt how to use natural indicators like turmeric to test different liquids. I now know how to tell if a liquid is basic or not, based on the colour change. I enjoyed working with my team and observing the changes.

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was watching how turmeric paper changed colour in basic liquids like soap water.

I need practice explaining the colour change more clearly in my writing.

PEER FEEDBACK

My name is Pragya.

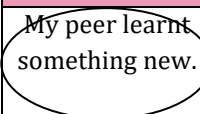
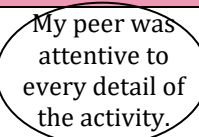
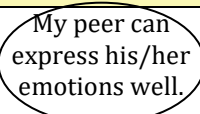
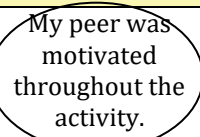
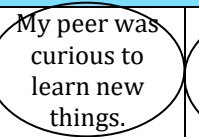
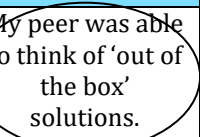
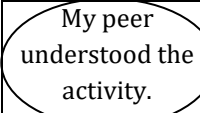
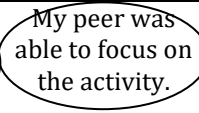
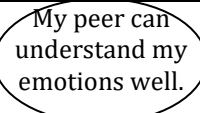
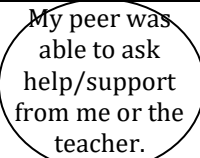
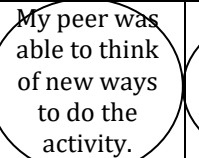
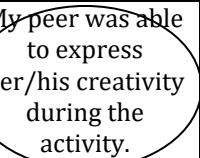
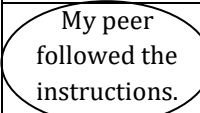
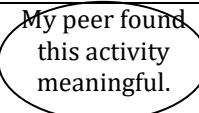
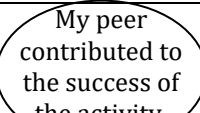
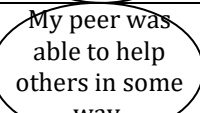
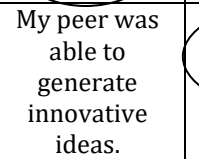
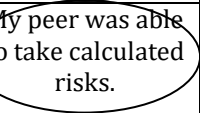
My peer's name is Yatharth.

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure
My peer's effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

Awareness		Sensitivity		Creativity	
 My peer learnt something new.	 My peer was attentive to every detail of the activity.	 My peer can express his/her emotions well.	 My peer was motivated throughout the activity.	 My peer was curious to learn new things.	 My peer was able to think of 'out of the box' solutions.
 My peer understood the activity.	 My peer was able to focus on the activity.	 My peer can understand my emotions well.	 My peer was able to ask help/support from me or the teacher.	 My peer was able to think of new ways to do the activity.	 My peer was able to express her/his creativity during the activity.
 My peer followed the instructions.	 My peer found this activity meaningful.	 My peer contributed to the success of the activity.	 My peer was able to help others in some way.	 My peer was able to generate innovative ideas.	 My peer was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for Awareness: 6		No. of statements circled for Sensitivity: 6		No. of statements circled for Creativity: 5	

My peer needs to practice communicating his knowledge in written form. My peer needs help with nothing as of now.

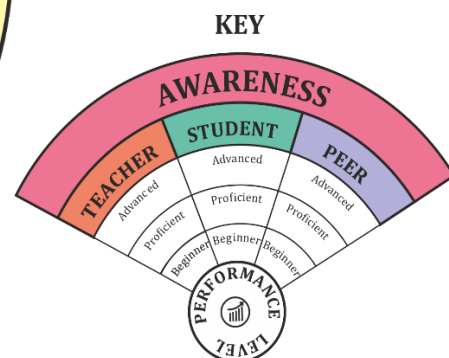
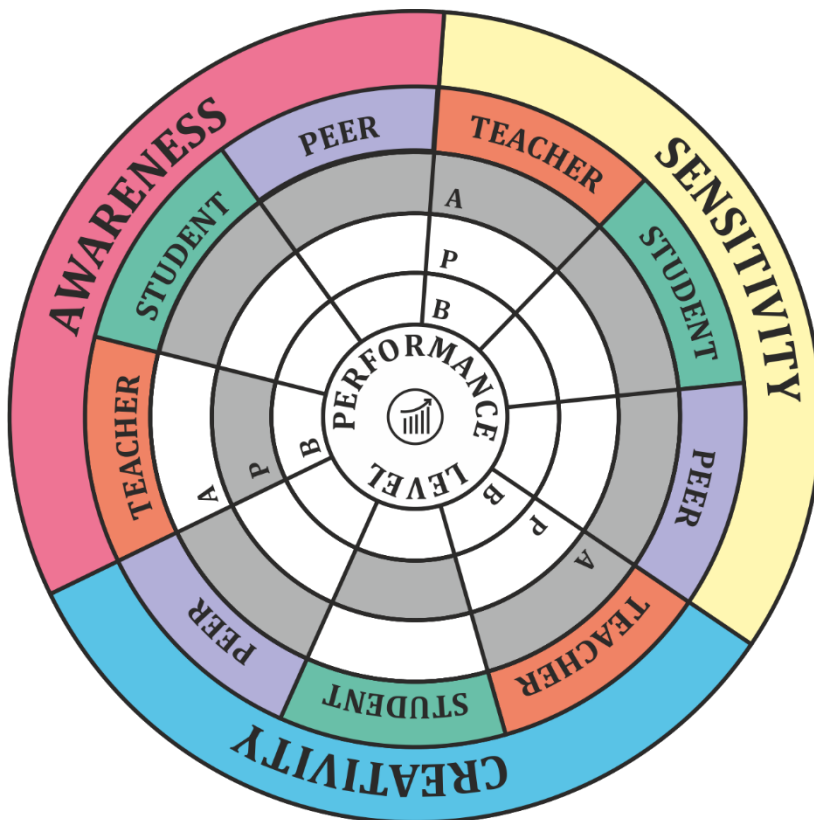
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Scoring Key:
Beginner – 0, 1, 2
Proficient – 3, 4
Advanced – 5, 6

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

Areas of Strength (✓ all that apply)

- ☐ Follow Instructions ☒ Collaboration
- ☐ Independent Work ☐ Responsible
- ☐ Communication ☒ Creative
- ☒ Solution-focused Thinking
- ☒ Empathy ☐ Concentration
- ☒ Organisation & Prioritisation
- ☐ Any other _____

Barrier(s) to Success (✓ all that apply)

- ☐ Lack of Attention ☐ Peer Pressure
- ☐ Lack of Motivation ☐ Undefined Goals
- ☐ Lack of Preparation ☐ Domestic Issues
- ☐ Inappropriate behaviour in classroom
- ☐ Severe illness of injury
- ☒ None
- ☐ Any other _____

How I can help the student progress further?

Teaching him to write concise answers within word limits without missing important points.

Teacher's Observations and Recommendations

Yatharth showed interest in the experiment and worked well with his group. He used the turmeric indicator correctly and identified basic liquids. He can improve by writing shorter and clearer answers using correct scientific terms.

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Social Science Education
Curricular Goals (Choose one or more)	☒ SSCG7 – Appreciates the importance and meaning of being Indian (<i>Bharatiya</i>) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and (b) other integrating factors despite the geographical diversity of India
Competencies (Choose one or more)	☒ SSC7.1 – Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including <i>Ayurveda</i> and yoga
Learning Outcome	Explores the currency notes to understand how it reflects India's unity in diversity

ACTIVITY

Approach of the Activity: (Please ✓ all that apply)

- ☐ **Art-integrated**
☐ **Sports-integrated**
☐ **Toy-based**
☒ **Technology-integrated**
☐ **Skill-based learning**
☐ **Experiential learning**
☐ **Cross cutting theme integrated**
☐ **Indian Knowledge Systems integrated**
☐ **Any Other** _____

Activity: Unity in Diversity

In this activity, students will work in groups and explore Indian currency notes of ₹10, ₹20, ₹50, and ₹100. They will find out how many languages are written on the notes, identify the monuments shown, where they are located, and what they are famous for. They will also find out whose signature is printed on the notes and check if it is the same on all notes and why. Students will observe the differences between the notes and think about other ways people can buy and sell things if there is no cash. Students can get help from the internet to find some information, and they can also discuss among the group. After their research, students will present their findings in a simple and creative way explaining how currency reflects India's unity in diversity.

Note (for including CWSN): Teacher can show big pictures or tactile currency notes, created using raised materials like embossing or braille, for children with vision problems. For children with hearing problems, the teacher can use charts and work with a friend. For students who find tasks hard, the teacher can give extra time and break work into smaller steps. Children with physical needs can use special tools, and those with emotional needs can work in a calm space. This helps all students join in the activity.

Assessment:

1. How many languages can you see on the notes? Can you name some of them and tell which state they are spoken in?
2. Name the monument that you see on the notes. Where are they located? What are they famous for?
3. Whose signature can you see on the notes? Is it the same signature on all the notes? Why?
4. Can you share how these currency notes help us to understand India's unity in diversity?

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
Social Awareness	The student could name only one or two languages or monuments, and details might be unclear. They might find the signature on the notes but struggled to mention whose it is or why it's there. Example: They said "Hindi" but could not tell which state it is spoken in or could name the monument but did not know where it is located. "I see a signature, but I don't know whose it is or why it's there."	The student named some languages and identified the monuments correctly and provided only basic information, including whose signature is on the notes but might struggle to explain why it is the same on all notes. Example: "Tamil is written on the note, and it is spoken in Tamil Nadu. The ₹50 note shows a building, and I think it's in South India. The signature is of the RBI Governor, but I'm not sure why it's the same on all notes."	The student clearly named several languages and monuments, explained their location and significance, and accurately identified whose signature is on the notes, explaining why it is the same on all notes. Example: "Gujarati is one of the languages on the note, spoken in Gujarat. ₹100 note shows Rani ki Vav, a stepwell in Gujarat known for its beautiful carvings. The signature on the notes is of the Reserve Bank Governor, and it is the same on all notes because the RBI Governor signs all currency notes to authenticate them."
Social Sensitivity	The student needed support to use the currency notes and materials. The findings were mixed up or missing in some parts. They also struggle to make a clear presentation. Example: Struggled to match the monument to the correct note or wrote the same answer for all notes.	The student used materials carefully but might miss or mix up a few details. They use some of the findings in the presentation, but ideas are not clearly expressed. Example: Identified most of the monuments and languages but could not include all information like location or meaning.	The student handled notes and materials with care and shared clear, complete, and well-organized findings in their presentation. Example: Matched each note with the correct monument, said where it is located, and included who signed the note.
Social Creativity	The student needed support to understand the link between the currency notes and the diversity of India. Example: The student said that everybody uses it, however, the student is not able to relate the concept of diversity with it.	The student made some connections and added a few observations explaining how currency notes can reflect India's unity in diversity. Example: They say, "Different languages on notes show that people from different regions use the same money. Mahatma Gandhi's photo shows national unity."	The student presented findings creatively and clearly, making strong connections between the design of currency, cultural diversity, and could explain how currency notes can help us understand India's unity in diversity. Example: They say, "Currency notes include 15 languages and historical monuments from different States, showcasing India's rich diversity. But symbols like the Lion Capital and the image of Mahatma Gandhi unite us across cultures." Also adds, "The same notes are accepted across the country, reflecting unity on everyday life."

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

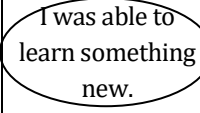
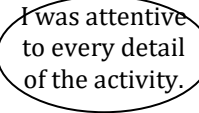
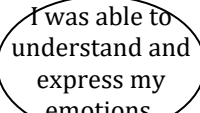
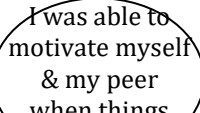
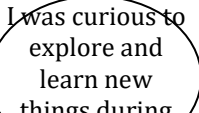
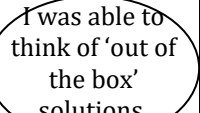
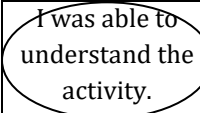
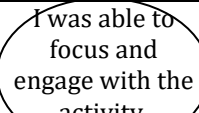
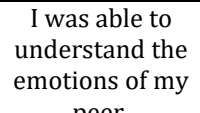
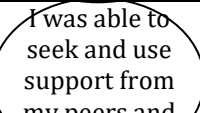
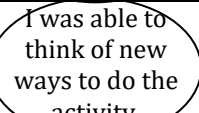
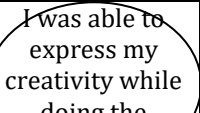
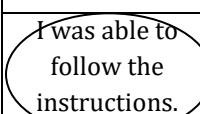
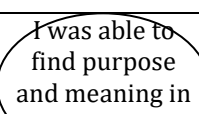
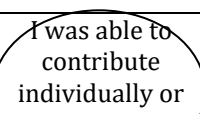
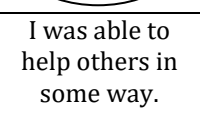
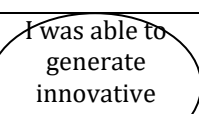
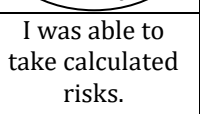
STUDENT'S SELF REFLECTION

Based on your experience of the activity, please circle the response that is applicable.

I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

Awareness		Sensitivity		Creativity	
 I was able to learn something new.	 I was attentive to every detail of the activity.	 I was able to understand and express my emotions.	 I was able to motivate myself & my peer when things were difficult.	 I was curious to explore and learn new things during the activity.	 I was able to think of 'out of the box' solutions.
 I was able to understand the activity.	 I was able to focus and engage with the activity.	 I was able to understand the emotions of my peer.	 I was able to seek and use support from my peers and teacher.	 I was able to think of new ways to do the activity.	 I was able to express my creativity while doing the activity.
 I was able to follow the instructions.	 I was able to find purpose and meaning in the activity.	 I was able to contribute individually or as a group member.	 I was able to help others in some way.	 I was able to generate innovative ideas.	 I was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for Awareness: 6		No. of statements circled for Sensitivity: 4		No. of statements circled for Creativity: 5	

My Learnings

By doing this activity, I learnt how currency notes show India's unity in diversity. I explored the different languages, monuments, and symbols shown on the notes. I now understand how people from many places use the same money.

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was finding out how many languages are printed on each note and what monuments are shown.

I need practice explaining clearly why the RBI Governor's signature is the same on all notes.
I need help with nothing as of now.

PEER FEEDBACK

My name is Karan.

My peer's name is Aliya.

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure
My peer's effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

Awareness		Sensitivity		Creativity	
My peer learnt something new.	My peer was attentive to every detail of the activity.	My peer can express his/her emotions well.	My peer was motivated throughout the activity.	My peer was curious to learn new things.	My peer was able to think of 'out of the box' solutions.
My peer understood the activity.	My peer was able to focus on the activity.	My peer can understand my emotions well.	My peer was able to ask help/support from me or the teacher.	My peer was able to think of new ways to do the activity.	My peer was able to express her/his creativity during the activity.
My peer followed the instructions.	My peer found this activity meaningful.	My peer contributed to the success of the activity.	My peer was able to help others in some way.	My peer was able to generate innovative ideas.	My peer was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for Awareness: 6		No. of statements circled for Sensitivity: 5		No. of statements circled for Creativity: 5	

My peer needs to practice relaxing and staying calm while doing an activity. My peer needs help with Nothing as of now.

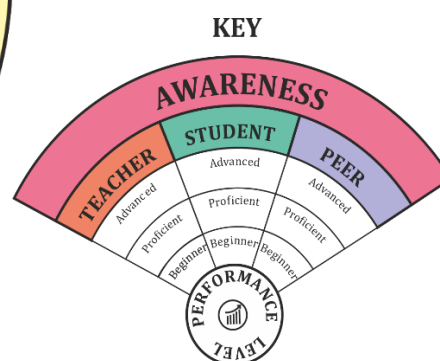
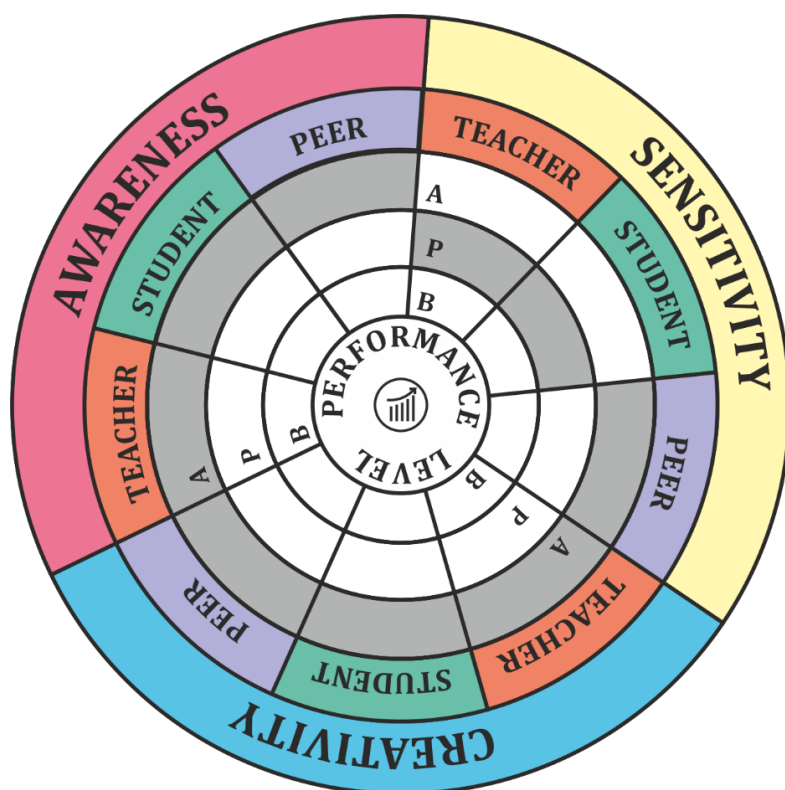
How to develop a Holistic Progress Summary? (for teacher's use only)

Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity), six sub-factors are being assessed (refer appendix). Calculate the number of statements being circled by the student in the self-reflection sheet and by the peer in the peer feedback form. Use the scoring key provided here to assess the student's level of performance on each ability. Indicate the level of performance as reflected on the student and peer assessment sheet in the Student Progress Wheel on the teacher's feedback form.

Scoring Key:
Beginner - 0, 1, 2
Proficient - 3, 4
Advanced - 5, 6

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

Areas of Strength (✓ all that apply)

- | | |
|---|---|
| ☒ Follow Instructions | ☐ Collaboration |
| ☒ Independent Work | ☒ Responsible |
| ☒ Communication | ☒ Creative |
| ☒ Solution-focused Thinking | |
| ☐ Empathy | ☒ Concentration |
| ☒ Organisation & Prioritisation | |
| ☐ Any other _____ | |

Barrier(s) to Success (✓ all that apply)

- | | |
|---|--|
| ☐ Lack of Attention | ☐ Peer Pressure |
| ☐ Lack of Motivation | ☐ Undefined Goals |
| ☐ Lack of Preparation | ☐ Domestic Issues |
| ☐ Inappropriate behaviour in classroom | |
| ☐ Severe illness of injury | |
| ☒ None | |
| ☐ Any other _____ | |

How I can help the student progress further?

Yes, with some suggestions provided below, Aliya's performance can enhance further

Teacher's Observations and Recommendations

Aliya showed great interest in exploring the currency notes and was able to observe and connect many interesting facts. She demonstrated deep curiosity and creativity while researching the monuments and languages on the notes. Her ability to relate symbols and features of currency to India's unity in diversity is commendable.

At times, Aliya gets a little overwhelmed if she doesn't arrive at the expected result quickly. With timely encouragement, small breaks, and calming techniques like deep breathing, she is able to re-engage and perform very well. She is a creative and thoughtful learner who benefits from a calm, supportive environment that allows her ideas to shine.

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Art Education
Curricular Goals (Choose one or more)	☒ VACG2 – Applies their imagination and creativity to explore alternative ideas through the arts ☒ VACG3 – Understands and applies artistic elements, processes, and techniques
Competencies (Choose one or more)	☒ VAC2.2 – Connects visual imagery, symbols, and visual metaphors with personal experiences, emotions, and imaginations ☒ VAC3.1 – Demonstrates care and makes informed choices while using various materials, tools, and techniques in the visual arts
Learning Outcome	Designs and creates a seal using found objects and clay, by using their imagination and choosing materials that make clear impressions

ACTIVITY

Approach of the Activity: (Please ✓ all that apply)

- ☐ **Art-integrated**
☐ **Sports-integrated**
☐ **Toy-based**
☐ **Technology-integrated**
☐ **Skill-based learning**
☐ **Experiential learning**
☐ **Cross cutting theme integrated**
☐ **Indian Knowledge Systems integrated**
☒ **Any Other** Multidisciplinary

Activity- Make your own Seal

In this activity, students will design and create their own seal using found objects and clay, encouraging them to express personal ideas and emotions through visual symbols. They begin by sketching ideas on paper and then experiment by pressing various small objects—like buttons, coins, or leaves—into a flat clay surface to observe the impressions they make. After analyzing which objects produce the clearest or most interesting marks, students finalize their seal design using chosen materials and techniques. The activity supports creativity, careful material use, and reflection, with inclusive strategies to ensure children with special needs can fully participate and express themselves.

Note (for including CWSN): The teacher can help children with special needs by showing each step slowly using real objects or pictures. They can give extra support by guiding their hands, offering simple choices, and encouraging them with kind words.

Assessment:

1. Did the student choose or draw something that shows their own thoughts or feelings?
2. Did the student try different objects and see which ones made the best marks?
3. Did the student use the materials carefully and choose what worked best?
4. Was the student able to say why they picked those objects or designs for their seal?

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
Aesthetic Awareness	The student did not choose something that shows their own thoughts or feelings and did not use materials carefully. Example: The student used random objects without thinking about what they mean to them or didn't care about how the seal looks.	The student chose something that shows some of their thoughts or feelings and used materials with some care. Example: The student chose objects like leaves or buttons and made a basic seal, but didn't explore many material options.	The student clearly chose something that shows their own thoughts or feelings and used materials thoughtfully. Example: The student used a personal symbol, like a heart or a favourite animal, and thoughtfully arranged objects for the seal, considering how the materials work together.
Aesthetic Sensitivity	The student did not try different objects or observe which ones made the best marks. Example: The student only used one object, like a button, and didn't notice how it left different impressions.	The student tried different objects and noticed which ones made the best marks. Example: The student used a coin and a leaf, noticing that the leaf left a clearer impression.	The student tried many objects thoughtfully and explained which ones made the best marks. Example: The student experimented with a coin, a leaf, and a bottle cap, and explained that the coin made the clearest impression because it was flat and hard.
Aesthetic Creativity	The student was unable to explain why they picked those objects or designs. Example: The student couldn't explain why they chose the button or leaf for their seal.	The student could explain why they picked some objects or designs for their seal. Example: The student said they chose the leaf because it reminds them of nature.	The student clearly explained why they picked those objects or designs for their seal. Example: The student explained that they chose the coin because it represents value and the leaf because it connects to their love for nature.

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

STUDENT'S SELF REFLECTION

Based on your experience of the activity, please circle the response that is applicable.

I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

Awareness		Sensitivity		Creativity	
I was able to learn something new.	I was attentive to every detail of the activity.	I was able to understand and express my emotions.	I was able to motivate myself & my peer when things were difficult.	I was curious to explore and learn new things during the activity.	I was able to think of 'out of the box' solutions.
I was able to understand the activity.	I was able to focus and engage with the activity.	I was able to understand the emotions of my peer.	I was able to seek and use support from my peers and teacher.	I was able to think of new ways to do the activity.	I was able to express my creativity while doing the activity.
I was able to follow the instructions.	I was able to find purpose and meaning in the activity.	I was able to contribute individually or as a group member.	I was able to help others in some way.	I was able to generate innovative ideas.	I was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for Awareness: 4		No. of statements circled for Sensitivity: 3		No. of statements circled for Creativity: 3	

My Learnings

By doing this activity, I learnt how to create impressions using different objects and express my thoughts through designs.

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was trying coins and leaves to see the marks they made.

I need practice on making neater designs. I need help with choosing meaningful symbols.

PEER FEEDBACK

My name is Riya.

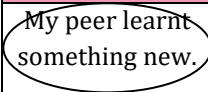
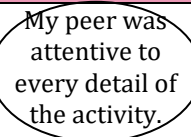
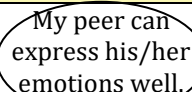
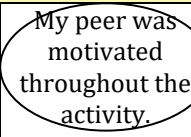
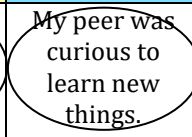
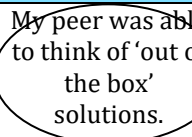
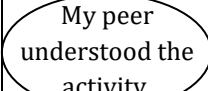
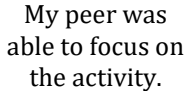
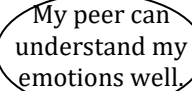
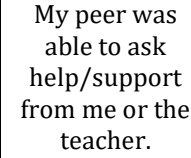
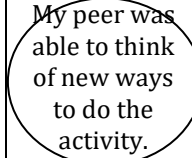
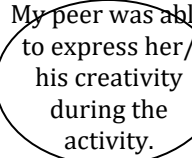
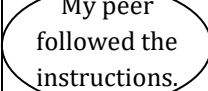
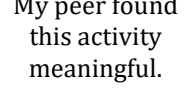
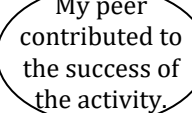
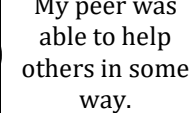
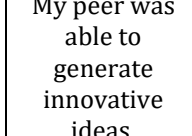
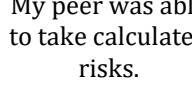
My peer's name is Aman.

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure
My peer's effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

Awareness		Sensitivity		Creativity	
					
					
					
(For Teacher's Use Only)					
No. of statements circled for Awareness: 4		No. of statements circled for Sensitivity: 4		No. of statements circled for Creativity: 4	

My peer needs to practice working neatly. My peer needs help with exploring more object choices.

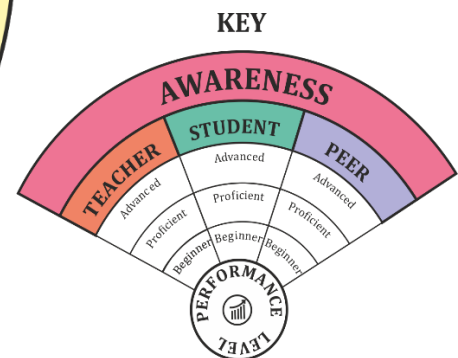
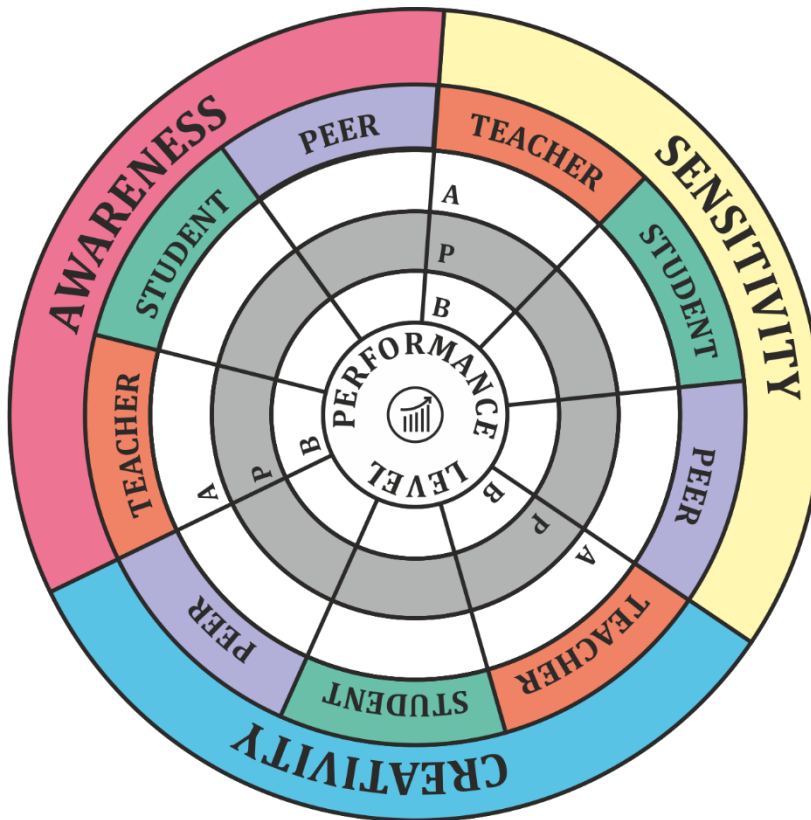
How to develop a Holistic Progress Summary? (for teacher's use only)

Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity), six sub-factors are being assessed (refer appendix). Calculate the number of statements being circled by the student in the self-reflection sheet and by the peer in the peer feedback form. Use the scoring key provided here to assess the student's level of performance on each ability. Indicate the level of performance as reflected on the student and peer assessment sheet in the Student Progress Wheel on the teacher's feedback form.

Scoring Key:
Beginner – 0, 1, 2
Proficient – 3, 4
Advanced – 5, 6

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

Areas of Strength (✓ all that apply)

- ☒ Follow Instructions ☐ Collaboration
- ☐ Independent Work ☐ Responsible
- ☒ Communication ☒ Creative
- ☐ Solution-focused Thinking
- ☐ Empathy ☒ Concentration
- ☐ Organisation & Prioritisation
- ☐ Any other _____

Barrier(s) to Success (✓ all that apply)

- ☐ Lack of Attention ☐ Peer Pressure
- ☐ Lack of Motivation ☐ Undefined Goals
- ☒ Lack of Preparation ☐ Domestic Issues
- ☐ Inappropriate behaviour in classroom
- ☐ Severe illness or injury
- ☐ None
- ☐ Any other _____

How I can help the student progress further?

Give more time for planning, show examples of meaningful designs and encourage the student to explore different materials and explain their choices.

Teacher's Observations and Recommendations

Aman took part in the activity with interest and followed the steps well. He explored different objects and made a creative seal. His work showed thought and care.

He was able to focus, share ideas, and support others. With more practice in planning and choosing objects that have personal meaning, the student can become even more confident and expressive in their artwork.

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Physical Education and Well-Being
Curricular Goals (Choose one or more)	☒ P1CG1 – Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding
Competencies (Choose one or more)	☒ P1C1.1 – Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision)
Learning Outcome	Shows smooth body movements like bending, balancing, and changing position with control and rhythm

ACTIVITY

Approach of the Activity: (Please ✓ all that apply)

- ☐ **Art-integrated**
☐ **Sports-integrated**
☐ **Toy-based**
☐ **Technology-integrated**
☐ **Skill-based learning**
☐ **Experiential learning**
☐ **Cross cutting theme integrated**
☐ **Indian Knowledge Systems integrated**
☒ **Any Other** Multidisciplinary

Activity: Group Demonstration of Surya Pranam (Sun Salutation)

Student will be divided into small groups. Each group will learn the 12 steps of Surya Pranam (Sun Salutation). Every student in the group will perform one posture in order, like a relay. For example, the first student will do the first pose, the next student will continue with the second pose, and so on. They will need to watch, coordinate, and follow the rhythm as they pass on the movement from one child to the next. This helps them learn body control, balance, and teamwork through fun and flowing movement.

Note (for including CWSN): Children with special needs can be part of the group by doing easy versions of the postures. The teacher can show pictures and give clear, simple steps. A friend in the group can help them. They can also sit and do the movements if standing is hard. The teacher will give them more time and support, so they feel happy and included.

Assessment:

1. Did the student do their posture with balance and control?
2. Did the student follow the group's rhythm and take their turn properly?
3. Did the student show smooth body movement while doing the pose?
4. Did the student stay active and enjoy being part of the group?

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	The student found it hard to keep balance. Example: The student was shaky or could not hold the pose.	The student tried to stay balanced with some control. Example: Held the pose but needed a little help to balance.	The student showed good balance and steady posture Example: Held the pose with confidence and control.
Sensitivity	The student did not wait for their turn or missed the timing Example: Moved too early or too late.	The student followed the group most of the time. Example: Waited and moved with a little support	The student followed the group well and moved at the right time. Example: Took turn correctly and joined smoothly.
Creativity	The students' movements were stiff unclear Example: Was unsure and moved too quickly or slowly.	The student tried to move smoothly but sometimes paused. Example: Steps were mostly clear with small breaks.	The student moved clearly and smoothly between poses. Example: Each posture flowed nicely into the next.

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

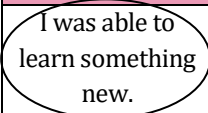
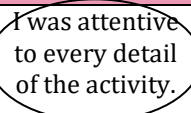
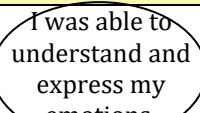
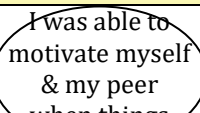
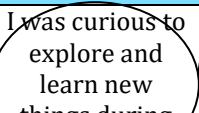
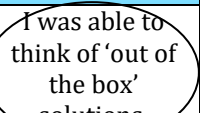
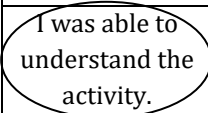
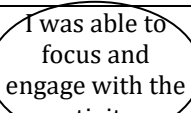
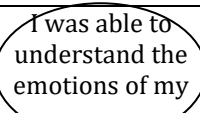
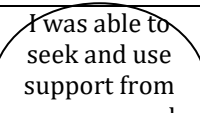
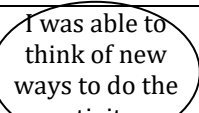
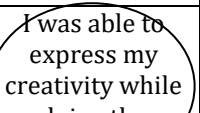
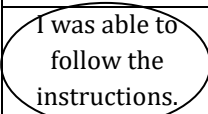
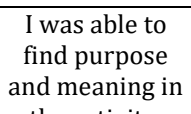
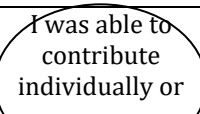
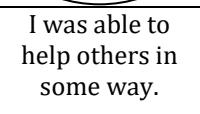
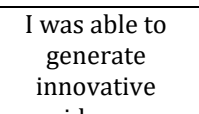
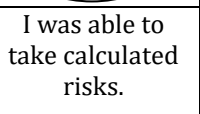
STUDENT'S SELF REFLECTION

Based on your experience of the activity, please circle the response that is applicable.

I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

Awareness		Sensitivity		Creativity	
					
					
					
(For Teacher's Use Only)					
No. of statements circled for Awareness: 5		No. of statements circled for Sensitivity: 5		No. of statements circled for Creativity: 4	

My Learnings

By doing this activity, I learnt how to work with others in a team and how to do each yoga pose with control and balance.

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was working like a relay and moving together in rhythm.

I need practice on keeping my balance steady. I need help with improving the flow between postures.

PEER FEEDBACK

My name is Aanya.

My peer's name is Rohan Singh.

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure
My peer's effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

Awareness		Sensitivity		Creativity	
My peer learnt something new.	My peer was attentive to every detail of the activity.	My peer can express his/her emotions well.	My peer was motivated throughout the activity.	My peer was curious to learn new things.	My peer was able to think of 'out of the box' solutions.
My peer understood the activity.	My peer was able to focus on the activity.	My peer can understand my emotions well.	My peer was able to ask help/support from me or the teacher.	My peer was able to think of new ways to do the activity.	My peer was able to express her/his creativity during the activity.
My peer followed the instructions.	My peer found this activity meaningful.	My peer contributed to the success of the activity.	My peer was able to help others in some way.	My peer was able to generate innovative ideas.	My peer was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for Awareness: 4		No. of statements circled for Sensitivity: 4		No. of statements circled for Creativity: 3	

My peer needs to practice keeping balance while doing poses. My peer needs help with moving smoothly from one pose to another.

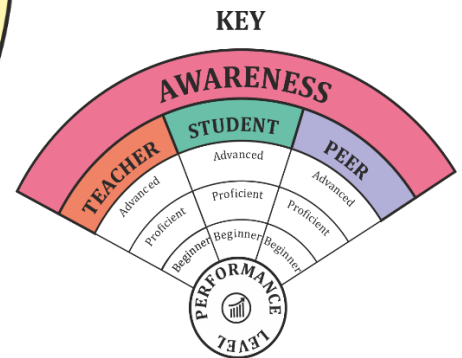
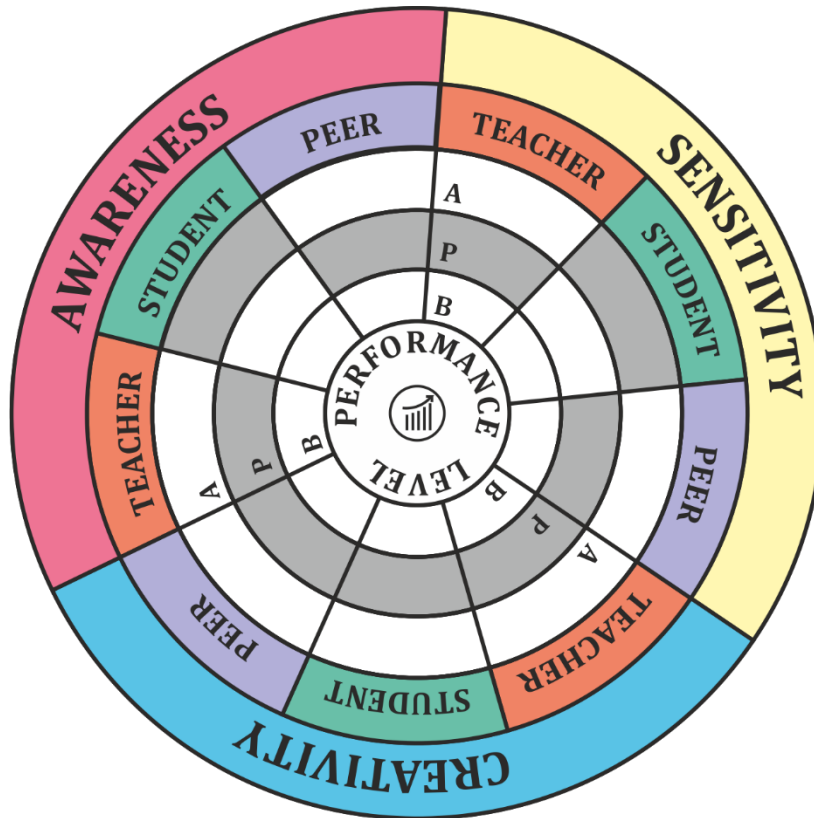
How to develop a Holistic Progress Summary? (for teacher's use only)

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Scoring Key:
Beginner – 0, 1, 2
Proficient – 3, 4
Advanced – 5, 6

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

Areas of Strength (✓ all that apply)

- ☒ Follow Instruction
- ☒ Collaboration
- ☐ Independent Work
- ☐ Responsible
- ☐ Communication
- ☒ Creative
- ☐ Solution-focused Thinking
- ☒ Empathy
- ☒ Concentration
- ☐ Organisation & Prioritisation
- ☐ Any other _____

Barrier(s) to Success (✓ all that apply)

- ☐ Lack of Attention
- ☐ Peer Pressure
- ☐ Lack of Motivation
- ☐ Undefined Goals
- ☒ Lack of Preparation
- ☐ Domestic Issues
- ☐ Inappropriate behaviour in classroom
- ☐ Severe illness or injury
- ☐ None
- ☐ Any other _____

How I can help the student progress further?

By giving more practice time to improve balance and help the student use visual cues to make smoother pose transitions.

Teacher's Observations and Recommendations

Rohan took part actively, worked well with others, and did the pose with good balance. With more practice, he can improve how smoothly he move from one pose to the next.

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Skill Education
Curricular Goals (Choose one or more)	☒ VC2 – Understands the place and usefulness of vocational skills and vocations in the world of work
Competencies (Choose one or more)	☒ VC2.1 – Describes the contribution of vocation in the world of work
Learning Outcome	Identifies and describes one job sector by finding out what skills are needed, what subjects are useful, and how it helps people in today's world

ACTIVITY

Approach of the Activity: (Please ✓ all that apply)

- ☐ **Art-integrated**
☐ **Sports-integrated**
☐ **Toy-based**
☒ **Technology-integrated**
☐ **Skill-based learning**
☐ **Experiential learning**
☐ **Cross cutting theme integrated**
☐ **Indian Knowledge Systems integrated**
☐ **Any Other** _____

Activity- World of Work

In this group activity, students will explore the **36 Sector Skill Councils** listed by the **National Skill Development Corporation (NSDC)**. Each group will choose **one vocational area** that aligns with the learners' interests, aptitude, and aspirations. The teacher will guide them in this selection process.

Using online resources, videos, brochures, or interviews (technology integration), each group will prepare a **visually appealing chart or infographic (art integration)** that includes:

- Name of the skill sector
- Key skills required
- School subjects that relate to those skills
- Major institutes or training centers offering education/ training in that field
- How this vocation contributes to the world of work and its importance today

Each group will present their chart in class. The teacher and peers will observe and ask questions based on the presentation.

Note (for including CWSN): Teacher can make sure that students with special needs are included in all parts of the activity. The tasks, such as research, making the chart, and presenting, can be adjusted to fit their needs. Teachers can provide extra help, like working with a peer or offering different ways for them to present their work. This ensures that all students have a chance to participate and contribute.

Assessment:

1. What skills are required for this vocation, and how can you start preparing for it as middle school students?
2. Which school subjects are connected to this field and how?
3. What did you find the most interesting about this vocation?
4. Why do you think this vocation is important today?

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	The group was not clear about choosing the job, the skills needed, or why it is important.	The group shared basic details about the job sector they chose, tried to mention some skills, and gave a general idea of its importance.	The group clearly explained what the job is, what skills are needed, how to prepare for it, and why it is important today.
Sensitivity	Only a few members worked actively. Tasks were not shared well, and some were left out.	Most members were involved, and tasks were shared, though a few did more work than others.	All group members took part in the activity. Tasks like research, chart-making, and presentation were shared fairly and respectfully.
Creativity	The group gave unclear reasons why the sector they chose, matters today. They didn't explain their points well and didn't use any specific or real-life examples. Example: If they were talking about the beauty and wellness sector, they may have just said "it helps people" without saying how or why.	The group gave some clear reasons and a few examples to show why their chosen sector is important today. Example: They may have explained that makeup artists help people look and feel confident or said that media jobs are important because they help spread news to the public. However, their explanation could have been more detailed or organized.	The group gave strong and clear reasons with good examples to explain why their chosen sector is important today. Example: In the beauty and wellness sector, they explained how beauty salons and wellness centers are growing because more people are focusing on self-care and mental well-being. In the media and entertainment sector, they said how media companies provide news and entertainment to millions, and gave examples like how films, TV shows, and social media shape people's opinions and culture. They also mentioned that jobs like fitness trainers or makeup artists are in high demand today.

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

STUDENT'S SELF REFLECTION

Based on your experience of the activity, please circle the response that is applicable.

I am proud of myself and my effort.				
	Yes	To an extent	No	Not sure
I will be able to apply what I learnt from this activity to real life situations.				
	Yes	To an extent	No	Not sure
I am motivated to learn further about the concepts covered in the activity.				
	Yes	To an extent	No	Not sure

My Progress Grid

Below are a few statements. Read each one of them carefully and circle the ones which are true based on your performance on the activity.

Awareness		Sensitivity		Creativity	
☒ I was able to learn something new.	☐ I was attentive to every detail of the activity.	☒ I was able to understand and express my emotions.	☒ I was able to motivate myself & my peer when things were difficult.	☒ I was curious to explore and learn new things during the activity.	☐ I was able to think of 'out of the box' solutions.
☐ I was able to understand the activity.	☒ I was able to focus and engage with the activity.	☒ I was able to understand the emotions of my peer.	☐ I was able to seek and use support from my peers and teacher.	☒ I was able to think of new ways to do the activity.	☐ I was able to express my creativity while doing the activity.
☒ I was able to follow the instructions.	☐ I was able to find purpose and meaning in the activity.	☒ I was able to contribute individually or as a group member.	☐ I was able to help others in some way.	☒ I was able to generate innovative ideas.	☐ I was able to take calculated risks.
(For Teacher's Use Only)					
No. of statements circled for Awareness: 5		No. of statements circled for Sensitivity: 4		No. of statements circled for Creativity: 3	

My Learnings

By doing this activity, I learnt how each Sector Skill Council connects with jobs and skills in daily life. It helped me understand how teamwork, planning, and research come together to present something meaningful.

(Use this space to write your reflections/insights from the activity)

The most interesting thing about this activity was designing the infographic and learning how real sectors work.

I need practice summarizing content better. I need help with choosing key points when information is too much.

PEER FEEDBACK

My name is Kunal.

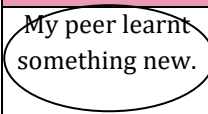
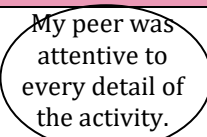
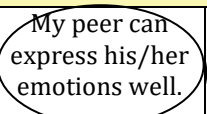
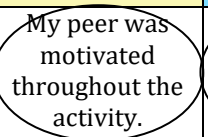
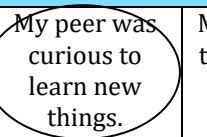
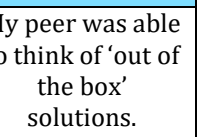
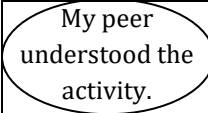
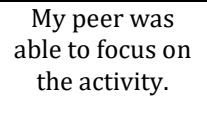
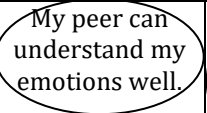
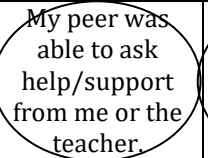
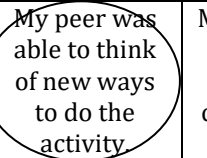
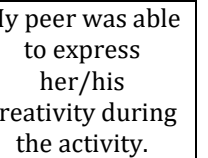
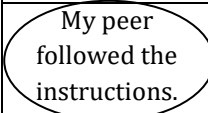
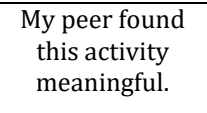
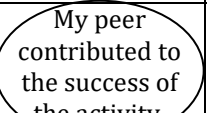
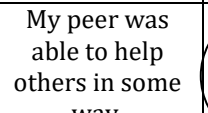
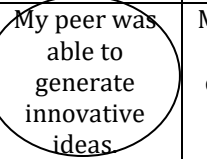
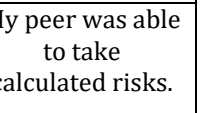
My peer's name is Ishita.

Based on your experience of the activity, please circle the response that is applicable.

My peer was engaged and motivated during the activity.				
	Yes	Sometimes	No	Not sure
My peer's effectively shared thoughts and ideas during the activity.				
	Yes	Sometimes	No	Not sure

My Peer's Progress Grid

Based on your peer's engagement with the activity, circle the statements you think are true for your peer.

Awareness		Sensitivity		Creativity	
					
					
					
(For Teacher's Use Only)					
No. of statements circled for Awareness: 4		No. of statements circled for Sensitivity: 5		No. of statements circled for Creativity: 3	

My peer needs to practice staying calm and organized during group discussions. My peer needs help with managing time while preparing the final presentation.

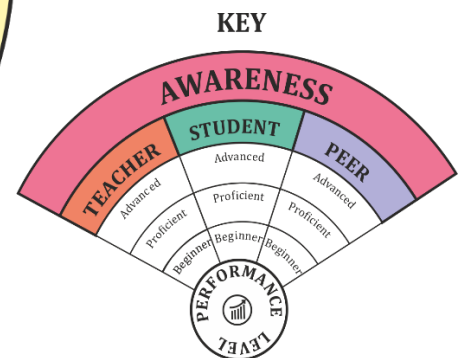
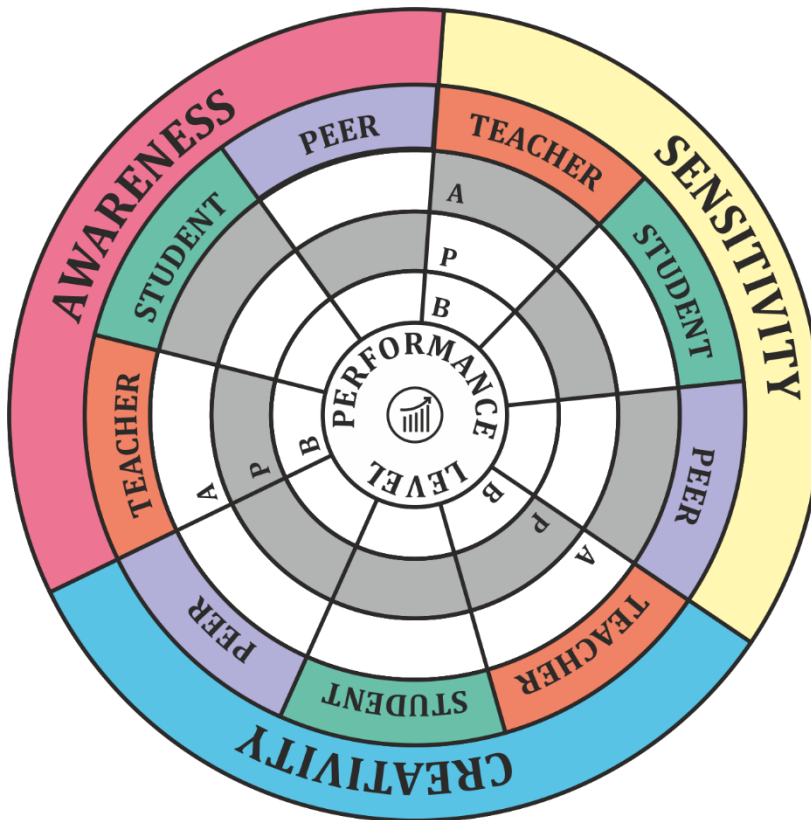
How to develop a Holistic Progress Summary? (for teacher's use only)

Before filling out the Teacher's Feedback Form, kindly calculate the score for the 3 abilities being assessed by the Student's Self Reflection sheet and the Peer Feedback sheet. For each ability i.e. A (Awareness), S (Sensitivity) and C (Creativity), six sub-factors are being assessed (refer appendix). Calculate the number of statements being circled by the student in the self-reflection sheet and by the peer in the peer feedback form. Use the scoring key provided here to assess the student's level of performance on each ability. Indicate the level of performance as reflected on the student and peer assessment sheet in the Student Progress Wheel on the teacher's feedback form.

Scoring Key:
Beginner – 0, 1, 2
Proficient – 3, 4
Advanced – 5, 6

TEACHER'S FEEDBACK

STUDENT PROGRESS WHEEL



How to use the Assessment Wheel?

Shade the segment of the circle that best represents the student's performance on each ability as indicated on the progress grids marked by the student and the peer as well as the teacher's assessment of the student's performance on the activity. The levels of abilities grow in strength outwards from the center of the wheel.

Areas of Strength (✓ all that apply)

- ☒ Follow Instructions
- ☒ Collaboration
- ☐ Independent Work
- ☒ Responsible
- ☒ Communication
- ☐ Creative
- ☐ Solution-focused Thinking
- ☐ Empathy
- ☐ Concentration
- ☐ Organisation & Prioritisation
- ☐ Any other _____

Barrier(s) to Success (✓ all that apply)

- ☐ Lack of Attention
- ☐ Peer Pressure
- ☐ Lack of Motivation
- ☐ Undefined Goals
- ☒ Lack of Preparation
- ☐ Domestic Issues
- ☐ Inappropriate behaviour in classroom
- ☐ Severe illness or injury
- ☐ None
- ☐ Any other _____

How I can help the student progress further?

By providing planning time to help the student organize ideas better and feel more confident during final sharing.

Teacher's Observations and Recommendations

Ishita was engaged and took the initiative. She understood the task well, collaborated sincerely, and added creative input to the infographic. With a little more planning before the final stage, she will grow into a confident presenter and researcher.

Annexure 1

The Holistic Progress Card (HPC) at the Middle Stage is aligned with the National Credit Framework (NCrF).

The Holistic Progress Card (HPC) at the Middle Stage is aligned with the National Credit Framework (NCrF). It emphasizes capturing children's overall development through continuous and comprehensive assessments embedded in real-life learning experiences. In line with PARAKH's guidelines, 70% of the total credit weightage is allocated to formative assessments and can be earned by completing HPC.

The table below presents a detailed breakdown of credit distribution across different Grades and Learning Standards in the Middle Stage, ensuring that each child's progress is recognised and recorded in a meaningful and developmentally appropriate manner.

Credits Earned through HPC

Table 1

Stages/ Band/ Education Program	School Education grade Passed / Credits Earned per year	Credits earned by completing the HPC (70%)	Vocational education and training/ skilling Programs (Short Term) with Entry criteria/ Credits Earned	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%)
Middle School 1200 Hrs/ Year	Grade 6/ 40	28	- No formal education OR - Ability to read and write with one-year experience wherever job requires	Advance Literacy & Numeracy Skills at NSQF level 2 or 3 through competent authority for grade 5th or grade 8th certificate	1.33	53	37
	Grade 7/ 40	28	AND 210-270 hrs. of Vocational education & Training/ Skilling OR - NSQF Level 1 with 1-year Experience and 210-270 hrs. of Vocational education and Training/Skilling		1.67	67	47
	Grade 8/ 40	28	OR 750 hours of apprenticeship		2.0	80	56

Table 2

GRADE 6					
	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)	1.51	1.33	2.01	
2.	Language Education (R2)	1.63	1.33	2.16	
3.	Language Education (R3)	1.75	1.33	2.32	
4.	Mathematics Education	2.68	1.33	3.56	
5.	Science Education	3.73	1.33	4.96	
6.	Social Science Education	3.73	1.33	4.96	
7.	Art Education	2.33	1.33	3.09	
8.	Physical Education and Well-being	2.33	1.33	3.09	
9.	Skill Education	2.56	1.33	3.40	

Table 3

GRADE 7					
	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)	1.51	1.67	2.52	
2.	Language Education (R2)	1.63	1.67	2.72	
3.	Language Education (R3)	1.75	1.67	2.92	
4.	Mathematics Education	2.68	1.67	4.47	
5.	Science Education	3.73	1.67	6.22	
6.	Social Science Education	3.73	1.67	6.22	
7.	Art Education	2.33	1.67	3.89	
8.	Physical Education and Well-being	2.33	1.67	3.89	
9.	Skill Education	2.56	1.67	4.27	

Table 4

GRADE 8					
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)	1.51	2	3.02	
2.	Language Education (R2)	1.63	2	3.26	
3.	Language Education (R3)	1.75	2	3.5	
4.	Mathematics Education	2.68	2	5.36	
5.	Science Education	3.73	2	7.46	
6.	Social Science Education	3.73	2	7.46	
7.	Art Education	2.33	2	4.66	
8.	Physical Education and Well-being	2.33	2	4.66	
9.	Skill Education	2.56	2	5.12	

Note:

- The total credits for each of the year need to be proportionate to the hours mentioned in NCF (National Curriculum Framework).
- Total credit in column 2 amounts to 22.25 where as it needs to be 28 credit as mentioned in table 1 under the heading Credits earned by completing the HPC (70%).
- These remaining credits are to be given for the activities conducted under the bagless days.

Annexure 2

Parent-Teacher Interaction Card

1. Basic Information

Student Name _____ Grade _____

School Name _____

Date of Interaction _____

Parent/Guardian/Caregiver Name _____

Parent/Guardian/Caregiver Contact _____

Teacher Name _____ Subject _____

2. Summary of Interaction

2.1 From Parents

Areas of Concern (and/or) Strengths:

Suggestions:

2.2 From Teacher

Areas of Concern (and/or) Strengths:

Suggestions:

3. Feedback (To be filled by Parent/Guardian/Caregiver)

Please rate each area using the scale:

VS - Very Satisfied | **S** - Satisfied | **N** - Neutral | **NS** - Not Satisfied | **VDS** - Very Dissatisfied

Feedback Area	VS	S	N	NS	VDS
Scheduling of the meeting	☐	☐	☐	☐	☐
Structure & organization of interaction	☐	☐	☐	☐	☐
Teacher preparedness	☐	☐	☐	☐	☐
Availability of relevant documents	☐	☐	☐	☐	☐
Understanding of student's needs/difficulties	☐	☐	☐	☐	☐
Communication of academic progress	☐	☐	☐	☐	☐
Clarity in explaining strengths & areas of improvement	☐	☐	☐	☐	☐
Collaboration in setting goals and action plan	☐	☐	☐	☐	☐
Responsiveness and engagement during the meeting	☐	☐	☐	☐	☐
Overall experience of the interaction	☐	☐	☐	☐	☐

Comments (if any):

4. Action Plan/Follow-Up

Area of Focus	Planned Action	Responsible			Timeline
		Parent	Teacher	Student	
		☐	☐	☐	
		☐	☐	☐	
		☐	☐	☐	

5. Signatures

Parent/Guardian/Caregiver: _____

Teacher: _____

Evaluator (if applicable): _____

Coordinator: _____

Principal: _____

Annexure 3

For the teachers' convenience, here is the list of the curricular Goals and Competencies mentioned in the NCF-SE that you can use to construct your activities.

Language Education (R1)

Code	Curricular Goals	Code	Competencies
L1CG1	Develops the capacity for effective communication using Language skills for description, analysis, and response	L1C1.1	Identifies main points and summarises from a careful listening or reading of the text (news articles, reports, editorials)
		L1C1.2	Listens to, plans, and conducts different kinds of interviews (structured and unstructured)
		L1C1.3	Raises probing questions about social experiences using appropriate language (open-ended/closed-ended, and formal/informal questions relevant to context with sensitivity)
		L1C1.4	Writes different kinds of letters, essays, and reports using appropriate style and registers for different audiences and purposes
		L1C1.5	Creates content for audio, visual or both, for different audiences and purposes
L1CG2	Appreciates the language and literary and cultural heritage related to it by exploring the various forms of literary devices	L1C2.1	Identifies and appreciates different forms of literature (prose, poetry, and drama), and styles of writing (narrative, descriptive, expository, and persuasive) from various cultures and time periods
		L1C2.2	Identifies literary devices (simile, metaphor, personification (<i>Alankara</i>), hyperbole (<i>Athishayokthi</i>), alliteration (<i>Anuprasa</i>), idioms, proverbs, and riddles) by reading a variety of literature and uses them in writing
		L1C2.3	Express their ideas and critiques through speech and writing on the various aspects of their social and cultural surroundings

Code	Curricular Goals	Code	Competencies
L1CG3	Develops the ability to recognise basic linguistic aspects (word and sentence structure), and use them in oral and written expression	L1C3.1	Interprets, and understands basic linguistic aspects (rules), such as, sentence structure, punctuation, tense, gender and parts of speech, while reading different forms of literature, and applies them while writing
		L1C3.2	Writes prose, poetry, and drama using appropriate style and language
L1CG4	Develops the ability to write reviews and uses the library to find references	L1C4.1	Reads, responds, and critically reviews books of varied genres (fiction and non-fiction)
		L1C4.2	Uses books and other media resources effectively to find references to use in projects and other activities
L1CG5	Develops appreciation for the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays, and games unique to the language	L1C5.1	Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used
		L1C5.2	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable
		L1C5.3	Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, <i>Antakshari</i> , anagrams, crosswords, etc.)

Language Education (R2)

Code	Curricular Goals	Code	Competencies
L2CG1	Develops independent reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports) and shows interest in reading books	L2C1.1	Applies varied comprehension strategies (inference, prediction, etc.) to understand different texts
		L2C1.2	Identifies main points, summarises after a careful reading of the text, and responds coherently
		L2C1.3	Identifies and appreciates the main idea in the various texts
		L2C1.4	Shows interest in choosing and reading a variety of books
L2CG2	Attains the ability to write about thoughts, feelings, and experiences of social events (e.g., village fairs, festivals, occasions, etc.)	L2C2.1	Uses writing strategies, such as sequencing ideas, identifying headings/sub-headings, and forming paragraphs with clear beginning, and ending
		L2C2.2	Expresses experiences, emotions, and critiques on various aspects of their surroundings in writing
L2CG3	Develops the capacity for effective communication using language skills for questioning, describing, analysing and responding	L2C3.1	Writes different kinds of letters and essays, using appropriate style and registers for different audiences and purposes
L2CG4	Explores different literary devices and forms of literature	L2C4.1	Identifies and appreciates different forms of literature (samples of prose, poetry and drama)
		L2C4.2	Identifies literary devices, such as simile, metaphor, personification (<i>Alankara</i>), hyperbole (<i>Athishayokthi</i>), and alliteration (<i>Anuprasa</i>), by reading a variety of literature, and uses them in writing
L2CG5	Develops the ability to recognise basic linguistic aspects (word and sentence structure), and uses them in oral and written expression	L2C5.1	Uses appropriate grammar and structure in their Writing

Code	Curricular Goals	Code	Competencies
L2CG6	Develops appreciation the distinctive features of the language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language	L2C6.1	Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used
		L2C6.2	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language to make speech and writing more interesting and enjoyable
		L2C6.3	Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, <i>Antakshari</i> , anagrams, crosswords, etc.)

Language Education (R3)

Code	Curricular Goals	Code	Competencies
L3CG1	Develops effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas by describing and narrating events and situations	L3C1.1	Makes conversations relevant to the context
		L3C1.2	Listens to varied texts (stories, poems and conversations) and summarises core ideas of the material
		L3C1.3	Makes oral presentations (class debates, short welcome notes, anchoring of small events, short speeches, etc.)
L3CG2	Develops fluency and the ability to comprehend what they read	L3C2.1	Reads stories and passages with accuracy and fluency with appropriate pauses and intonation
		L3C2.2	Comprehends the meaning of stories, poems, conversations, posters and instructions, and the main idea in the text
L3CG3	Develops the ability to express their understanding, experiences, feelings and ideas in writing instructions, invitations and letters	L3C3.1	Writes a paragraph to express their understanding and experiences

Mathematics Education

Code	Curricular Goals	Code	Competencies
MCG1	Understands numbers and sets of numbers (whole numbers, fractions, integers, rational numbers, and real numbers), looks for patterns, and appreciates relationships between numbers	MC1.1	Develops a sense for and an ability to manipulate (e.g., read, write, form, compare, estimate, and apply operations) and name (in words) large whole numbers of up to 20 digits, and expresses them in scientific notation using exponents and powers
		MC1.2	Discovers, identifies, and explores patterns in numbers and describes rules for their formation (e.g., multiples of 7, powers of 3, prime numbers), and explains relations between different patterns
		MC1.3	Learns about the inclusion of zero and negative quantities as numbers, and the arithmetic operations on them, as given by Brahmagupta
		MC1.4	Explores and understands sets of numbers, such as whole numbers, fractions, integers, rational numbers, and real numbers, and their properties, and visualises them on the number line
		MC1.5	Explores the idea of percentage and applies it to solve problems
		MC1.6	Explores and applies fractions (both as ratios and in decimal form) in daily-life situations
MCG2	Understands the concepts of variable, constant, coefficient, expression, and (one- variable) equation, and uses these concepts to solve meaningful daily-life problems with procedural fluency	MC2.1	Understands equality between numerical expressions and learns to check arithmetical equations
		MC2.2	Extends the representation of a number in the form of a variable or an algebraic expression using a variable
		MC2.3	Forms algebraic expressions using variables, coefficients, and constants and manipulates them through basic operations

Code	Curricular Goals	Code	Competencies
		MC2.4	Poses and solves linear equations to find the value of an unknown, including to solve puzzles and word problems
		MC2.5	Develops own methods to solve puzzles and problems using algebraic thinking
MCG3	Understands, formulates, and applies properties and theorems regarding simple geometric shapes (2D and 3D)	MC3.1	Describes, classifies, and understands relationships among different types of two- and three-dimensional shapes using their defining properties/attributes
		MC3.2	Outlines the properties of lines, angles, triangles, quadrilaterals, and polygons and applies them to solve related problems
		MC3.3	Identifies attributes of three-dimensional shapes (cubes, parallelepipeds, cylinders, cones), works hands-on with material to construct these shapes, and also uses two-dimensional representations of three-dimensional objects to visualise and solve problems
		MC3.4	Draws and constructs geometric shapes, such as lines, parallel lines, perpendicular lines, angles, and simple triangles, with specified properties using a compass and straightedge
		MC3.5	Understands congruence and similarity as it applies to geometric shapes and identifies similar and congruent triangles
MCG4	Develops understanding of perimeter and area for 2D shapes and uses them to solve day-to-day life problems	MC4.1	Discovers, understands, and uses formulae to determine the area of a square, triangle, parallelogram, and trapezium and develops strategies to find the areas of composite 2D shapes
		MC4.2	Learns the Baudhayana-Pythagoras theorem on the lengths

Code	Curricular Goals	Code	Competencies
			of the sides of a right-angled triangle, and discovers a geometric proof using areas of squares erected on the sides of the triangle, and other related geometric constructions from the <i>Sulba-Sutras</i>
		MC4.3	Constructs various designs (using tiling) on a plane surface using different 2D shapes and appreciates their appearances in art in India and around the world
		MC4.4	Develops familiarity with the notion of fractal and identifies and appreciates the appearances of fractals in nature and art in India and around the world
MCG5	Collects, organises, represents (graphically and in tables), and interprets data/ information from daily-life experiences	MC5.1	Collects, organises, and interprets the data using measures of central tendencies such as average/mean, mode, and median
		MC5.2	Selects, creates, and uses appropriate graphical representations (e.g., pictographs, bar graphs, histograms, line graphs, and pie charts) of data to make interpretations
MCG6	Develops mathematical thinking and the ability to communicate mathematical ideas logically and precisely	MC6.1	Applies both inductive and deductive logic to formulate definitions and conjectures, evaluate and produce convincing arguments or proofs to turn these definitions and conjectures into theorems or correct statements, particularly in the areas of algebra, elementary number theory, and geometry
MCG7	Engages with puzzles and mathematical problems and develops own creative methods and strategies to solve them	MC7.1	Demonstrates creativity in discovering one's own solutions to puzzles and other problems, and appreciates the work of others in finding their own, possibly different, solutions

Code	Curricular Goals	Code	Competencies
		MC7.2	Engages in and appreciates the artistry and aesthetics of puzzle-making and puzzle-solving
MCG8	Develops basic skills and capacities of computational thinking, namely, decomposition, pattern recognition, data representation, generalisation, abstraction, and algorithms in order to solve problems where such techniques of computational thinking are effective	MC8.1	Approaches problems using programmatic thinking techniques such as iteration, symbolic representation, and logical operations and reformulates problems into series of ordered steps (i.e., algorithmic thinking)
		MC8.2	Learns systematic counting and listing, systematic reasoning about counts and iterative patterns, and multiple data representations; learns to devise and follow algorithms, with an eye towards understanding correctness, effectiveness, and efficiency of algorithms
MCG9	Knows and appreciates the development of mathematical ideas over a period of time and the contributions of past and modern mathematicians from India and across the world	MC9.1	Recognises how concepts (like counting numbers, whole numbers, negative numbers, rational numbers, zero, concepts of algebra, geometry) evolved over a period of time in different civilisations.
		MC9.2	Knows and appreciates the contributions of specific Indian mathematicians, such as, Baudhayana, Pingala, Aryabhata, Brahmagupta, Virahanka, Bhaskara, and Ramanujan.
MCG10	Knows about and appreciates the interaction of Mathematics with each of their other school subjects	MC10.1	Recognises interaction of Mathematics with multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports

Science Education

Code	Curricular Goals	Code	Competencies
SCCG1	Explores the world of matter and its constituents, properties, and behaviour	SCC1.1	Classifies matter based on observable physical (solid, liquid, gas, shape, volume, density, transparent, opaque, translucent, magnetic, non-magnetic, conducting, non-conducting) and chemical (pure, impure; acid, base; metal, non-metal; element, compound) characteristics
		SCC1.2	Describes changes in matter (physical and chemical) and uses particulate nature to represent the properties of matter and the changes
		SCC1.3	Explains the importance of measurement and measures physical properties of matter (such as, volume, weight, temperature, density) in indigenous, non-standard and standard units using simple instruments
		SCC1.4	Observes and explains the phenomena caused due to differences in pressure, temperature, and density (e.g., breathing, sinking-floating, water pumps in homes, cooling of things, formation of winds)
SCCG2	Explores the physical world in scientific and mathematical terms	SCC2.1	Describes one-dimensional motion (uniform, non-uniform, horizontal, vertical) using physical measurements (position, speed, and changes in speed) through mathematical and diagrammatic representations
		SCC2.2	Describes how electricity works through manipulating different elements in simple circuits and demonstrates the heating and magnetic effects of electricity
		SCC2.3	Describes the properties of a magnet (natural and artificial; Earth as a magnet)
		SCC2.4	Demonstrates rectilinear propagation of light from different sources (natural, artificial, reflecting surfaces), verifies

Code	Curricular Goals	Code	Competencies
			the laws of reflection through manipulation of light sources and objects and the use of apparatus and artefacts (such as, plane and curved mirrors, pinhole camera, kaleidoscope, periscope)
		SCC2.5	Observes and identifies celestial objects (stars, planets, natural and artificial satellites, constellations, comets) in the night sky using a simple telescope and images or photographs, and explains their role in navigation, calendars, and other phenomena (phases of the moon, eclipse, life on earth)
SCCG3	Explores the living world in scientific terms	SCC3.1	Describes the diversity of living things observed in the natural surroundings (insects, earthworms, snails, birds, mammals, reptiles, spiders, diverse plants, and fungi), including at a smaller scale (microscopic organisms)
		SCC3.2	Distinguishes the characteristics of living organisms (need for nutrition, growth and development, need for respiration, response to stimuli, reproduction, excretion, cellular organisation) from non-living things
		SCC3.3	Analyses patterns of relationships between living organisms and their environments in terms of dependence on and response to each other
		SCC3.4	Explains the conditions suitable for sustaining life on Earth and other planets (atmosphere; suitable temperature-pressure, light; properties of water)
SCCG4	Understands the components of health, hygiene, and well-being	SCC4.1	Undertakes a nutrition-based analysis of food components with special reference to Indian culinary practices and modern understanding of nutrition, and explains the effect of nutrition on health

Code	Curricular Goals	Code	Competencies
		SCC4.2	Examines different dimensions of diversity of food, sources, nutrients, climatic conditions, diets
		SCC4.3	Describes biological changes (growth, hormonal) during adolescence, and measures to ensure overall well-being
		SCC4.4	Recognises and discusses substance abuse, viewing school as a safe space to raise these concerns
SCCG5	Understands the interface of Science, Technology, and Society	SCC5.1	Illustrates how Science and Technology can help to improve the quality of human life (health care, communication, transportation, food security, mitigation of climate change, judicious consumption of resources, applications of artificial satellites), as well as, some of the harmful uses of science in history
		SCC5.2	Shares views on news and articles related to the impact that Science or Technology and society have on each other
SCCG6	Explores the nature and processes of Science through engaging with the evolution of scientific knowledge and conducting scientific inquiry	SCC6.1	Illustrates how scientific knowledge and ideas have changed over time (description of motion of objects and planets, spontaneous generation of life, number of planets) and identifies the scientific values that are inherent and common across the evolution of scientific knowledge (scientific temper, Science as a collective endeavour, conserving biodiversity and ecosystems)
		SCC6.2	Formulates questions using scientific terminology (to identify possible causes for an event, patterns, or behaviour of objects) and collects data as evidence (through observation of the natural environment, design of simple experiments, or use of simple scientific instruments)
SCCG7		SCC7.1	Uses scientific vocabulary to communicate Science accurately in oral

Code	Curricular Goals	Code	Competencies
	Communicates questions, observations, and conclusions related to Science		and written form, and through visual representation
		SCC7.2	Designs and builds simple models to demonstrate scientific concepts
		SCC7.3	Represents real world events and relationships through diagrams and simple mathematical representations
SCCG8	Understands and appreciates the contribution of India through history and the present times to the overall field of Science, including the disciplines that constitute it	SCC8.1	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner
SCCG9	Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving and that there are still many unanswered questions	SCC9.1	States concepts that represent the most current understanding of the matter being studied, ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students
		SCC9.2	States questions related to matters in the curriculum for which current scientific understanding is well-recognised to be inadequate

Social Science Education

Code	Curricular Goals	Code	Competencies
SSCG1	Comprehends and interprets sources related to different aspects of human life and makes meaningful interpretations	SSC1.1	Collects and interprets multiple sources of information (primary and secondary) to understand the historical, cultural, geographical, and socio-political aspects of human life
		SSC1.2	Represents and analyses data related to various aspects of human life given in the form of text, tables, charts, diagrams, and maps
SSCG2	Explores the process of continuity and change in human civilisations through specific examples from their context and a few historical episodes	SSC2.1	Explains and analyses major changes in the past and their impact on society
		SSC2.2	Recognises elements of the continued prevalence of certain beliefs, relationships, practices, and activities in human society, notwithstanding major changes in society
SSCG3	Draws connections between the causes and effects of different social and historical events or episodes and connects them with the overall impact on human life	SSC3.1	Analyses the effect of various changes in early human society from nomadism to settled life and early civilisation (such as, the emergence of agriculture, changes in food habits, basic technologies like construction, transport, pottery, metallurgy), and changes in human habitation, family structures and relationships, the nature of work, people's socio-cultural beliefs and concepts over time (e.g., <i>Ahimsa</i> , and the fallout of major wars or invasions) that significantly impacted human societies
		SSC3.2	Identifies reasons behind harmony and conflict among social groups and communities, in their region and in other parts of the world, and their impact on human societies
SSCG	Understands the functioning of social, cultural, and political institutions and their impact on society, and the way individuals and collectives shape these institutions	SSC4.1	Collects, organises, and interprets information about various social, cultural, economic, and political institutions in their vicinity and region, and realises its significance for human society
		SSC4.2	Assesses the influence of social, cultural, and political institutions on an

Code	Curricular Goals	Code	Competencies
			individual or group or community or society in general
SCCG5	Understands various forms of inequality and prejudice in society, from those prevalent in a family to those at a community or regional or national level and also the initiatives and efforts at various levels to address these issues	SSC5.1	Identifies, explains, and raises questions about different forms of inequality, prejudice, and discrimination prevailing in one's own family, locality, region, and national and global levels
		SSC5.2	Identifies, explains, and appreciates efforts (being) made at different levels through various (including social, cultural, economic, and political) mechanisms and institutions, and what individuals can do, to address these to ensure equity, inclusion, and justice
SCCG6	Understands the spatial distribution of resources (from local to global), their conservation, the interdependence between natural phenomena and human life, and their environmental and other implications	SSC6.1	Explains key natural phenomena, such as, climate, weather, ocean cycles, soil formation, the flow of rivers, and how they are spatially distributed
		SSC6.2	Identifies the distribution of resources, such as, water, agriculture, raw materials, and services across geographies
		SSC6.3	Analyses Indian perspectives on and efforts towards conservation and sustainability in society, and advocates the importance of the same, and what more needs to be done in these directions including in the context of global climate change
		SSC6.4	Correlates the existence of different patterns of livelihoods with different types of landforms, availability of resources, and climatic conditions and changes (in local, regional, national, and global contexts)
SCCG7	Appreciates the importance and meaning of being Indian (<i>Bharatiya</i>) by understanding (a) India's rich past and present including its glorious cultural unity in diversity, pluralism, heritage, traditions, literature, art, architecture, philosophy, medicine, science, and other contributions to humanity, and	SSC7.1	Explains India's unity in diversity by recognising commonalities in its rich and diverse cultural elements, languages, art, philosophical ideas, values, clothing, cuisines, traditions, festivals, trade, commerce, and health practices including <i>Ayurveda</i> and yoga
		SSC7.2	Discovers the topographical diversity of the Indian landmass from the semi-arid zone in the west and the areas of heavy

Code	Curricular Goals	Code	Competencies
	(b) other integrating factors despite the geographical diversity of India		rains in the north-east to the long coastal areas in the south and the snow-clad mountains in the north, as well as, the rich biodiversity of the country
		SSC7.3	Appreciates India's tradition of inclusion across communities and social groups, and its influence in vast parts of the world through its cultural elements
SSCG8	Understands and appreciates the process of development of the Constitution of India and upholds its importance to promote democratic values in Indian society	SSC8.1	Understands the need for a constitution for any country during the last few centuries, especially in a country, such as, India and its deeper objectives
		SSC8.2	Explains the process of formation of the Indian Constitution and understands the ideas and ideals of the Indian national movement enshrined in it as well as those drawn from India's civilisational heritage
		SSC8.3	Explains the working of the three tiers of local self-government and appreciates its significance in upholding democracy at the grassroot level
SSCG9	Understands the processes of economic activities (production and consumption, trade, and commerce)	SSC9.1	Explains the key elements of trade and commerce (commodity, production, consumption, and capital) and its impact on individual life and society
SSCG10	Understands and appreciates the contributions of India through history and in the present times, to the overall field of Social Science, including the different disciplines that constitute it	SSC10.1	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner along with the particular matter, illustratively, understands the strengths of India's democratic traditions through its history
SSCG11	In the curricular goals CG-1 to CG-10, there is a basic and adequate understanding of the history, geography, and culture of the locality, region, and country	Note: Competencies for this Curricular Goal have already been incorporated under CG-1 to CG-10	

Art Education

Learning Standards-1

Visual Arts

Code	Curricular Goals	Code	Competencies
VACG1	Develops openness to explore and express themselves through various art forms	VAC1.1	Expresses confidently their personal and everyday life experiences through various visual art forms.
		VAC1.2	Demonstrates flexibility in the process of collaboratively developing visual arts practice.
VACG2	Applies their imagination and creativity to explore alternative ideas through the arts	VAC2.1	Creates visual artwork based on situations or stories that challenge stereotypes observed in their surroundings (such as, gender roles).
		VAC2.2	Connects visual imagery, symbols, and visual metaphors with personal experiences, emotions, and imaginations.
VACG3	Understands and applies artistic elements, processes, and techniques	VAC3.1	Demonstrates care and makes informed choices while using various materials, tools, and techniques in the visual arts.
		VAC3.2	Refines ideas and techniques of visual expression from the stage of planning to the final presentation, and reviews the entire process.
VACG4	Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	VAC4.1	Demonstrates familiarity with various local and regional forms of art.
		VAC4.2	Describes the life and work of a few visual artists in their region and across India.

Theatre

Code	Curricular Goals	Code	Competencies
TCG1	Develops openness to explore and express themselves through various art forms	TC1.1	Expresses their personal and everyday life experiences through various drama activities confidently.
		TC1.2	Demonstrates flexibility in the process of collaboratively developing drama.
TCG2	Applies their imagination and creativity to explore alternative ideas through the arts	TC2.1	Creates and performs drama based on situations or stories that challenge stereotypes observed in their surroundings (such as, gender roles).
		TC2.2	Connects elements of drama, themes and symbols with personal experiences, emotions, and imaginations.
TCG3	Understands and applies artistic elements, processes, and techniques	TC3.1	Demonstrates care and basic stage etiquette; and makes informed choices while using various materials, tools, and techniques of dramatic arts.
		TC3.2	Refines ideas and techniques from the stage of planning to the final presentation in drama for external audiences, and reviews the entire process.
TCG4	Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	TC4.1	Demonstrates familiarity with various local and regional forms of theatre.
		TC4.2	Describes the life and work of a few theatre artists and performers in their region and across India.

Music

Code	Curricular Goals	Code	Competencies
MUCG1	Develops openness to explore and express themselves through various art forms	MUC1.1	Expresses confidently their personal and everyday life experiences through a variety of musical activities.
		MUC1.2	Demonstrates flexibility in the process of collaboratively developing music practices.
MUCG2	Applies their imagination and creativity to explore alternative ideas through the arts	MUC2.1	Creates and performs songs and musical compositions that challenge stereotypes observed in their surroundings (such as, gender roles).
		MUC2.2	Connects elements of music (lyrics, <i>raagas</i> , rhythms, volume, tempo and patterns) with personal experiences, emotions, and imaginations.
MUCG3	Understands and applies artistic elements, processes, and techniques	MUC3.1	Demonstrates stage etiquette and care for musical instruments and makes informed choices while using resources and techniques in music.
		MUC3.2	Refines ideas and methods of musical expression from the stage of planning to the final performance, and reviews the entire process.
MUCG4	Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	MUC4.1	Demonstrates familiarity with various local and regional forms of music.
		MUC4.2	Describes the life and work of a few local musicians and performers in their region and across India.

Dance and Movement

Code	Curricular Goals	Code	Competencies
DMCG1	Develops openness to explore and express themselves through various art forms	DMC1.1	Expresses confidently their personal and everyday life experiences through a variety of dance and movement activities.
		DMC1.2	Demonstrates flexibility in the process of collaborating and developing dance and movement practices.
DMCG2	Applies their imagination and creativity to explore alternative ideas through the arts	DMC2.1	Creates and performs dance and movement sequences that challenge stereotypes observed in their surroundings (such as, gender roles).
		DMC2.2	Connects elements of dance and movement (mudras, gestures, and postures) with personal experiences, emotions, and imaginations.
DMCG3	Understands and applies artistic elements, processes, and techniques	DMC3.1	Demonstrates stage etiquette and care for stage equipment, props, and costumes, and makes informed choices while using dance and movement techniques.
		DMC3.2	Reworks ideas and methods of expression used in dance and movement from the stage of planning to the final performance and reviews the entire process.
DMCG4	Acquaints themselves with a range of aesthetic sensibilities in regional arts and cultural practices	DMC4.1	Demonstrates familiarity with various local and regional forms of dance and movement.
		DMC4.2	Describes the life and work of a few local dancers and movement artists in their region and across India.

Art Education

Learning Standards-2

Code	Curricular Goals	Code	Competencies
AECG1	Develops knowledge about various art forms of the region or state and develops artistic processes and skills in some of the art forms they are exposed to	AEC1.1	Demonstrates basic skills in the arts they are exposed to and creates own variations (e.g., <i>Mandana</i> or <i>alpana</i> or <i>kolam</i> or <i>aipan</i> , narrating stories from the <i>Panchatantra</i> using local forms of puppetry, performing folk songs or dances of their region).
		AEC1.2	Describes the different materials, tools, and techniques used in local art forms in their region and state, and uses them with care while creating their own artwork (e.g., describes the process of natural dyeing used in Kalamkari, and experiments with creating artwork using colours sourced from natural materials around them, such as, plants, vegetables, charcoal, soil, brick).
		AEC1.3	Recognises multiple viewpoints and shares own thoughts and feelings while responding to a variety of arts and cultural practices from their region or state (e.g., watches a traditional folk-dance performance specific to their state and region either live or online, shares their responses and interprets meanings and emotions conveyed by different movements and rhythms).

Physical Education and Well-being

Learning Standards-1

Code	Curricular Goals	Code	Competencies
P1CG1	Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	P1C1.1	Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing/hitting a ball far with precision).
		P1C1.2	Demonstrates rhythmic movement skills (locomotor, and non-locomotor), such as, smoothly moving, balancing, and transferring weight with intentional changes in direction, speed, tempo and flow.
		P1C1.3	Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender.
		P1C1.4	Exhibits manipulation of space and equipment in the context of a game.
		P1C1.5	Recognises correct warm up and cool down exercises to avoid injuries and long-term effects.
		P1C1.6	Works on strength, endurance, flexibility, and agility through exercising and training with and without apparatus.
P1CG2	Exhibits sensitivity in their personal and social behaviour towards themselves and others.	P1C2.1	Reflects on their personal reactions during an interaction and activity with others.
		P1C2.2	Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries.
		P1C2.3	Creates and teaches the rules of game to others.
		P1C2.4	Creates and applies safety rules and protocols for physical activity.
		P1C2.5	Puts the larger interest of the team first, treats individuals as equals,

Code	Curricular Goals	Code	Competencies
			makes ethical decisions, and takes responsibility for their mistakes.
		P1C2.6	Identifies characteristics of bullying and mental and sexual harassment and describes the protocol to report it to the right person.
P1CG3	Demonstrates and practises physical movements, motor skills, social sensitivity, and mental engagement in physical activity and game situations.	P1C3.1	Designs multiple strategies for a game and chooses strategies according to the context.
		P1C3.2	Demonstrates calmness and courage in difficult situations.
P1CG4	Plans and achieves personal physical fitness goals with little help from teachers.	P1C4.1	Identifies physical activity and fitness goals, such as, improving a shot or breaking their own 100 metre record.
P1CG5	Learns the connection between physical activity with health, enjoyment, challenge, expression, and social interaction.	P1C5.1	Discusses activities that bring personal satisfaction.
		P1C5.2	Identifies different cultures with special reference to dance, physical activity, local games, and spaces to interact.
		P1C5.3	Identifies the relationship between rhythmic movement and their aesthetic value.

Physical Education and Well-being

Learning Standards-2

Code	Curricular Goals	Code	Competencies
P2CG1	Demonstrates intermediate body movements and motor skills to participate in different physical activities/games/sports and develop their understanding.	P2C1.1	Develops power, speed, strength, balance, flexibility, judgment, and reflexes in motor movements (running and jumping with various speeds and in various directions, rolling and zig-zag movements, catching a moving object coming with speed or throwing, kicking, hitting a ball far with precision).
		P2C1.2	Performs two or more fundamental movements at the same time as receiving and passing the ball against a defender.
		P2C1.3	Recognises correct warm up and cool down exercises to avoid injuries and long-term effects.
P2CG2	Exhibits sensitivity in their personal and social behaviour towards themselves and others.	P2C2.1	Reflects on their personal reactions during an interaction/activity with others.
		P2C2.2	Demonstrates supportive behaviour in helping others during emotional setbacks and physical injuries.
		P2C2.3	Creates and teaches the rules of a game to others.
		P2C2.4	Creates and applies safety rules and protocols for physical activity.
		P2C2.5	Puts the larger interest of the team first, treats individuals as equals, makes ethical decisions, and takes responsibility for their mistakes.
		P2C2.6	Identifies characteristics of bullying and mental and sexual harassment and describes the protocol to report it to the right person.
P2CG3	Demonstrates self-awareness and mental engagement in physical activity and game situations	P2C3.1	Designs and executes simple strategies for a game.
		P2C3.2	Demonstrates calmness and courage in difficult situations.

Skill Education

Code	Curricular Goals	Code	Competencies
VCG1	Develops basic skills and allied knowledge of work and associated materials/ procedures.	VC1.1	Identifies and uses tools for practice.
		VC1.2	Approaches tasks in a planned and systematic manner.
		VC1.3	Maintains and handles materials/equipment for the required activity.
VCG2	Understands the place and usefulness of vocational skills and vocations in the world of work.	VC2.1	Describes the contribution of vocation in the world of work.
		VC2.2	Applies skills and knowledge learned in the area.
		VC2.3	Evaluates and quantifies the associated products or materials.
VCG3	Develops essential values/ disposition while working across areas.	VC3.1	Develops the following values/disposition while engaging in work: • Attention to detail • Persistence and focus • Curiosity and creativity • Empathy and sensitivity • Collaboration and teamwork • Willingness to do physical work
VCG4	Develops basic skills and allied knowledge to run and contribute to the home.	VC4.1	Applies the acquired vocational skills and knowledge in a home setting.





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