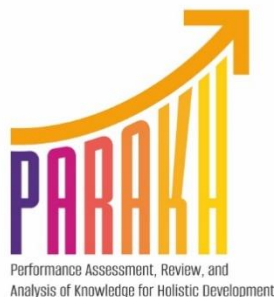




Ministry of Education
Government of India

सत्यमेव जयते



HOLISTIC PROGRESS CARD (HPC)

How to fill the HPC

PREPARATORY STAGE



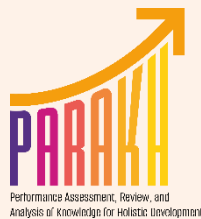
शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



HOLISTIC PROGRESS CARD (HPC)

Preparatory Stage

How to fill the HPC



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How to fill the HPC
(Preparatory Stage)

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FOREWORD



India has made significant strides in reforming its education system and making it relevant and resilient for 21st century challenges. Through the implementation of the National Education Policy and the National Curriculum Framework, India aims to develop a more holistic and forward-thinking educational system.

The National Education Policy 2020 and the National Curriculum Framework have many transformative aspects. They focus on shifting from rote learning and exam-centric evaluation to a more holistic and competency-based approach. NEP 2020 and NCF advocate a balanced approach to assessments through use of both formative and summative evaluations. Formative assessments are designed to provide ongoing feedback and observe a student's progress. Regular formative assessments support greater learning opportunities and ease the burden on the students.

PARAKH has designed the Holistic Progress Card for the Preparatory Stage to help teachers and educators in India monitor their learners' progress throughout the academic year. This holistic card acknowledges the multifaceted nature of learning at this stage, ensuring that young minds are not only equipped with foundational academic skills but are also nurtured emotionally and creatively.

At its core, the HPC empowers learners to take ownership of their educational journey. By offering avenues for self-assessment and encouraging peer evaluation, it fosters a dynamic learning environment. Emphasizing the crucial role of parental involvement, the HPC ensures that the triad of student, peer, and parent collaboratively contributes to the educational landscape.

A distinctive feature of the HPC is its framework for multidisciplinary activities that seamlessly align with diverse curricular goals and competencies. It embraces a variety of pedagogical tools to ensure each activity imparts practical and functional takeaways.

The HPC also facilitates a paradigm shift in teacher training and asynchronous professional development. Teachers, armed with insights from the HPC, are equipped to rationalize their instructional approaches, identify challenges faced by learners on various fronts, and come up with innovative solutions that resonate with the dynamic needs of the educational landscape.

In essence, the Holistic Progress Compass stands as a unique practical solution in the educational ecosystem, actively envisioning a future where learners are not merely recipients of knowledge but active participants in their educational journey.

Prof. Dinesh Prasad Saklani
Director, NCERT

PREFACE

Central to the success of the preparatory stage is the adept implementation of pedagogical practices that align with the unique needs of learners within this age group. Recognizing the transitional nature of this phase, educators employ approaches that not only build upon the foundational competencies and skills but also introduce a slightly more specialized and subject-specific dimension to the teaching-learning process.

Each component of the Holistic Progress Card for the preparatory stage endeavors to document the learner's achievements across diverse parameters aligned with academic curricular objectives, competencies, and socio-emotional and developmental milestones.

It advocates for schools and educators to adopt an inventive and comprehensive teaching methodology during the preparatory stage. It promotes the incorporation of toy-based pedagogy, art-integrated learning, sports-integrated learning, experiential learning, as well as the cultivation of critical thinking and problem-solving skills. This approach empowers students to actively engage in their own educational journey.

The HPC extends its impact beyond student progress by playing a pivotal role in facilitating teacher training and fostering teacher self-reflection. An integral feature of the HPC is its ability to support asynchronous teacher training through comprehensive frameworks. This unique approach allows educators the flexibility to enhance their professional development at their own pace.

Furthermore, the HPC serves as a catalyst for teacher self-reflection, prompting educators to critically evaluate and rationalize their teaching practices. This reflective practice contributes to a continual improvement cycle, enhancing the overall quality of education delivered. The HPC is also a valuable tool for teachers to identify and address challenges faced by students. It empowers educators to recognize diverse aspects of learners' hurdles, enabling them to craft innovative and practical solutions.

PARAKH is confident that the Holistic Progress Card will play an essential role in shaping the educational and assessment landscape of India. The HPC will help foster a generation of learners who are not only knowledgeable but also possess the skills and values essential for navigating the challenges of the future. We invite all stakeholders in education to adopt the HPC for the preparatory stage and enable learners to embark on a transformative journey towards holistic progress.

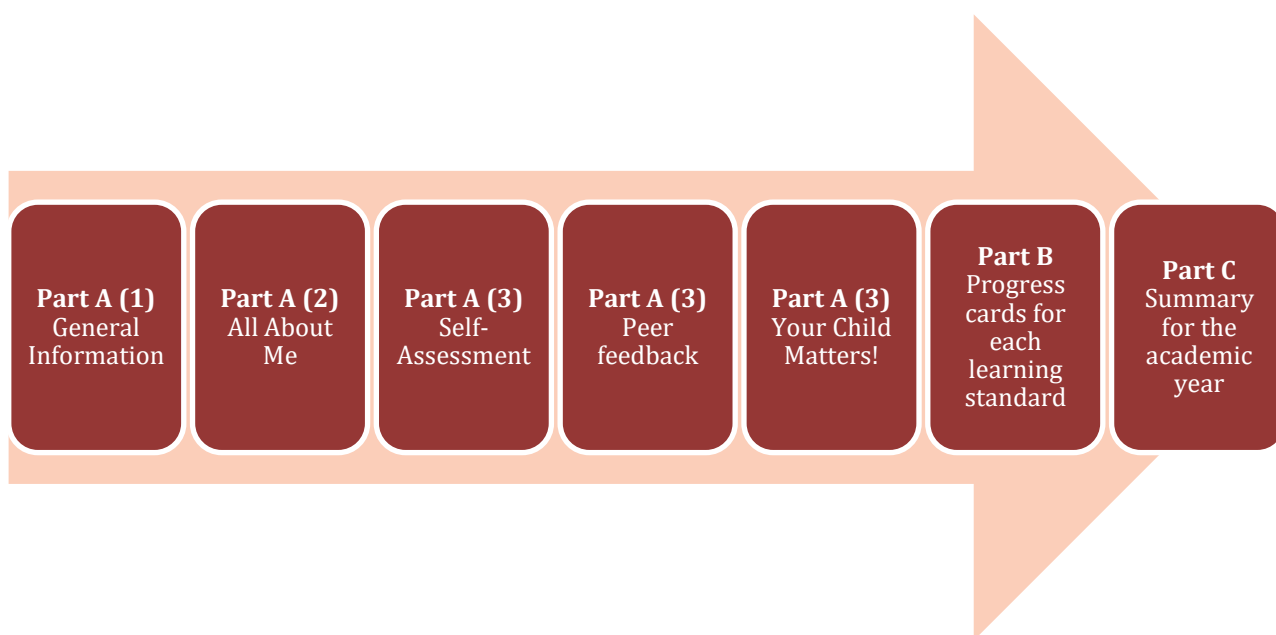
Prof. Indrani Bhaduri
Head & CEO, PARAKH

Overview

The HPC seeks to provide a comprehensive descriptive system for reporting students' progress in relation to the domains, curricular goals, and competencies described in the National Curriculum Framework – School Education (NCF-SE) to assess the students' progress across three abilities–Awareness, Sensitivity and Creativity and three performance level descriptors–Beginner, Proficient and Advanced

It is reiterated that the HPC urges schools and educators to embrace an innovative, holistic approach to teaching and learning at the preparatory stage. It encourages the use of toy-based pedagogy, art-integrated learning, sports-integrated learning, experiential learning, critical thinking, and problem-solving skills, thus enabling the students to become active participants in their own education.

The PARAKH-NCERT version of the holistic progress card, developed for the preparatory stage includes the following:



Each segment of the holistic progress card attempts to record the performance of the learner across various parameters mapped to the academic curricular goals, competencies, and socio-emotional and developmental goals.

In the subsequent sections, the abilities, the performance level descriptors, and each segment of the holistic progress card will be discussed in detail. The intention is to give any user of the HPC a clear understanding of the process to follow while implementing it in their respective learning environment.

Abilities

It's important to ensure the learning journey of school-going Indian learners follows a well-rounded approach that encompasses the physical, emotional, and intellectual aspects of their lives. The holistic progress card is a metaphorical representation and an education tool to record and measure this comprehensive perspective. At the core of the holistic progress card lies three essential abilities:



The scope of each ability has been listed below.

What does 'Awareness' encompass?

- Having knowledge related to and understanding of the activity to be conducted
 - Being able to follow the instructions related to the activity
 - Being able to understand the activity requirements
 - Being attentive, perceptive, cognizant of surroundings
 - Being fully engaged in the process of conducting the activity
-

What does 'Sensitivity' encompass?

- Managing and expressing emotions, thoughts, and behaviors in line with social norms and relevant to the activity
 - Being attuned to the emotions and needs of others during the activity, when applicable
 - Being able to motivate self and others; being compassionate and engaging in SEWA
 - Being able to navigate challenges with resilience and make mindful decisions
 - Approaching conflicts with empathy, kindness and open mindedness
-

**What does
'Creativity'
encompass?**

- Generating innovative, original, and valuable solutions to problems
- Demonstrating inventiveness and original thinking
- Thinking flexibly and exploring diverse possibilities; possessing a sense of curiosity and a desire to explore
- Looking at situations from different angles, questioning and challenging assumptions
- Combining ideas, concepts, or domains

Performance Level Descriptors

Three performance level descriptors for the abilities have been identified as follows:



The scope of each performance level descriptor with respect to each ability has been described below.

What does it mean when you mark a learner 'Beginner' in Awareness?

The learner...

- follows instructions/directions for two- or three- step task
- occasionally identifies aspects of the task that are related to previously learned materials
- only rarely understand the full set of requirements for the task
- has limited knowledge about properties/factors needed to complete the activity
- applies simple learned procedures and exhibits limited fluency
- lacks conceptual understanding
- solves problems with assistance
- uses others' ideas based on observations
- recounts only a few important ideas or details of the task

What does it mean when you mark a learner 'Proficient' in Awareness?

The learner...

- follows instructions/directions for four- to five- step tasks
- gives instructions to peers for completing a simple task
- describes aspects of task that are related to previously learned materials
- sometimes understands the requirements of the task
- has some knowledge about properties/factors needed to complete the task
- asks general questions about the task
- applies some logical organizational strategies to complete the task
- is familiar with simple learned procedures, exhibits some fluency
- applies conceptual understanding for simple cases
- solves problems with prompting
- retells major points of the task using simple sentences

What does it mean when you mark a learner 'Advanced' in Awareness?

The learner...

- follows instructions/directions for tasks with more than five steps and/or tasks that require conditional branching (e.g., If it is raining, do not water the plants)
- gives clear and precise instructions to peers for completing the tasks
- summarizes ideas of tasks that are related to previously learned materials
- most times understands the requirements of the task
- has knowledge about properties/factors needed to complete the task
- asks specific question about the task
- consistently applies logical organizational strategies to complete the task
- uses different strategies to perform learned procedures, exhibits fluency
- applies conceptual understanding when formulating and solving problems
- identifies and explain ideas based on different factors
- retells major points of the task using elaborated descriptions, incorporating key details and using appropriate terminology

What does it mean when you mark a learner 'Beginner' in Sensitivity?

The learner...

- demonstrates some interest in participating in the task
- provides a general reason for such interest
- participates in teacher-led activities related to the task
- enjoys qualities of familiar tasks
- expresses an overall reaction to the task
- is receptive to help
- asks peers for help while completing a task
- enjoys listening to simple products (e.g., songs or poems) created by peers
- when prompted listens to peers' ideas
- recognizes and tries to understand the value of simple ideas expressed by others
- observes and appreciates others' work on the task
- with help from others, attempts to keep composure while performing tasks that require patience
- must be encouraged to attempt to complete complex parts of the task, to learn new things, and to formulate ideas to complete simple parts of the task

What does it mean when you mark a learner 'Proficient' in Sensitivity?

The learner...

- demonstrates interest and willingness to participate in the task and describes with some detail one or more reasons for interest in the task
- expresses a reason for an emotional reaction to the task or to specific parts of the task (e.g., "I like it because it makes me laugh"), an opinion, sometimes in writing, about the task or part of the task (e.g., "I think the instructions were easy to follow")
- responds with some detail to questions about feelings about the task
- agrees to and enjoys working with others
- can explain the practical values of simple ideas expressed by others
- mimics others in their work on the task
- both helps peers and receives help in completing a task and explains to others how to complete simple parts of the task
- contributes to a short conversation about the task, waiting for a turn to speak and mostly staying on topic and listening attentively and asking simple questions
- keeps composure while performing tasks that require patience
- appreciates the usefulness of previously acquired knowledge and skills for helping to complete the task (e.g., the usefulness of the relationship between addition and multiplication when working on task that require multiplying numbers)
- is willing to learn new things; and proposes ideas to complete simple parts of the task

What does it mean when you mark a learner

'Advanced' in Sensitivity?

The learner...

- demonstrates a high level of interest and enthusiasm for working on increasingly challenging tasks
- explains one or more detailed, thoughtful reasons for interest for the task
- gives a specific detail to support an emotional response to one or more parts of the tasks or to the whole task (for example, "My favorite character in the story is Mr. Patel because ..." or "This is a good ad because it explains why ABC dish soap cleans best." or "I'd like to try this recipe because ...")
- responds with detail and thoughtfulness to sensitivity-related questions about the task (e.g., favorite books or stories, feelings about books or reading; characters feelings in a story)
- uses generally appropriate phrasing and expression to communicate emotions or meaning related to the task
- regularly expresses personal opinions and feelings
- offers to help other students and uses explanation to help peers
- leads peers initiating work for the task
- explains a peer's ideas if different from their own and explains why they may have chosen that particular idea
- enjoys working revising own ideas when confronted with ideas of others
- asks and/or surmise about the feelings of others involved in the task
- contributes to a long conversation
- during a discussion, raises two or more complex, on-topic questions
- enjoys using previously acquired knowledge and skills to solve problems
- enjoys learning and seeks opportunities to learn

What does it mean when you mark a learner 'Beginner' in Creativity?

The learner...

- observes and uses previous knowledge to understand innovative ways to work on the task
- names a part of the task for which they would like instructions (for example, how to plant flowers in a pot or a recipe for making a cake)
- can follow predetermined steps or new steps created by others
- recognizes that there is more than one way work on the task
- accepts that tools and technology can be used in more than one way to complete the task
- understands that the surrounding world contains ideas related to the task
- can work on a new strategy when it is presented to the student but cannot fully understand its purpose
- identifies and combines, when needed, artifacts/elements that can be used to create a given object (e.g., combining given shape to make a new shape)
- writes-2 sentences on a self-selected topic or theme related to the task
- makes inferences on what might happen next and recognizes when initial hypothesis and predictions might not work
- identifies other perspectives related to the task

What does it mean when you mark a learner 'Proficient' in Creativity?

The learner...

- when prompted, uses previous knowledge to create strategies and devise novel approaches to familiar tasks
- expresses curiosity about taking different steps than those provided in a set of instructions
- understands that there are novel ways to work on the task
- uses tools and technology in more than one way
- uses manipulative, with support, to complete parts of the task and sometimes uses self-determined rules for the use of the tools and manipulative
- makes connections between the task and the student's own life experiences and provide some detail about the connection
- when prompted, can look at the environment in unique ways to get ideas solve parts of the task
- when prompted, works following different new strategies for different functional purposes
- spontaneously combines artifacts/elements to make their own object
- with assistance, writes new ideas related to the task
- when presented with unique phenomena, critiques the hypotheses and predictions of others
- when prompted, describes how the task can be seen from a different perspective and names parts of the task that they would like to change

What does it mean when you mark a learner

'Advanced' in Creativity?

The learner...

- devises strategies and novel approaches to the task on their own
- expresses interest in changing the steps in a set of instructions, skipping/adding steps appropriately, or creating their own version of the set of instructions
- uses tools, manipulatives and technology in novel ways
- most or all of the times, accurately uses self-determined rules for the use of the tools and manipulatives
- explains in detail how an aspect of the task relates to one's own experiences, describes with some detail connections and/or differences they see between the task and their own lives and experiences and describes a situation (either real or imagined) that is similar to the task
- proposes and implements innovative and original approaches/solutions, creates novel categories for organizing the objects or the parts of the task
- demonstrates curiosity by independently asking questions about the intent of the task
- when presented with unique phenomena, makes multiple observations towards novel hypotheses and critiques the hypotheses of others
- explains why the task can be approached from different perspectives
- identifies and explains with some detail a part of the task they wish they could change
- expresses interest in writing their own version of the task
- initiates and maintains a long conversation with a peer or adult about the task

Different parts of the HPC

PART-A (1)

Part A (1) is about the general information of the child and should be filled in by the teacher in consultation with the caregiver/parent. Information can be filled in phases- some at the beginning of the year and some throughout the year.

PART-A (1)

Name of the School:

Address of the School:

Village/Ward: BRC: CRC:

District: State: Pin Code:

UDISE+ Code:

Teacher Code:

GENERAL INFORMATION

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

Student Name:

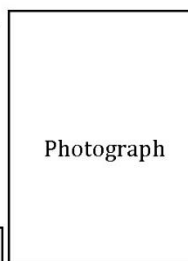
Date of Birth: Gender:

APAAR ID:

UDID (only for CWD):

Grade: Grade 3 ☐ Grade 4 ☐ Grade 5 ☐

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

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

Participation at home ☐

Others ☐ Please specify

* May choose more than one option

Part A (2)

Part A (2) is an interactive section called 'All About Me' which will be filled by the learner at the beginning of the school year.

PART A (2)

My name is:

I am _____ years old.

My Family

Paste a picture or draw

Things about me...

I am good at _____

I am not so good at _____

I would like to improve my skill of _____

I like to _____

I don't like to _____

Some of my favorite things...

Food:

Games:

Festivals:

When I grow up I want to be...

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

Three things I want to learn this school year:

- _____
- _____
- _____

Encourage learners to mention Indian dishes and indigenous games.

Use this information to inform activities that are themed around prevocational skills.

Use this information to inform your planning and preliminary assessment of the learner.

Part A (3)

Part A (3) has three subsections, one to be filled by the learner, one to be filled by the learner's peers, and one to be filled by the parents/guardians. The subsections will be filled twice during the course of an academic year. Schools can decide when they would want to get the subsections filled; it is recommended that the subsections are filled once when the academic year starts, and once before the academic year ends.

The subsections will help the teacher understand the learner's awareness of their self and their peers, which will also impact the activities they do and how they perform in them. By getting the parents/guardians feedback, the teacher is able to get a holistic overview of all the factors that play a crucial role in the learner's learning journey.

PART A (3)

How do I feel at school?

Circle the most appropriate option for each sentence.

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

The teacher is to have a conversation with the child and tease out responses to each statement. It is suggested that the teacher doesn't simply ask learners to mark their responses and instead have a brief discussion.

In the first term, the teacher is to explain what each word means through simple examples. By the third term, the learner is to be encouraged to fill the form with increased independence.

5

Peer Feedback (Peer 1)

With peer feedback, the idea is to get the learners to think about how their peers are doing at school and share insights. To get more data and insights, each learner will get peer feedback from **two learners**.

Peer Feedback

Peer 1

Circle the most appropriate option for each sentence.

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

The teacher is to have a conversation with the child and tease out responses to each statement about their peer. It is suggested that the teacher explains the sentences through simple scenarios.

Encourage the learner to write their friend's name.

For consistency's sake and to compare data across terms, it is suggested that the learner fills peer feedback for the same learner(s).

In the first term, the teacher is to explain what each word means through simple examples. By the third term, the learner is to be encouraged to fill the form independently

It is recommended that the teacher pairs up learners/assigns peers before Term 1 begins. Ideally, the peer groups should be maintained so that data consistency is ensured.

Peer Feedback (Peer 2)

For peer feedback, it is recommended that the teacher has a conversation with the peer and contextualizes the statements. For Grades 3 and 4, the teacher can mark the emojis but for Grade 5, learners can be encouraged to fill it themselves. The teacher can record important peer feedback in their notes as well.

Peer Feedback

Circle the most appropriate option for each sentence.

My name: _____

My friend's name: _____

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

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To get more data through peer feedback, it is recommended that learners share peer feedback for two learners.

The teacher is to make sure that other learners don't get to see peer feedback of any other child; this ensures that they are not influenced by it and the feedback is between the learner and their peer.

Your Child Matters!

With parents'/guardians' feedback, the idea is to get some contextual information about the socio-economic variable that might affect the learner's learning journey. The parents'/guardians' level of involvement in their children's learning journey can also be gauged with this form. Additionally, they can also substantiate this information with any additional observations in the **Any Other** column. 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)

The teacher is to explain the statements to the parents and contextualize it using simple scenarios, if needed.

Your Child Matters!

Tick the resources available to your child at home.


Books and Magazines
☐


Newspapers
☐


Toys, Games and sports
☐


Phone and Computer
☐


Internet
☐


Radio
☐


Broadcast
☐


T.V.
☐


Resources for CWD
☐

Any other (please specify): _____

How can I know your child better?				
Circle the most appropriate option for each statement.				
1. My child finds the classroom and school a welcoming and safe space.				
	Yes	Sometimes	No	Not sure
2. My child participates in academic and other activities in school.				
	Yes	Sometimes	No	Not sure
3. My child finds the grade-level curriculum difficult.				
	Yes	Sometimes	No	Not sure
4. My child is making good progress as per the grade.				
	Yes	Sometimes	No	Not sure
5. My child is getting the support needed from school.				
	Yes	Sometimes	No	Not sure

This will help the teacher understand challenges learners might have with doing certain activities at home.

The teacher is to encourage the parents to share overall comments about their child's holistic progress and any challenges.

8

Some statements overlap between self, peer, and parent/guardian feedback so that the teacher can get a 360° view of the child's progress.

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

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

Part B

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.

PART B

Choose one (or more) competencies that the activity caters to.

Describe the activity in some detail.

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.

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

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

ASSESSMENT RUBRIC			
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

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

Choose one or more curricular goals that the activity caters to.

Refer to the subsequent pages for a list of curricular goals and competencies for this learning standard.

Write the assessment rubric for each ability and performance level descriptor.

During the activity, make some observational notes using the assessment rubric as a reference point. Make notes about the learner's performance, the challenges they faced, and if/how they overcame them.

Teacher's Feedback			
Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

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

Observational Notes

Use your observation notes to mark how the learner did in this activity.

Use your observation notes to write how the learner did in this activity. This will help provide insights into learner's progress.

Use your observation notes to write challenges the learner faced and if/how they overcame them. Think about non-academic challenges/challenges due to external factors, challenges during the planning stage of the activity, and during the execution stage.

Think about how the learner performed (for the teacher)

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

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

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

Encourage the learner to reflect about the activity and how they did. Encourage them to complete this form. You might have to handhold the child the first time they do it.

PART C

SUMMARY FOR THE ACADEMIC YEAR

Part C is the **progress summary** for the academic year. It is suggested that the teacher collates their notes and the cumulative performance of the learner to demonstrate the overall performance of the learner. 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	☐	☐	☐

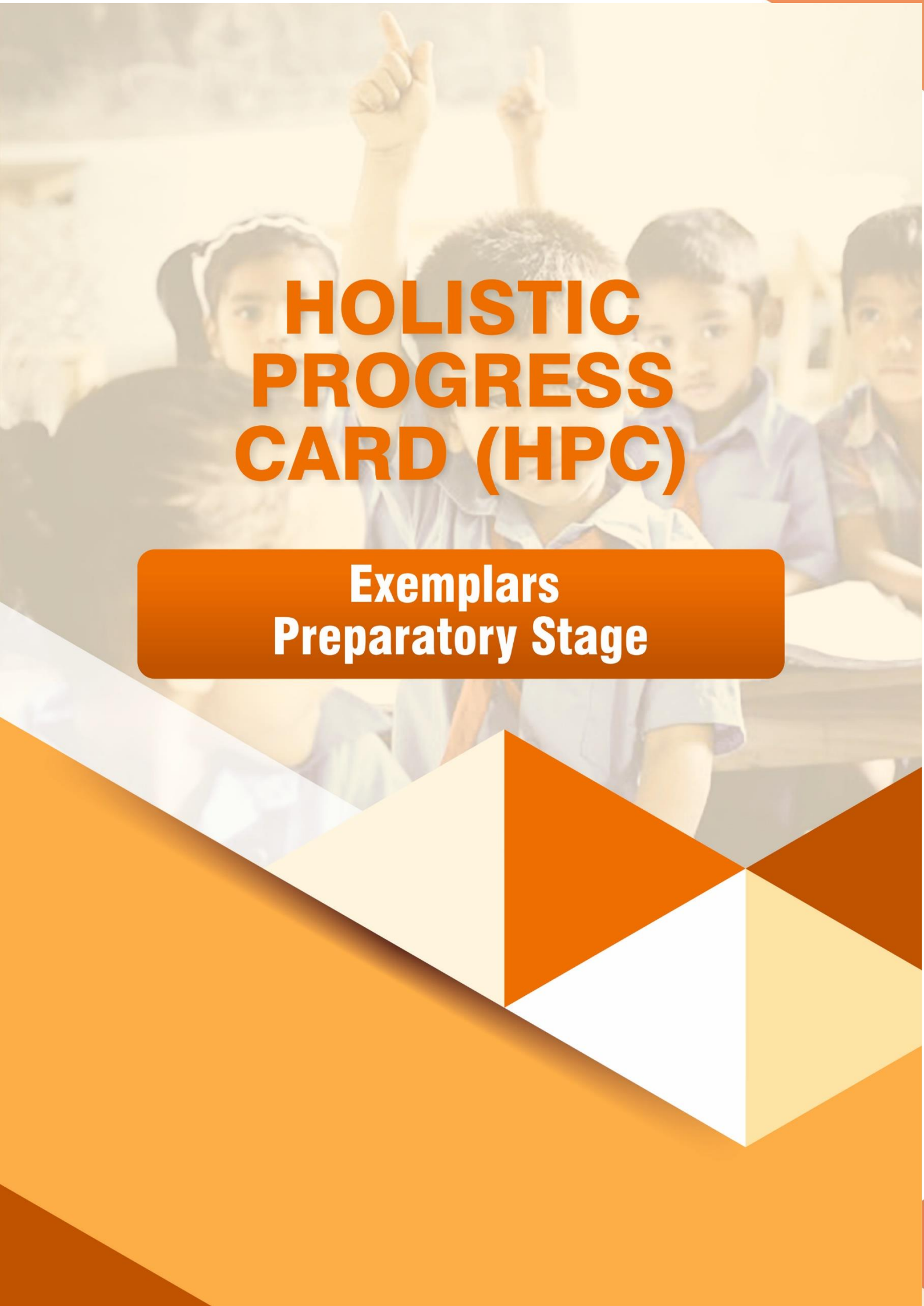
Mathematics Education		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	☐	☐	☐
	Sensitivity	☐	☐	☐
	Creativity	☐	☐	☐

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

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

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

[illegible]



HOLISTIC PROGRESS CARD (HPC)

**Exemplars
Preparatory Stage**

Exemplar for Preparatory Stage (Grade-III)

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Language Education (R1)
Curricular Goals (Can choose one or more)	☒ L1CG1 – Develops oral language skills using complex sentence structures to understand and communicate ideas coherently ☒ L1CG3 – Develops the ability to write simple and compound sentence structures to express their understanding and experiences
Competencies (Can choose one or more)	☒ L1C1.3 – Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates) ☒ L1C3.1 – Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs
Learning Outcome	Presents a simple speech, using story vocabulary wherein they advocate for one of the characters in the story to be the new leader.
Activity Synopsis of the story The tiger has been nominated as the king. He's appointing other leaders, and chooses the donkey, rabbit, and the tortoise. However, the bear dismisses them as lazy, frightened, and slow respectively. However, the tiger rejects his comments and gives a speech about how each animal is special and has unique abilities.	Activity Topic – தனித்திறமை (Uniqueness) In this activity, learners first recall the story and share key points they remember. Then, they are divided into groups, and each group is given an animal – donkey, rabbit, or tortoise. Together, they prepare a short speech about how their animal is special and has unique abilities. Each learner presents their part of the speech, and the group decides which animal should be chosen as a leader and why. The teacher supports them by helping with vocabulary and showing how to speak clearly using tone and expression. Learners practice in their groups before presenting to the class. At the end, the teacher helps them reflect on the activity and reviews important words used. Note (For Including CWSN): The teacher can form mixed-ability groups so that every child receives peer support. Learners with visual impairment can listen to the story and express their ideas orally or in Braille. Learners with hearing impairment can follow written instructions or use sign language and gestures. Learners who face challenges in speaking can write their speech, and a group member can support by presenting it to the class.
Assessment	- Did the learner say who should be the leader and give at least two good qualities of that character? - Did the learner use words from the story and speak in full, clear sentences? - Did the learner speak clearly, use a good tone, look at the audience, and show feelings in their speech? - Did the learner work well with the group and help others to prepare the speech?

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 learner struggles to mention who should be the leader or fails to explain the qualities that make the character suitable for the role. Example: <i>He/She should be the leader, but no explanation is given about why.</i>	The learner chooses the leader and uses some words from the story to explain the qualities, but the sentences are incomplete or unclear, making it difficult to understand the key message. Example: <i>He/She should be the leader because they are brave, but no further elaboration or connection to other leadership traits.</i>	The learner chooses the leader and uses the language from the story effectively to explain the qualities and speaks in full, clear sentences that are easy to follow, making their points strong and understandable. Example: <i>I think he should be the leader because he is brave and calm under pressure, which will help the group in difficult situations.</i>
Sensitivity	The learner struggles to share many ideas or listen to others in the group. They may find it hard to work with the group. Example: <i>The learner mostly worked by themselves and didn't talk much with the group or listen to others.</i>	The learner shares some ideas and listens to others, but they could try to help more and be more involved with the group. Example: <i>The learner shared a few ideas and listened to others, but they could have worked together more with the group.</i>	The learner listens carefully to everyone, shares ideas, and works well with the group. They help the group make decisions and work together nicely. Example: <i>The learner listened to everyone's ideas, shared their own thoughts, and helped the group make good choices together.</i>
Creativity	The learner speaks without changing their tone or showing emotion, making it difficult for the audience to stay engaged. Example: <i>Speaking in a monotone voice without any noticeable change in pitch or emotion.</i>	The learner adds some expression to their speech, but it may not be consistent throughout, and the tone might lack energy or connection. Example: <i>Speaking with some emphasis but not engaging enough to hold the audience's attention fully.</i>	The learner speaks with a varied tone, showing emotion and enthusiasm, which helps keep the audience engaged and conveys the message effectively. Example: <i>I think the leader should be someone who not only understands the group's struggles but also has the strength to guide everyone through tough situations with a calm and inspiring voice.</i>

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

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness		✓	
Sensitivity		✓	
Creativity		✓	

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

Observational Notes

Learner is aware of what needs to go into a short speech in the context of this activity. He was able to create a short speech talking about a donkey and how it is qualified to become the king of the jungle. He used words like

பலமான 'strong'

புத்திசாலி 'intelligent'

அன்பான 'kind'

which were mostly from the story.

The fact that ideas were mostly from the story places this learner at a **Proficient in Creativity** and not an **Advanced**.

The learner was able to deliver the speech successfully. He participated in the group work and was able to help his peers with their speeches as well.

Think about how the learner performed (for the teacher)

What challenges did the learner face?	How were the challenges overcome?
Initially, the learner was unsure how he would start his speech.	He spoke to his peers and looked at what they were writing their speech.
The learner wasn't sure about the vocabulary (adjectives) he could use to describe the animals.	I encouraged him to look at the 'word wall' in the classroom while preparing. He practiced in the group to become more confident.
The learner was also not confident presenting in front of his peers.	

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

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

Exemplar for Preparatory Stage (Grade-III)

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Language Education (R2)
Curricular Goals (Can choose one or more)	☒ L2CG1 – Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas
Competencies (Can choose one or more)	☒ L2C1.3 – Converses meaningfully and coherently
Learning Outcome	Speaks clearly and also learn to actively listen and respond meaningfully during conversation.
Activity	Activity Topic: Picture Reading  In this activity, learners observe a jungle picture and take part in a guided conversation. They learn the difference between words like <i>see</i>, <i>look</i>, <i>watch</i>, and <i>observe</i>. The teacher asks simple questions about the picture, and learners listen carefully before answering in their own words. They also listen to their classmates' answers and respond by adding their own thoughts. Through this, the teacher assesses if they can speak clearly using simple words related to the jungle, animals and actions. At the end, they try to act out a jungle scene with their peers using simple dialogues. Here, the teacher assesses whether they listen and respond meaningfully during the interaction. Note (For Including CWSN): The teacher can make mixed groups, so everyone helps each other. Children who cannot see well can listen to others and share their ideas. Children who cannot hear well can read the questions and answer by writing or using actions. Children who find it hard to speak can write their answers, and a friend can read them out.
Assessment	1. How many characters do you see in the picture? 2. Are they all animals? Who else is there? 3. What are the characters doing in the picture?

	4. If you were one of the characters, what would you do in the jungle? 5. Can you act out a jungle scene using some dialogue? Try it with a friend!
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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 learner finds it hard to identify characters or describe what they see in the picture. Example: Says only "Animals" without details or stays silent when asked.	The learner names some characters and says what they are doing. Example: Says There is a boy and some animals. They are dancing.	The learner names all the characters and clearly describes the scene. Example: Says There are five animals and a boy. They are dancing and playing in the jungle.
Sensitivity	The learner is often distracted and struggles to listen to others. Example: Looks away when someone is speaking.	The learner listens to their peers and responds after waiting for their turn. Example: Listens to a friend and then shares their answer.	The learner listens actively and supports others. Example: Says That was a nice answer! or You can go first.
Creativity	The learner struggles to imagine being in the jungle or says very little. Example: Silent or says, I cannot think of anything.	The learner tries to imagine being in the jungle and act like a jungle character with a friend. Example: Says I am the monkey. I climb trees!	The learner adds new ideas and acts out a fun scene with a friend using different words and actions. Example: Says I'm the tiger. I say, 'Let's dance in the jungle!'

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

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness		✓	
Sensitivity		✓	
Creativity		✓	

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

Observational Notes

- The learner was able to answer most of the questions.
- He imagined himself as the tiger in the picture and created his own story around it.
- He tried to act out a jungle scene and spoke some dialogues.
- He listened carefully and took part in the activity with interest.

Think about how the learner performed (for the teacher)

What challenges did the learner face?	How were the challenges overcome?
Sometimes, the learner was not sure which word to use and felt confused while answering.	I helped him by saying it's okay to try and guided them to choose the right word.

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

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

Exemplar for Preparatory Stage (Grade-V)

FORMATIVE ASSESSMENT FRAMEWORK

Subject(s)	Mathematics Education
Curricular Goals (Can choose one or more)	☒ MCG1 – Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences
Competencies (Can choose one or more)	☒ MC1.3 – Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10×10 (<i>Pahade</i>) and applies the four basic operations on whole numbers to solve daily life problems
Learning Outcome	Uses basic arithmetic operations to buy and sell items, understand how money works, and talk about what they spent or saved.
Activity Integration with Language R1/R2 Local products/things brought in from different states in India can be used as stall Items.	Activity Topic: Recap of four basic arithmetic operations In this activity, the class is divided into two groups – 20 buyers and 20 sellers. The teacher explains the rules and gives fake money (Rs. 5, Rs. 10, Rs. 20) and baskets to the buyers. Each buyer can carry up to Rs. 100. There are 5 stalls set up for the sellers. In the first round, Group A acts as sellers and sits at the stalls. Group B acts as buyers and moves around in pairs to buy at least two items from different stalls. After 20 minutes, there is a short break. The groups switch roles. If possible, new items are arranged at the stalls. In the second round, Group B becomes sellers and Group A becomes buyers. At the end, there is a reflection and discussion. Each student shares how many items they have bought or sold, how much money they have spent or earned, and how much they could save. Note (For Including CWSN): The teacher can help children with special needs take part in the activity by giving them simple roles, like saying hello to others, giving items, or using picture cards to talk. The teacher can also pair them with kind classmates who can support them. Easy instructions, pictures, and more time can be given if needed. The focus should be on participation not perfection.
Assessment	- How many things did you buy or sell? What was the total cost? Can you show how you counted it? - Did you buy two or three of the same items? What was the total price for them? - How much money do you have now? How did you find it? - Did you try to bargain or ask for discounts?

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 learner is not sure how many items they bought or sold. They find it difficult to count the total cost and cannot explain how they got the number. Example: <i>I don't remember how much I spent or how many things I bought.</i>	The learner can say how many items they bought or sold. They try to count the total cost and explain it with some help from the teacher or a friend. Example: <i>I bought 3 things. I think I spent Rs. 60, but I needed some help to count.</i>	The learner clearly says how many items they bought or sold and correctly counts the total cost. They explain how they added or calculated it. Example: <i>I bought 3 items-one for Rs. 10 and two for Rs. 20 each. I added them and spent Rs. 60 in total.</i>
Sensitivity	The learner does not wait for their turn, does not listen to others, or does not follow the rules of the game. Example: <i>I want to go first! or buying without asking.</i>	The learner mostly follows the rules, takes turns, and listens to others. They may need reminders sometimes. Example: <i>I waited for my turn and gave the money properly but needed a reminder once.</i>	The learner follows all the rules, shows patience, helps others, and waits happily for their turn. Example: <i>You can go first. I'll wait. Do you need help with the money?</i>
Creativity	The learner finds it hard to calculate prices, especially when buying more than one of the same items or figuring out how much money is left. They need a lot of help. They don't try to bargain or ask for discounts. Example: <i>I don't know how to add Rs. 20 and Rs. 20. Can you help me? and I paid the full price for the item.</i>	The learner tries to solve problems with some support. They may use repeated addition or simple subtraction. They attempt to ask for a discount or bargain but need support. Example: <i>I bought 2 items for Rs. 20 each. Rs. 20 plus Rs. 20 is Rs. 40. and I asked the seller if I could get a lower price for the items.</i>	The learner solves problems quickly and clearly. They show their thinking and, instead of adding, they multiply when buying two similar items. They confidently try to bargain or ask for discounts, saving money. Example: <i>I had Rs. 100. I bought two items for Rs. 20 each. I multiplied 2 x 20 and spent Rs. 40. I used subtraction and saw I had Rs. 60 left. and I asked for a discount and saved money when buying two items.</i>

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

Teacher's Feedback			
Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			✓
Sensitivity		✓	
Creativity			✓

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

Observational Notes

The learner was quick at calculating the cost of items and could easily add up the prices. They used multiplication to find the price of more than one item and explained how they counted their money. However, the learner mostly focused on their own and did not try much for a discount. They need to improve on working with others and helping peers.

Think about how the learner performed (for the teacher)

What challenges did the learner face?	How were the challenges overcome?
The learner was disappointed when assigned the role of a buyer instead of a seller and was unsure about how to ask for discounts.	Once the learner started participating in the activity, I tried to cheer them up and engage with the task. I also pointed out some helpful phrases on the board, which gave them the confidence to ask for discounts

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

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

Exemplar for Preparatory Stage (Grade-III)

FORMATIVE ASSESSMENT FRAMEWORK	
Subject(s)	The World Around Us
Curricular Goals (Can choose one or more)	☒ TWCG2 – Understands the interdependence in their environment through observation and experiences, developing the basis for appreciation of the idea of ‘Vasudhaiva Kutumbakam’.
Competencies (Can choose one or more)	☒ TWC2.2 – Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, festivals, traditions).
Learning Outcome	Finds and shares about information of different harvest festivals in India and their special foods, using computers to make a group poster, and talk about what they found with the class.
Activity Integration with Technology and Art and Integration with Theatre	Activity Topic: Food and Festival In this activity, children learn about different harvest festivals celebrated in India and the special foods prepared during these times. Working in small groups, they use the internet to find information about one festival—such as when and where it is celebrated, one traditional food made during the festival, the ingredients used, and why those ingredients are important. After gathering the information, each group creates a handmade poster with drawings and details about their festival and food. Finally, they present their posters to the class and talk about what they discovered, followed by a short discussion with the teacher to reflect on their learning. Note (For Including CWSN): For learners with special needs, the teacher can use screen readers, magnifiers, or audio materials for those with low vision. Children with physical difficulties can be given assistive tools and extra time. For learners who face challenges in reading or writing, the teacher can give clear, simple instructions and allow voice-to-text tools. A peer buddy system can also be used, where each group includes a supportive partner to help ensure everyone takes part and feels included.
Assessment	1. Did the students find the correct information about the festival and its associated food? Were they able to connect between the two? 2. Was the poster clear and easy to understand? 3. Did the students work well together? 4. Did the students ask questions after the presentations?

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 learner couldn't find the correct details. They were confused about the festival, food, or place. Example: The learner was unsure about when this festival happens.	The learner found some details but missed one or two things. Example: The learner found the food but couldn't explain why it's made.	The learner found all the correct information about the festival, food, ingredients, and reason. Example: The learner knew that Pongal is in Tamil Nadu in January, and people make a dish with rice and dal because it's harvest time.
Sensitivity	The learner wanted to work alone. They didn't share ideas or listen to others. Example: The learner wanted to do it their way only.	The learner worked with the group sometimes. They needed some help to talk and listen. Example: The learner helped a little but didn't want to present.	The learner worked well with everyone. They shared, listened, and helped the group. Example: The learner helped make the poster and shared ideas.
Creativity	The learner's poster was simple. They simply copied it from the internet and didn't ask questions during the presentation. Example: The learner just wrote what they saw online.	The learner's poster was clear. They collected the information from the internet but tried to arrange it using their own ideas. They asked some questions during the presentation. Example: The learner asked, 'What food do people make for Bihu?	The learner's poster was neat and colourful. They collected information but also added extra facts to make connections. They engaged and asked thoughtful questions. Example: The learner asked, 'Why is sesame used in Makar Sankranti? Is it special for winter?

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

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			✓
Sensitivity			✓
Creativity			✓

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

Observational Notes

The learner did well in finding all the information about the festival and food. They were quick to gather details like the name of the festival, when and where it is celebrated, and what special food is made. They worked well with the group and helped create a good poster. The learner also asked good questions, like " *Why is sesame used in Makar Sankranti? Is it special for winter?*" showing they understood the topic.

Think about how the learner performed (for the teacher)

What challenges did the learner face?	How were the challenges overcome?
The learner had some trouble understanding why certain ingredients are used for the food. But they worked with their group and figured it out.	I explained things with simple examples, like how rice is used in Pongal because it is freshly harvested. I also encouraged them to discuss with their group to understand better.

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

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

Exemplar for Preparatory Stage (Grade-V)

FORMATIVE ASSESSMENT FRAMEWORK	
Subject(s)	Learning Standard 1 & 2: Art Education (AE) Visual Arts (VA)/ Theatre (T)/ Music (MU)/ Dance and Movement (DM)
Curricular Goals (Can choose one or more)	Learning Standard1 ☒ VACG1 – Develops confidence to explore, depict, and celebrate human experience through the arts ☒ VACG4 – Explores beauty in their surroundings, and develops an interest in a variety of local art forms and cultural practices
Competencies (Can choose one or more)	Learning Standard1 ☒ VAC1.1 – Expresses enthusiasm to create a variety of images that depict their everyday life, emotions, and imaginations. ☒ VAC4.1 – Recognises visual elements in nature and describes their artistic qualities.
Learning Outcome	Identifies patterns (of shapes) in their surroundings, captures them as photographs or draws what they observe, and describe artwork in words.
Activity	Activity Topic: Patterns in Nature In this activity, children learn about patterns by looking at real-life examples around them. The teacher first shows simple patterns found in things like floor tiles, rangoli, leaves, brick walls, or clothes. The teacher explains that a pattern is something that repeats again and again and encourages children to spot patterns around them. Children then work in small groups and find one pattern they like—either at school or at home. They can take a photo (if they have a phone) or draw the pattern on paper and bring it to the next class. In the next class, each child shows their pattern to the class. They also write and read 2–3 simple lines saying what the pattern is, where they found it, and why they liked it. After all the presentations, the class will put up the drawings and photos on the board to make one big collage. This helps children see how many different patterns they find and how they can all come together to make a beautiful design. Note (For Including CWSN): Children with visual impairment can also take part in this activity by using their sense of touch. They can feel patterns on things like carved wood, cloth, braille books, or bumpy surfaces. Instead of taking a photo, they can bring the object, make a rubbing on paper, or talk about it. They can share what the pattern feels like, where they found it, and why they liked it.

Multidisciplinary Approach: Aligned to MCG2 and MC2.1 (Mathematics)

Assessment	1. Did the child identify a pattern from their surroundings? 2. Did the child capture the pattern through a photo, drawing, or rubbing? 3. Could the child explain the pattern in their own words?
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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 learner was not sure what a pattern is and could not find or describe any pattern. They needed a lot of help to understand the activity.	The learner found a simple pattern with some support. They brought a basic photo or drawing and gave a short explanation of where they saw it.	The learner found a clear and interesting pattern by themselves. They brought a well-taken photo or neat drawing and clearly explained where they found the pattern and how it repeats.
Sensitivity	The learner struggled to capture the pattern and was confused while trying to show and talk about it.	The learner was able to capture the pattern with little help and tried to explain it in their own words, though they hesitated at times.	The learner captured the pattern in a neat and clear way and explained it thoughtfully and confidently.
Creativity	The learner couldn't explain the pattern clearly. They might have captured or drawn it but had trouble describing it. They needed a lot of help to say what they saw. Example: <i>I saw lines, but I don't know how to explain it.</i>	The learner could explain the pattern, but their description was simple or unclear. They said a little about the pattern but didn't go into much detail or creativity. Example: <i>It's a line of circles on the floor.</i>	The learner explained the pattern well, using their own words and adding extra details. They could describe why the pattern was special or what made it interesting. Example: <i>I saw a pattern of squares and triangles on my mother's saree. The colours made it look like a repeating design, and it looked really nice. So, I took a photo of it</i>

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

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

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			✓
Sensitivity		✓	
Creativity			✓

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

Observational Notes

The learner found a pattern on a window grill at home. Initially, they were hesitant because they couldn't take a photo, but with support from the teacher, they decided to draw the pattern instead. In class, they showed their drawing, explained where they saw the pattern, and shared why they liked it. Despite the challenge of not being able to take a photo, they manage it by drawing the pattern and completing the task confidently.

Think about how the learner performed (for the teacher)

What challenges did the learner face?	How were the challenges overcome?
Initially, the child was unsure because they couldn't take a photo of the pattern.	I told the child they could draw the pattern instead of taking a photo. This made them feel better, and they chose to draw the pattern on paper.

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

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

Exemplar for Preparatory Stage (Grade-III)

Learning Standard 1 & 2: Physical Education	
Subject(s)	Learning Standard 1 & 2: Physical Education and Well-being
Curricular Goals <i>(Can choose one or more)</i>	Learning Standard1 ☒ P1CG1 – Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/ sports. ☒ P1CG4 – Develops an understanding of the need to develop themselves and self-assess their progress.
Competencies <i>(Can choose one or more)</i>	Learning Standard1 ☒ P1C1.3 – Demonstrates coordination abilities with a partner and objects (e.g., being able to move in coordination with a partner in three-legged race, hand-eye coordination while bowling, throwing). ☒ P1C4.1 – Sets simple personal goals/targets and records progress (e.g., throwing a ball at 25 m, then 30 m, then 40 m; Jumping 1, 2, 3 feet high/long).
Learning Outcome	Demonstrates improved throwing skills, sets a personal target for the week, and tracks their progress using basic math to calculate the distance thrown and compare their performance over time.
Activity Multidisciplinary Approach: Aligned to MCG3 and MCG3.1 (Mathematics)	Activity Topic: Throwing a Ball The activity starts with warm-up exercises like stretching and jogging, led by the learners. Then, they think about how well they threw the ball before and set a new target for this week. In small groups, they practice throwing the ball. One learner throw, another measures the distance, and another writes it down. They take turns and practice many times, while the teacher shows tips to throw better. After practising, they check if they are reaching their targets by using simple math like addition and subtraction. The activity ends with cool-down exercises, where learners stretch or relax, and some of them can lead these too. Note (For Including CWSN): The teacher can give CWSN soft or lightweight balls if needed and let them throw from a shorter distance. If a child finds it hard to throw, they can help by measuring the distance, recording scores, or cheering for their peers. The teacher can also pair them with a helpful partner and give simple instructions using pictures or actions. This way, every child feels included and has a role to play in the activity.

Assessment	1. Is the child able to throw the ball with proper coordination? 2. Has the child set a target and tried to reach or improve upon it during the activity? 3. Is the child able to use simple addition or subtraction to track and compare their throwing progress?
-------------------	--

ASSESSMENT RUBRIC			
Abilities	Beginner	Proficient	Advanced
Awareness	The learner tries to throw the ball but needs help to understand how far it went.	The learner throws the ball and tries to check the distance using simple mathematical operations for other teammates but sometimes needs some help.	The learner clearly understands how to throw and checks the distance for teammates using simple mathematical operations by themselves.
Sensitivity	The learner needs reminders to wait for their turn or work with the team.	The learner mostly takes turns and helps others in the team when told.	The learner always takes turns, encourages others, and helps measure or record without being asked
Creativity	The learner struggles to set a target, mostly copies others or follows instructions but doesn't try new ways on their own.	The learner sets a target, uses small tips or makes some changes to improve their throw.	The learner sets a clear target, makes thoughtful changes to improve their throw and shares ideas with their teammates.

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

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

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness	✓		
Sensitivity	✓		
Creativity	✓		

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

Observational Notes

The learner has been unwell and missed many sessions, so they didn't have many past targets to refer to. Because of this, they weren't sure about the throwing techniques. They tried to copy their classmates and managed to throw the ball well after their third attempt. The learner needs to practice more and set smaller targets to catch up with the others.

Think about how the learner performed (for the teacher)

What challenges did the learner face?	How were the challenges overcome?
The learner was unsure about what was happening in the session because they missed previous lessons. They didn't want to join in at first. The learner didn't want to help their peers by writing down the distance thrown or participate in group work. The learner wasn't happy with their score and became upset.	I spent some one-on-one time with them while others practiced. I gave them simple tasks like collecting the balls and making sure everyone was on track. I spoke with the learner about the importance of practice and hard work. One of their classmates also spoke to them to encourage them. I asked them to help with the warm-up activities. Leading one of the activities made them feel more involved.

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

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

Annexure 1

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

The Holistic Progress Card (HPC) at the Preparatory 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 NCrF 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 Preparatory Stage, ensuring that each child's progress is recognised and recorded in a meaningful and developmentally appropriate manner.

CREDITS EARNED THROUGH HPC

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

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

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

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

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

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 1 (R1)

Code	Curricular Goals	Code	Competencies
L1CG1	Develops oral language skills using complex sentence structures to understand and communicate ideas coherently	L1C1.1	Converses fluently and meaningfully in different contexts
		L1C1.2	Summarises core ideas from material read out in class
		L1C1.3	Makes oral presentations (show and tell, short welcome notes, anchoring of small events, short speeches, and class debates)
L1CG2	Develops the ability to read with comprehension by gaining a basic understanding of different forms of familiar and unfamiliar texts (such as prose and poetry)	L1C2.1	Applies varied comprehension strategies (inference, prediction, visualisation) to understand different texts
		L1C2.2	Understands main ideas and draws essential conclusions from the material read
L1CG3	Develops the ability to write simple and compound sentence structures to express their understanding and experiences	L1C3.1	Uses writing strategies, such as sequencing, identifying headings/sub-headings, the beginning and ending, and forming paragraphs
		L1C3.2	Writes clear and coherent paragraphs that convey their understanding of a given topic/concept or on reading of a text
		L1C3.3	Creates posters, invites, simple poems, stories and dialogues, with appropriate information and purpose
		L1C3.4	Uses appropriate grammar and structure in their writing
L1CG4	Acquires a more comprehensive range of words in various contexts (of home and school experience) through different sources	L1C4.1	Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts
		L1C4.2	Discusses meanings of words, and develops vocabulary by listening to and reading a variety of texts or other content areas
L1CG5	Develops interest and preferences in reading	L1C5.1	Borrows books from the library regularly to read at home
		L1C5.2	Demonstrates interest in reading books from the library

Language Education 2 (R2)

Code	Curricular Goals	Code	Competencies
L2CG1	Sustains effective communication skills for day-to-day interactions, enhancing their oral ability to express ideas	L2C1.1	Listens to poems, stories and conversations, and identifies important ideas in them
		L2C1.2	Comprehends narrated/read out stories, and identifies characters, storyline, and key aspects
		L2C1.3	Converses meaningfully and coherently
		L2C1.4	Makes oral presentations and participates in group discussions
L2CG2	Develops fluency in reading and the ability to read with comprehension	L2C2.1	Develops further phonological awareness by blending phonemes or syllables into words and segmenting words into phonemes or syllables
		L2C2.2	Examines the basic structure of the text and recognises words and sentences in print, and basic punctuation marks
		L2C2.3	Reads stories and passages fluently and accurately with appropriate pauses
		L2C2.4	Comprehends the meaning of stories, poems, and story posters
		L2C2.5	Demonstrates interest in picking up and reading a variety of children's books
L2CG3	Develops the ability to express understanding, experiences, feelings and ideas in writing	L2C3.1	Writes a paragraph to express understanding and experiences
		L2C3.2	Creates simple posters, invites, and instructions, with appropriate information and purpose
		L2C3.3	Writes stories, poems, and conversations based on imagination and experiences
L2CG4	Develops a wide range of vocabulary in various contexts and through different sources	L2C4.1	Discusses meanings of words and develops vocabulary by listening to and reading a variety of texts in other content areas

Mathematics Education

Code	Curricular Goals	Code	Competencies
MCG1	Understands numbers (counting numbers and fractions), represents whole numbers using the Indian place value system, understands and carries out the four basic operations with whole numbers, and discovers and recognises patterns in number sequences	MC1.1	Represents numbers using the place value structure of the Indian number system, compares whole numbers, and knows and can read the names of very large numbers
		MC1.2	Represents and compares commonly used fractions in daily life (such as $\frac{1}{2}$, $\frac{1}{4}$) as parts of unit wholes, as locations on number lines and as divisions of whole numbers
		MC1.3	Understands and visualises arithmetic operations and the relationships among them, knows addition and multiplication tables at least up to 10×10 (<i>Pahade</i>) and applies the four basic operations on whole numbers to solve daily life problems
		MC1.4	Recognises, describes, and extends simple number patterns such as odd numbers, even numbers, square numbers, cubes, powers of 2, powers of 10, and Virahanka–Fibonacci numbers.
MCG2	Analyses the characteristics and properties of two - and three-dimensional geometric shapes, specifies locations and describes spatial relationships, and recognises and creates shapes that have symmetry	MC2.1	Identifies, compares, and analyses attributes of two- and three-dimensional shapes and develops vocabulary to describe their attributes or properties
		MC2.2	Describes location and movement using both common language and mathematical vocabulary; understands the notion of map (<i>Najri Naksha</i>)
		MC2.3	Recognises and creates symmetry (reflection, rotation) in familiar 2D and 3D shapes
		MC2.4	Discovers, recognises, describes, and extends patterns in 2D and 3D shapes
MCG3	Understands measurable attributes of objects and the units, systems, and processes of such measurement, including those related to	MC3.1	Measures in non-standard and standard units and evaluates the need for standard units
		MC3.2	Uses an appropriate unit and tool for the attribute (like length, perimeter, time, weight, volume) being measured

Code	Curricular Goals	Code	Competencies
	distance, length, weight, area, volume, and time using non-standard and standard units	MC3.3	Carries out simple unit conversions, such as from centimetres to metres, within a system of measurement
		MC3.4	Understands the definition and formula for the area of a square or rectangle as length times breadth
		MC3.5	Devises strategies for estimating the distance, length, time, perimeter (for regular and irregular shapes), area (for regular and irregular shapes), weight, and volume and verifies the same using standard units
		MC3.6	Deduces that shapes having equal areas can have different perimeters and shapes having equal perimeters can have different areas
		MC3.7	Evaluates the conservation of attributes like length and volume, and solves daily-life problems related to them
MCG4	Develops problem-solving skills with procedural fluency to solve mathematical puzzles as well as daily-life problems, and as a step towards developing computational thinking	MC4.1	Solves puzzles and daily-life problems involving one or more operations on whole numbers (including word puzzles and puzzles from 'recreational' areas, such as the construction of magic squares)
		MC4.2	Learns to systematically count and list all possible permutations or combination given a constraint, in simple situations (e.g., how to make a committee of two people from a group of five people)
		MC4.3	Selects appropriate methods and tools for computing with whole numbers, such as mental computation, estimation, or paper-pencil calculation, in accordance with the context
MCG5	Knows and appreciates the development in India of the decimal place value system that is used around the world today	MC5.1	Understands the development of zero in India and the Indian place value system for writing numerals, the history of its transmission to the world, and its modern impact on our lives and in all technology

The World Around Us

Code	Curricular Goals	Code	Competencies
TWCG1	Explores and engages with the natural and socio-cultural environment in their surroundings.	TWC1.1	Observes and identifies the natural (insects, plants, birds, animals, geographical features, sun and moon, stars, planets, natural resources) and social (houses, relationships) components in their immediate environment.
		TWC1.2	Describes relationships (including between humans and animals/nature) and traditions (art forms, celebrations, festivals) in the family and community.
		TWC1.3	Asks questions and makes predictions about simple patterns (season change, food chain, phases of the moon, movement of stars and planets, shapes of trees, plants, leaves, and flowers, rituals, celebrations) observed in the immediate environment.
		TWC1.4	Explains the functioning of local institutions (family, school, bank/post office, market, and Panchayat) in different forms (story, drawing, tabulating data, reports), and analyses their roles.
		TWC1.5	Uses local materials to create simple objects (family tree, envelopes, origami animals) on their own for display or use in classroom processes.
TWCG2	Understands the interdependence in their environment through observation and experiences, developing the basis for appreciation of the idea of ' <i>Vasudhaiva Kutumbakam</i> '.	TWC2.1	Identifies natural and human-made systems that support their lives (water supply, water cycle, river flow systems, seasons, life cycle of plants and animals, food, household items, transport, communication, electricity in the home).
		TWC2.2	Describes the relationship between the natural environment and cultural practices in their immediate environment (nature of work, food, festivals, traditions).
		TWC2.3	Connects changes in the environment and the lives of their family and community, as communicated by elders and through local

Code	Curricular Goals	Code	Competencies
			stories (changes in occupation, food habits, resources, celebrations, communication).
TWCG3	Explains how to ensure the safety of self and others in different (normal, as well as, emergency) situations.	TWC3.1	Describes the basic safety needs and protection (health and hygiene, food, water, shelter, precautions, awareness of emergency situations, abuse, and unsafe situations) of humans, birds, and animals.
		TWC3.2	Discusses how to prepare for emergency situations (smoke, fire, small injuries, burns, electrical safety, unseasonal rains, fallen trees) based on discussions with family and community, or personal experiences.
		TWC3.3	Develops simple labels and slogans, and participates in roleplay on safety and protection in the local environment to be displayed/done in school and locality.
TWCG4	Develops sensitivity towards social and natural environment.	TWC4.1	Observes and describes diversity among plants, and birds and animals in their immediate environment (shape, sounds, food habits, growth, habitat).
		TWC4.2	Observes and describes cultural diversity in their immediate environment (food, clothing, games, different seasons, festivals related to harvest and sowing).
		TWC4.3	Describes usage of natural resources in their immediate environment.
		TWC4.4	Demonstrates how natural resources can be shared, maintained, and conserved (trees, use of rainwater, benefits of millets).
		TWC4.5	Identifies needs of plants, birds, and animals, and how they can be supported (water, soil, food, care).
		TWC4.6	Identifies the needs of people in different situations, in terms of access to resources, equal opportunities, work distribution, and shelter.
		TWC4.7	Learns about basic social and behavioural norms, values, and dispositions that benefit our social and natural

Code	Curricular Goals	Code	Competencies
			environments and that help our society function smoothly (using dustbins, standing in queues, conserving water, using public transportation, keeping one's environment clean, always helping others in need regardless of background).
TWCG5	Develops the ability to read and interpret simple maps.	TWC5.1	Explains a line drawing of their school, village, and ward.
		TWC5.2	Draws a sketch of their school, village, and ward using symbols and directions.
		TWC5.3	Reads simple maps of city, state, and country to identify natural and human-made features (well, lake, post office, school, hospital) with reference to symbols and directions.
TWCG6	Uses data and information from various sources to investigate questions related to their immediate environment.	TWC6.1	Performs simple inquiry related to specific questions independently or in groups.
		TWC6.2	Presents observations and findings through different creative modes (drawing, diagram, poem, play, skit, oral and written expression).
TWCG7	Gains foundational familiarity with basic concepts and methods from the natural sciences (life sciences, physical sciences, and earth and space sciences) and engineering.	TWC7.1	Gains familiarity with using the scientific method in investigations, as well as, familiarity with other crosscutting concepts, such as, energy, matter, and systems that apply across the domains of science and engineering.
		TWC7.2	Gains familiarity with disciplinary core ideas in the natural sciences, as well as, in engineering, technology, and applications of science, which reflect the content that will be learned across subject areas in later Grades.

Art Education

Learning Standards-1

Visual Arts

Code	Curricular Goals	Code	Competencies
VACG1	Develops confidence to explore, depict, and celebrate human experience through the arts	VAC1.1	Expresses enthusiasm to create a variety of images that depict their everyday life, emotions, and imaginations.
		VAC1.2	Discusses a variety of ideas and responses while working collaboratively in the visual arts
VACG2	Exercises their imagination and creativity freely in the arts	VAC2.1	Creatively uses different combinations of visual elements (line, form, colour, space, texture) while depicting their everyday observations, personal experiences, and feelings.
		VAC2.2	Compares and contrasts the visual elements, themes, and expressions of artwork shared in the classroom.
VACG3	Explores basic processes, materials, and techniques in the arts	VAC3.1	Makes choices while working with materials, tools, and techniques used in the visual arts.
		VAC3.2	Practises steps of planning, executing, and presenting while creating visual artwork individually and collaboratively.
VACG4	Explores beauty in their surroundings, and develops an interest in a variety of local art forms and cultural practices	VAC4.1	Recognises visual elements in nature and describes their artistic qualities.
		VAC4.2	Demonstrates curiosity towards local art forms and culture.

Theatre

Code	Curricular Goals	Code	Competencies
TCG1	Develops confidence to explore, depict, and celebrate human experience through the arts	TC1.1	Expresses enthusiasm to depict a variety of objects, people, situations, and experiences in drama activities.
		TC1.2	Discusses own thoughts and responses while working collaboratively in the dramatic arts.
TCG2	Exercises their imagination and creativity freely in the arts	TC2.1	Creates and performs drama in the classroom based on everyday events, by combining various characters, roles, situations, spaces, and basic props.
		TC2.2	Compares and contrasts themes and elements of drama, and related artistic expressions created in the classroom.
TCG3	Explores basic processes, materials, and techniques in the arts	TC3.1	Makes choices while working with materials, tools, and techniques used in the dramatic arts.
		TC3.2	Practises steps of planning, executing, and presenting while creating drama individually and collaboratively.
TCG4	Explores beauty in their surroundings, and develops an interest in a variety of local art forms and cultural practices	TC4.1	Recognises elements of drama and movement in nature and describes their artistic qualities.
		TC4.2	Demonstrates curiosity towards local art forms and culture.

Music

Code	Curricular Goals	Code	Competencies
MUCG1	Develops confidence to explore, depict, and celebrate human experience through the arts	MUC1.1	Expresses enthusiasm to practice and perform music that is familiar to them.
		MUC1.2	Discusses own thoughts and responses while working collaboratively in music.
MUCG2	Exercises their imagination and creativity freely in the arts	MUC2.1	Practises and performs songs and rhythms in a variety of musical arrangements (arrangement of vocal, instrumental, solo, duet, ensemble or group).
		MUC2.2	Compares and contrasts musical elements (<i>Laya, Taala, Sur, Bhaava</i>), lyrics, and expressions in a variety of musical styles introduced in the classroom.
MUCG3	Explores basic processes, materials, and techniques in the arts	MUC3.1	Makes choices while working with voices, instruments, and arrangements used in music.
		MUC3.2	Contributes ideas while selecting music for performance and participates in rehearsals.
MUCG4	Explores beauty in their surroundings, and develops an interest in a variety of local art forms and cultural practices	MUC4.1	Recognises musical elements in nature and describes their artistic qualities.
		MUC4.2	Demonstrates curiosity towards local art forms and culture.

Dance and Movement

Code	Curricular Goals	Code	Competencies
DMCG1	Develops confidence to explore, depict, and celebrate human experience through the arts	DMC1.1	Expresses enthusiasm to practise and perform dance and movement that is familiar to them.
		DMC1.2	Discusses ideas and responses while working collaboratively in dance and movement.
DMCG2	Exercises their imagination and creativity freely in the arts	DMC2.1	Creates and practises dance and movement sequences based on everyday actions and personal experiences.
		DMC2.2	Compares and contrasts movements, rhythms, postures, themes, and expressions in a variety of dance and movement styles introduced in the classroom.
DMCG3	Explores basic processes, materials, and techniques in the arts	DMC3.1	Makes choices while working with movement steps, instruments, costumes, and arrangements used in dance and movement
		DMC3.2	Contributes ideas while selecting dance and movement sequences for performance and participates in rehearsals.
DMCG4	Explores beauty in their surroundings, and develops an interest in a variety of local art forms and cultural practices	DMC4.1	Recognises elements of dance and movement in nature and describes their artistic qualities.
		DMC4.2	Demonstrates curiosity towards local art forms and culture.

Art Education

Learning Standards–2

Code	Curricular Goals	Code	Competencies
AECG1	Develops an enjoyment of the arts and exercises their creativity and imagination in visual and performing arts activities	AEC1.1	Creates and presents a variety of artwork to communicate their ideas and emotions in any of the visual and performing art forms (emphasis on variety in music, painting, drawing, crafts, drama, dance and movement, and local art forms).
		AEC1.2	Describes the varied materials, tools, and processes used in the visual and performing arts and demonstrates familiarity with some of these in their own artwork [e.g., identifies and names some musical instruments and demonstrates simple beats on a <i>dholak</i> , <i>khanjira</i> , bells, utensils, or one's own body (clapping, tapping, making different sounds using mouth and voice)].
		AEC1.3	Creates artwork collaboratively and shares own thoughts and feelings while responding to arts and culture in their surroundings.

Physical Education and Well-being

Learning Standards–1

Code	Curricular Goals	Code	Competencies
P1CG3	Demonstrates the use of basic skills (running, jumping, catching, throwing, hitting, and kicking) to participate in different physical activities/games/ sports.	P1C3.1	Practises a combination of movement, motor skills, and manipulative skills (catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target).
		P1C3.2	Moves purposefully their body to a beat/rhythm/music.
		P1C3.3	Demonstrates coordination abilities with a partner and objects (e.g., being able to move in coordination with a partner in three-legged race, hand-eye coordination while bowling, throwing).
		P1C3.4	Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body.
P1CG4	Develops an awareness of their personal and social behaviour towards themselves and others.	P1C4.1	Demonstrates the ability to play games and activities which require and emphasise teamwork, cooperation, personal responsibility, and communication of ideas.
		P1C4.2	Creates group norms and rules of the game/activity before playing and reviews them regularly.
		P1C4.3	Exhibits sensitivity to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, or feeling unwell.
		P1C4.4	Practises care and responsibility towards physical activity material, playground and facilities.
		P1C4.5	Identifies characteristics of safe/unsafe touch in the context of physical activity and describes ways of reporting them.
P1CG5	Demonstrates mental engagement in physical activity/game situations.	P1C5.1	Explains the concept of some games, their rules, playing positions and basic moves.
		P1C5.2	Expresses their emotions and thinking process during the game.

Code	Curricular Goals	Code	Competencies
P1CG6	Develops an understanding of the need to develop themselves and self-assess their progress.	P1C6.1	Sets simple personal goals/targets and records progress (e.g., throwing a ball at 25 m, then 30 m, then 40 m; Jumping 1, 2, 3 feet high/long).

Physical Education and Well-being

Learning Standards-2

Code	Curricular Goals	Code	Competencies
P2CG1	Learns the use of basic skills (running, jumping, catching, throwing, hitting and kicking a ball) to participate in different physical activities/games/ sports.	P2C1.1	Practises a combination of movement, motor skills, and manipulative skills (e.g., catching, throwing, kicking, hitting a ball towards a target while moving, focussing on visual cues to hit the target).
		P2C1.2	Demonstrates coordination abilities with a partner and objects (e.g., being able to move in coordination with a partner in three-legged race, hand-eye coordination while bowling, throwing).
		P2C1.3	Demonstrates basic warm up exercises and stretching to develop strength and flexibility in the body.
P2CG2	Exhibits awareness of personal and social behaviour towards themselves and others.	P2C2.1	Demonstrates the ability to play games and activities that require and emphasise teamwork and cooperation.
		P2C2.2	Creates group norms and rules of the game/activity before playing and reviews these regularly.
		P2C2.3	Exhibits sensitivity to injuries of others and acts empathetically when the other player is physically injured, emotionally stressed, or feeling unwell.
		P2C2.4	Practises care and responsibility towards physical activity material, playground and facilities.
		P2C2.5	Identifies characteristics of safe/unsafe touch in the context of physical activity and describes ways of reporting them.
P2CG3	Demonstrates mental engagement in physical activity/game situations.	P1C3.1	Explains the concepts of some games, their rules, playing positions, and basic moves.
		P1C3.2	Expresses their emotions and thinking process during the game.



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