Ministry of Education
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NCERT

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

HOLISTIC PROGRESS CARD (HPC)

Foundational Stage

UNDERSTANDING THE HPC

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Foundational Stage

Understanding the HPC

PARAKH

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Understanding the HPC
(Foundational Stage)

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FOREWORD

The HPC prepared by PARAKH for the foundational stage is a remarkable tool designed to revolutionize the education system. In an era where traditional methods of assessment fall short of capturing the multifaceted growth of students, this innovative approach takes a holistic view, ensuring that every aspect of a student's development is duly recognized and nurtured.

Education is not solely about academic achievement; it encompasses the holistic development of a child's cognitive, emotional, social, and physical domains. The HPC acknowledges this fundamental truth, offering a comprehensive assessment framework that goes beyond conventional assessment methods. It provides a nuanced understanding of a student's progress, enabling educators, parents, and students themselves to gain valuable insights into their strengths, areas for improvement, and overall growth.

The HPC is a meticulously designed system that captures a wide range of competencies. It encompasses academic performance, critical thinking skills, problem-solving abilities, creativity, emotional intelligence, communication skills, social engagement, and physical well-being. By considering these diverse dimensions, the HPC creates a balanced assessment that encourages students to develop holistically and become well-rounded individuals.

PARAKH's commitment to ensuring a fair and inclusive education system is commendable. The HPC eliminates biases inherent in traditional grading systems, focusing on individual growth rather than comparing students. It acknowledges that each student has unique talents and potential, and fosters an environment where their strengths can flourish.

This forward-thinking approach paves the way for a future where education transcends the boundaries of rote learning and rigid evaluation. The HPC is a guiding light for educators, empowering them to tailor their teaching methods to cater to individual needs, fostering a love for learning and personal development.

I applaud PARAKH's efforts in developing the HPC the foundational stage. It is a significant stride towards creating an education system that values every aspect of a student's growth.

I thank the Chairperson, Central Board of Secondary Education (CBSE) Ms. Nidhi Chibbar and her entire team for their active participation and collaboration to develop the HPC. I also thank Directors, SCERTs and Principals, SIEs for their sincere efforts in supporting the pilot of the HPC.

With the HPC, we embark on a journey where education becomes a transformative experience, nurturing not only academic excellence but also the well-being and holistic development of our children, preparing them to thrive in a rapidly evolving world.

Let us embrace the HPC as a catalyst for positive change and as a testament to our collective dedication to nurturing the holistic development of our students.

Prof. Dinesh Prasad Saklani
Director, NCERT

PREFACE

Education plays a pivotal role in shaping young minds and preparing them for a future full of possibilities. In order to ensure holistic development and progress, it is crucial to have a comprehensive system in place that assesses students' growth across various domains and goals. It is with this vision in mind that the HPC has been developed for the foundational stage. The HPC embraces a multidimensional approach to education. It recognizes that learning goes beyond textbooks and examinations, incorporating diverse pedagogical methods to foster a well-rounded educational experience.

The HPC emphasizes the importance of Toy-Based Pedagogy, Art-Integrated Learning, Sports-Integrated Learning, Experiential Learning, Community Involvement, and the use of Local Resources for Education. By integrating these approaches, the HPC promotes a dynamic and engaging learning environment that nurtures students' cognitive, emotional, and physical growth.

Furthermore, the HPC aligns with the rich heritage of the Indian Knowledge System. It recognizes the significance of a holistic approach to education, where students' abilities-awareness, sensitivity, and creativity are nurtured in a comprehensive manner. The HPC incorporates key performance descriptors based on the National Curriculum Framework for Foundational Stage (NCFFS) to provide detailed and descriptive reporting of students' progress.

By monitoring students' progress through domain-based assessments and overall ability assessment, the HPC ensures a comprehensive understanding of each student's growth. The inclusion of self-assessment, peer-assessment, teachers' and caregivers' feedback empowers students to reflect on their own learning and encourages collaborative learning environments.

The HPC serves as a tool to bridge the gap between traditional assessment methods and the evolving needs of education. It enables educators, parents, and students to celebrate individual progress, identify areas for improvement, and cultivate a lifelong love for learning.

We believe that the HPC will contribute significantly to the educational landscape of India, fostering a generation of well-rounded individuals equipped with the knowledge, skills, and values necessary to navigate the challenges of the future. We invite all stakeholders in education to embrace this comprehensive approach and embark on a transformative journey towards holistic progress.

Prof. Indrani Bhaduri
Head & CEO, PARAKH

Background

The National Education Policy (NEP) 2020 aims to revitalize the Indian education system by focusing on the overall development of learners. It emphasizes the need to nurture the unique capabilities of each child and promote a multidisciplinary approach to education. The policy advocated for the integration of vocational skills, critical thinking, and creativity into the curriculum.

The NEP 2020 has also paved the way for the development of a groundbreaking initiative called NIPUN (National Initiative for Proficiency in Reading with Understanding and Numeracy) Bharat initiative. The NIPUN Bharat initiative aims to address the foundational learning gaps in numeracy and literacy among students. It focuses on early childhood education and primary school years, recognizing the importance of a strong foundation in these formative years. NIPUN seeks to enhance the quality of education by providing training programs for teachers, creating engaging and interactive learning materials, and leveraging technology for personalized learning experiences. The initiative also encourages parental involvement and community participation in order to promote and create a conducive learning environment for children.

As the benefits of NEP 2020 and NIPUN are beginning to unfold, a new chapter in the journey of holistic progress—the National Curriculum Framework for Foundational Stage (NCFFS) has begun. This framework builds upon the principles of NEP 2020 and NIPUN, aiming to ensure that all students acquire essential foundational skills for lifelong learning.

The NCFFS provides a roadmap for the development of curricula, assessment tools, and teaching methodologies that cater to the diverse needs of learners at the foundational stage. It emphasizes the integration of knowledge, skills, values, and attitudes into the curriculum, fostering a well-rounded educational experience. The framework also promotes inclusivity, recognizing and addressing the learning needs of students with disabilities and marginalized communities.(excerpts enclosed as Annexure)

A National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development) has been setup to oversee the assessments relating to holistic development and progress of the students. As a part of PARAKH initiative, a progress card to capture the holistic development of the students has been conceptualized. The HPC (HPC) is an integrative document. It encompasses not only the academic achievements of a student but also captures their social-emotional growth, creativity, and vocational proficiency.

The progress card proposes the use of integrative pedagogy in order to track students' performance. It distils the various academic domains, associated goals and competencies thereof in the form of academic activities and use these activities to track progress.

HPC (HPC) urges schools and educators to embrace an innovative approach to teaching and learning at the foundational stage. It encourages the use of Toy-Based Pedagogy, Art-Integrated Learning, Sports-Integrated Learning, experiential learning, critical thinking, and problem-solving skills, enabling students to become active participants in their own education.

Thus, the activities may involve the use of the following integrative pedagogical tools:

A. Toy-Based Pedagogy
B. Art-Integrated Learning
C. Sports-Integrated Learning
D. Experiential Learning
E. Community Involvement
F. Using Local Resources for Education

A. TOY-BASED PEDAGOGY

Toys often give children emotional satisfaction, keep them occupied and prevent boredom. They help children learn, practice and develop new skills all the time. Toys help children to explore, investigate, and experiment. They teach them about how things are made, how they work and how to take care of their possessions. At the same time, they teach them to cooperate with others, make friends and work in harmony.

Parents, guardians, caregivers, curriculum developers, and teachers can do so through Toy-Based Pedagogy. The word 'Toy' used with pedagogy here refers to local, indigenous, popular toys and puppets which children love to play with, create, listen to and watch, such as tops, dolls, racing cars, rattles, airplane, kites, dancing and singing puppets, etc. Here, it also refers to street games such as *lukka-chuppi*, *satapu*, marbles, etc., and board games such as Chess, Ludo as well as electronic and constructive games. The word 'Play' used here refers to the child's engagement with toys or games. Using toys and games, one can create a conducive environment for learning in which a child learns without any fear and with much interest and curiosity.

Toy-Based Pedagogy holds significant importance for the development of a HPC due to the following reasons:

Playful and Experiential Learning: Toy-Based Pedagogy allows children to learn through play, exploration, and hands-on experiences. It creates an environment where learning

becomes engaging, interactive, and enjoyable. Toys can be used to introduce concepts, foster creativity, develop problem-solving skills, and encourage social interactions. Such experiential learning enhances cognitive, emotional, social, and physical development, contributing to the holistic progress of a child.

Multidimensional Skill Development: Toys provide a platform for the development of various skills. They stimulate sensory experiences, promote fine and gross motor skills, enhance cognitive abilities, encourage language development, and facilitate social interactions. By incorporating Toy-Based Pedagogy, the HPC can assess and recognize the growth of these multidimensional skills, going beyond traditional academic measurements.

Individualized and Differentiated Assessment: Toy-based assessment allows educators to observe and evaluate a child's progress in a personalized and differentiated manner. Rather than relying solely on standardized tests, the HPC can include observations of a child's interactions with toys, problem-solving abilities, creativity, and critical thinking skills. This form of assessment provides a comprehensive view of a child's strengths, weaknesses, and progress, contributing to a more holistic evaluation of their development.

Inclusivity and Accessibility: Toy-Based Pedagogy and assessment have the potential to be inclusive and accessible for all children, regardless of their learning abilities or backgrounds. Toys can be adapted to accommodate diverse needs and learning styles. They can also provide a means of expression and engagement for children with disabilities, allowing them to participate in learning experiences and be assessed based on their unique capabilities. This inclusive approach ensures that the HPC captures the progress of all children, promoting equity and diversity in education.

Parental Involvement and Engagement: Toy-Based Pedagogy encourages parental involvement in a child's education. Parents can actively participate in play-based activities, fostering a stronger bond with their child and gaining insights into their development. Through toy-based assessments, parents can also contribute to the HPC by sharing their observations and experiences. This collaboration between parents, educators, and the HPC helps create a more comprehensive picture of a child's progress and promotes a holistic approach to education.

By embracing Toy-Based Pedagogy, the HPC can capture a child's holistic development, going beyond academic achievements to recognize their cognitive, social, emotional, and physical

growth. It fosters a learner-centric approach that celebrates individual strengths, encourages creativity, and nurtures the overall well-being of children.

Example Enclosed as Activity 5(Appendix 1)

B. ART-INTEGRATED LEARNING

Art-integrated pedagogy combines various art forms with academic subjects, promoting creative expression, critical thinking, and self-confidence. The HPC can include indicators that evaluate a learner's participation in art activities, their ability to express ideas through artistic mediums, and their artistic growth in areas such as music, dance, drama, and visual arts.

Art-Integrated Learning plays a crucial role in the development of a HPC because of its following characteristics:

Creative Expression: Art-Integrated Learning allows students to express themselves creatively and explore their imagination. Through various art forms such as painting, drawing, music, dance, and drama, children can communicate their thoughts, emotions, and ideas in unique and personal ways. Including art in the HPC acknowledges and celebrates a child's creative development, fostering a holistic approach to their growth.

Multiple Intelligences: Art-Integrated Learning recognizes and addresses the diverse intelligences and learning styles of students. While traditional education often focuses on linguistic and logical-mathematical intelligence, art allows for the development of other intelligences such as visual-spatial, kinesthetic, musical, and interpersonal. By incorporating art in the HPC, the assessment can encompass a broader range of skills and talents, providing a more comprehensive understanding of a child's abilities.

Critical Thinking and Problem-Solving Skills: Art encourages critical thinking and problem-solving skills as students experiment, make decisions, and find innovative solutions. Art-Integrated Learning promotes observation, analysis, and interpretation of visual and sensory information, enhancing a child's ability to think critically and approach challenges from different perspectives. The HPC can assess a child's creative problem-solving abilities, recognizing their capacity to think outside the box.

Emotional and Social Development: Art allows children to explore and express their emotions, helping them develop emotional intelligence and empathy. It also facilitates social interactions and collaboration as students engage in group projects, performances, and

exhibitions. By including art-based assessments in the HPC, a child's emotional and social growth can be documented, providing a holistic view of their overall development.

Inclusion and Equity: Art-Integrated Learning provides an inclusive and accessible platform for all students, regardless of their academic abilities or backgrounds. Art allows for multiple entry points and encourages diverse perspectives, making it a valuable tool for inclusion in education. The HPC can capture the progress and achievements of students from diverse backgrounds, recognizing their unique talents and contributions.

Well-being and Mindfulness: Engaging in art activities promotes well-being and mindfulness. It offers a form of self-expression, relaxation, and stress reduction. Art-Integrated Learning encourages self-reflection, boosts self-esteem, and promotes mental health and emotional well-being. By incorporating art-based assessments in the HPC, a child's holistic development in terms of well-being and mindfulness can be acknowledged and valued.

By embracing Art-Integrated Learning, the HPC can provide a comprehensive evaluation of a child's growth, capturing their creative, emotional, social, and cognitive development. It recognizes the importance of nurturing well-rounded individuals and promotes an education system that values the arts as integral components of a holistic education.

Example Enclosed as Activity 2(Appendix 2)

C. SPORTS-INTEGRATED LEARNING

Sports-integrated pedagogy emphasizes physical fitness, teamwork, discipline, and perseverance. The HPC can incorporate indicators to track a learner's participation in sports activities, their motor skills development, their understanding of sportsmanship, and their ability to collaborate effectively in team sports.

Sports-Integrated Learning holds immense importance for the development of the child:

Physical Development: Sports-Integrated Learning promotes physical activity and development among students. Engaging in sports helps improve motor skills, coordination, strength, and overall physical fitness. Including sports-based activities in the HPC ensures that a child's physical growth and well-being are recognized and valued alongside academic achievements.

Teamwork and Collaboration: Sports foster teamwork, collaboration, and effective communication skills. Through team sports, students learn to work together, respect each other's strengths and weaknesses, and achieve common goals. Sports-Integrated Learning

encourages cooperation, leadership, and sportsmanship, contributing to the development of essential social skills. The HPC can assess a child's ability to collaborate, exhibit leadership qualities, and demonstrate fair play within a sports context.

Discipline and Resilience: Sports require discipline, perseverance, and resilience. By engaging in sports, students learn the value of hard work, dedication, and overcoming challenges. They develop a growth mindset, learning from failures and setbacks. Assessing a child's sports performance and participation in the HPC acknowledges their discipline, resilience, and ability to face adversity, which are essential life skills.

Health and Well-being: Regular participation in sports promotes physical health and overall well-being. It helps prevent lifestyle-related diseases, enhances mental health, and improves concentration and focus. Including sports-related assessments in the HPC encourages a holistic approach to a child's well-being, emphasizing the importance of a healthy lifestyle.

Character Development: Sports have the power to shape a child's character and instill values such as perseverance, respect, fairness, and integrity. Students learn about ethics, sportsmanship, and the importance of following rules. Assessing a child's character traits and values demonstrated through sports in the HPC acknowledges the role of sports in their holistic development.

Inclusivity and Equity: Sports-Integrated Learning can be inclusive and accessible for students of all abilities. Adaptations and modifications can be made to ensure that all students can participate and benefit from sports activities. Including sports-based assessments in the HPC provides an opportunity to recognize the achievements and progress of students with diverse physical abilities, promoting inclusivity and equity.

By incorporating Sports-Integrated Learning, the HPC can capture a child's holistic development, beyond academic achievements. It recognizes the significance of physical fitness, sportsmanship, teamwork, discipline, and character-building, fostering a well-rounded education system. This holistic approach ensures that students' physical, social, emotional, and cognitive growth are equally valued and celebrated.

Example Enclosed as Activity 5(Appendix 2)

D. EXPERIENTIAL LEARNING

Experiential learning promotes hands-on experiences, problem-solving, and critical thinking. The HPC can include indicators that assess a learner's engagement in experiential learning activities, their ability to apply knowledge in practical situations, and their reflective thinking skills developed through real-life experiences and projects.

Experiential learning is of great importance for the development of the Child:

Active Engagement: Experiential learning encourages active participation and engagement from students. It involves hands-on experiences, real-world applications, and learning through reflection. By integrating experiential learning into the curriculum and assessing it in the HPC, students become active participants in their education, leading to deeper understanding, higher retention, and a more comprehensive view of their progress.

Practical Skills Development: Experiential learning focuses on the development of practical skills that are valuable in real-life situations. It provides opportunities for students to apply knowledge, solve problems, make decisions, and develop critical thinking and problem-solving abilities. By including experiential learning assessments in the HPC, a child's practical skills, adaptability, and decision-making capabilities can be evaluated, ensuring a more holistic understanding of their abilities.

Emotional and Social Growth: Experiential learning often involves collaborative activities, teamwork, and interactions with peers and the community. This fosters the development of emotional intelligence, empathy, and social skills. Through experiential learning assessments in the HPC, a child's emotional and social growth can be documented and acknowledged, highlighting their ability to work in teams, communicate effectively, and navigate social situations.

Real-World Relevance: Experiential learning bridges the gap between theoretical knowledge and real-world applications. It helps students see the relevance and practicality of what they are learning, fostering a deeper understanding and appreciation for the subject matter. Including experiential learning assessments in the HPC recognizes a child's ability to transfer knowledge and skills to real-life situations, promoting a well-rounded education that prepares them for future challenges.

Personalized Learning: Experiential learning allows for personalized and individualized learning experiences. Students can explore their interests, strengths, and passions through experiential activities, tailoring their learning to their unique needs.

Lifelong Learning Mindset: Experiential learning nurtures a lifelong learning mindset by fostering curiosity, self-directed learning, and a love for learning. It encourages students to be active seekers of knowledge, to ask questions, and to explore the world around them. By assessing experiential learning in the HPC, a child's enthusiasm for learning and their ability to take ownership of their education can be acknowledged and encouraged.

By embracing experiential learning, the HPC can capture a child's holistic development, emphasizing their practical skills, emotional intelligence, social growth, and lifelong learning mindset. It ensures that education goes beyond theoretical knowledge and embraces the importance of real-world applications, personalization, and active engagement in the learning process.

Example Enclosed as Activity 1(Appendix 2)

E. COMMUNITY INVOLVEMENT

Community-based pedagogy encourages students to engage with the local community, fostering active citizenship and social responsibility. The HPC can incorporate indicators that measure a learner's involvement in community service projects, their understanding of social issues, their ability to collaborate with diverse groups, and their contributions to community development.

Community involvement plays a crucial role in the development of a HPC:

Comprehensive Development: Community involvement recognizes that education extends beyond the confines of the classroom. The community plays a vital role in a child's holistic development by providing a rich environment for learning and growth. Involving the community in the assessment process for the HPC ensures that the child's progress in various dimensions, including social, cultural, and ethical aspects, is recognized and valued.

Real-World Application: Community involvement provides opportunities for students to apply their knowledge and skills in real-world contexts. It bridges the gap between theoretical learning and practical application, allowing students to see the relevance and impact of their education on their community. Assessing the child's contributions and engagement in

community-based activities in the HPC acknowledges their ability to transfer knowledge and make a positive difference beyond academic achievements.

Social Responsibility and Citizenship: Community involvement fosters a sense of social responsibility and active citizenship among students. By engaging with the community, students develop empathy, understanding, and a commitment to addressing social issues. Assessing the child's involvement in community service, volunteer work, and initiatives promoting social change in the HPC recognizes their social consciousness and their ability to contribute positively to society.

Cultural Awareness and Diversity: Community involvement exposes students to diverse cultures, traditions, and perspectives. It helps them develop cultural awareness, respect for diversity, and intercultural competence. By assessing a child's participation in community events, cultural programs, and intercommunity collaborations in the HPC, their understanding and appreciation of different cultures can be recognized, promoting inclusivity and celebrating diversity.

Partnership and Collaboration: Community involvement creates partnerships between schools, families, and community organizations. It encourages collaboration and collective efforts towards education and development. Assessing a child's engagement in collaborative community projects and their ability to work effectively with diverse stakeholders in the HPC highlights their teamwork, leadership, and partnership skills.

Support and Enrichment: The community can provide additional support and enrichment opportunities for students' holistic development. Community members, mentors, and experts can contribute to the child's learning journey by sharing their knowledge, skills, and experiences. Assessing the child's participation in community-based workshops, mentoring programs, and enrichment activities in the HPC acknowledges the additional learning opportunities they have accessed outside of the formal curriculum.

By involving the community and assessing community-based activities, the HPC can capture a child's holistic development, recognizing their social awareness, cultural understanding, citizenship skills, and their ability to engage with and contribute to the community. It promotes a broader definition of education that extends beyond academic achievements and nurtures responsible and active members of society.

F. USING LOCAL RESOURCES FOR EDUCATION

In the Indian education system, the concept of using local resources for assessment aligns with the aim of promoting a holistic approach to education. By incorporating local resources, such as cultural artefacts, community knowledge, and indigenous practices, into the learning process, educators can provide a more contextual and meaningful learning experience for students. This approach not only enhances students' understanding of their local environment but also fosters a sense of pride in their cultural heritage.

In the context of the foundational and preparatory stages of education in India, using local resources for education can greatly enhance the learning experience and promote a deeper understanding of the local culture, environment, and community. Here are some ways local resources can be incorporated into the holistic progress card:

Local Language and Literature: Emphasize the development of language skills by incorporating local languages and literature into the curriculum. Assess students' proficiency in reading, writing, and oral communication in their mother tongue or the regional language. Include assessments that require students to engage with local literature, folklore, and traditional stories.

Mathematics and Numeracy: Assessments can incorporate local examples, such as using traditional measurement systems, local patterns, or daily life scenarios for problem-solving tasks. This helps students relate mathematical concepts to their immediate surroundings and enhances their critical thinking and application skills.

Environmental Studies: Assessments can involve exploring local ecosystems, natural resources, and environmental issues specific to the region. Students can be assessed on their understanding of local flora and fauna, conservation practices, and their ability to analyze and propose solutions to local environmental challenges.

Cultural and Historical Heritage: Encourage students to explore and appreciate their local cultural and historical heritage. Include assessments that involve visits to local heritage sites, museums, and cultural events. Assess students' knowledge and understanding of local traditions, customs, festivals, and historical events.

Art, Craft, and Performing Arts: Encourage students to explore and express their creativity through local art forms, crafts, and performing arts. Include assessments that involve learning

and showcasing local art techniques, traditional crafts, music, dance, or theatre. Assess their skills, creativity, and understanding of local artistic traditions.

Local Resources as Teaching Aids: Utilize local resources such as maps, photographs, artefacts, and audio-visual materials specific to the region to enhance teaching, learning and assessment. Assess students' ability to interpret and analyse local resources to gain knowledge and understanding.

Integrating local resources into assessment practices fosters a deeper connection between students and their immediate surroundings, promotes cultural appreciation, and encourages students to take pride in their local heritage. By considering the rich diversity of resources available within their communities, educators can create a more inclusive and meaningful assessment process, which can be reflected in the holistic progress card.

HOLISTIC PROGRESS AND THE INDIAN KNOWLEDGE SYSTEM

The Indian Knowledge system is rooted in ancient Indian philosophy and encompasses a holistic approach to education. It focuses on the development of the physical, intellectual, emotional, and spiritual aspects of an individual. The Indian Knowledge System delves into tracking holistic progress of the students by taking the following key elements of progress into account:

Physical Development: The Indian Knowledge system recognizes the importance of physical well-being. It emphasizes the need for physical activities, yoga, and sports to develop strength, coordination, and overall health.

Intellectual Development: The Indian Knowledge system promotes a comprehensive intellectual development by fostering curiosity, critical thinking, problem-solving skills, and creativity. It encourages experiential learning and the exploration of various subjects.

Emotional Development: The Indian Knowledge system emphasizes the development of emotional intelligence and empathy. It promotes values like compassion, respect, and self-awareness. Students are encouraged to understand and manage their emotions effectively.

Spiritual Development: The Indian Knowledge system recognizes the significance of spiritual growth and self-realization. It encourages students to explore their inner selves, develop moral values, and understand the interconnectedness of all beings.

Moral and Ethical Development: The Indian Knowledge system places a strong emphasis on moral and ethical values. It instils a sense of integrity, honesty, and social responsibility in students. They are encouraged to act ethically and make responsible decisions.

Cultural and Artistic Development: The Indian Knowledge system celebrates the rich cultural heritage of India. It promotes the understanding and appreciation of various art forms such as music, dance, drama, and visual arts. Students are exposed to diverse cultural traditions.

Environmental Awareness: The Indian Knowledge system fosters environmental consciousness and sustainability. It educates students about the importance of preserving nature, ecological balance, and the impact of human activities on the environment.

The Indian Knowledge system aims to nurture individuals who are not only academically competent but also well-rounded, ethical, and compassionate human beings. It seeks to create an education system that prepares students for life by integrating various dimensions of their development.

The HPC in alignment with the Indian Knowledge system focuses on a well-rounded assessment of a student's development. It goes beyond academic performance and includes evaluations of physical fitness, emotional intelligence, creativity, moral values, and overall character development.

HOLISTIC PROGRESS CARD (HPC)

How to fill the HPC

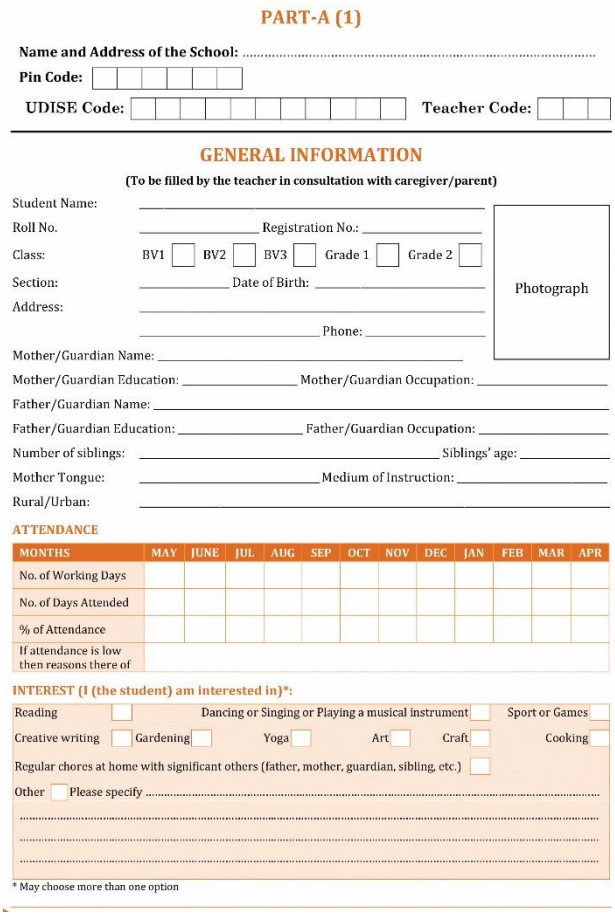
How to fill the HPC

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 (NCF) to assess the students' progress across three abilities- Awareness, Sensitivity and Creativity.

It is reiterated that the HPC urges schools and educators to embrace an innovative approach to teaching and learning at the foundational 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 current PARAKH-NCERT version of the progress card, developed for the Foundational Stage includes three parts.

Part A (1) Consists of **General Information** about the student (e.g., name, class, date of birth, mother tongue, medium of instruction, geographical area, etc.), attendance information and hobbies and interests. This section will be filled by the teacher.



PART-A (1)

Name and Address of the School: .....

Pin Code: ☐☐☐☐☐☐

UDISE Code: ☐☐☐☐☐☐☐☐☐☐☐ Teacher Code: ☐☐☐

GENERAL INFORMATION

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

Student Name: _____

Roll No. _____ Registration No.: _____

Class: BV1 ☐ BV2 ☐ BV3 ☐ Grade 1 ☐ Grade 2 ☐

Section: _____ Date of Birth: _____

Address: _____

_____ Phone: _____

Photograph

Mother/Guardian Name: _____

Mother/Guardian Education: _____ Mother/Guardian Occupation: _____

Father/Guardian Name: _____

Father/Guardian Education: _____ Father/Guardian Occupation: _____

Number of siblings: _____ Siblings' age: _____

Mother Tongue: _____ Medium of Instruction: _____

Rural/Urban: _____

ATTENDANCE

MONTHS	MAY	JUNE	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR
No. of Working Days												
No. of Days Attended												
% of Attendance												
If attendance is low then reasons there of												

INTEREST (I (the student) am interested in)*:

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

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

Regular chores at home with significant others (father, mother, guardian, sibling, etc.) ☐

Other ☐ Please specify .....

.....

.....

.....

* May choose more than one option

Part A (2) Consists of a section called 'Me and My Surroundings.' This section is interactive in nature and will be filled by the student.

➢ **Part B** Consists of a **Progress Summary**, divided into four major components:

1. The Activity Component

- The Activity component consists of three parts, **Domain, Activity and Assessment Rubric**. For each domain, the corresponding **Curricular Goals** are provided**.** Within the domain part:

Competency/Competencies

➢ The teacher will be required to enter the **competency/competencies** being evidenced through the activity described.

Activity

➢ In the **Activity** part, the teacher will enter that activity that they develop to assess the students on each individual domain, associated curricular goal/s and competency/competencies thereof.

PART B

DOMAIN 1: Physical development	
Curricular Goals: • Children develop habits that keep them healthy and safe. • Children develop sharpness in sensorial perceptions. • Children develop a fit and flexible body.	**Competency/Competencies**
ACTIVITY	

Assessment Rubric

- This component also consists of an **Assessment Rubric** part. Within the assessment rubric part, the teacher will make **two** entries:

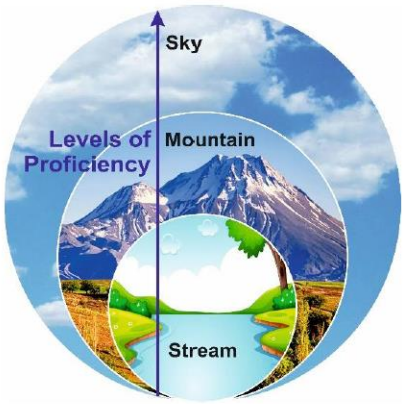
- The teacher will develop performance descriptors for all three abilities - Awareness, Sensitivity and Creativity **(Define on page no. 22)** for all three performance levels - Stream, Mountain and Sky) **(Define on page no. 23-26)**.
- Encircle the performance level descriptors for each ability based on individual student's performance.

ASSESSMENT RUBRIC*			
	Stream	**Mountain**	**Sky**
Awareness			
Sensitivity			
Creativity			

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

2. The Teacher's Feedback Component

- This Teacher's feedback component is designed to provide a graphical representation of the student's performance in this domain in the whole term. The teacher will mark the student's ability level on the Performance levels' illustration and write their specific observations in the space provided. The observations may include general behavior, attitudes and any other remarks that the teachers would want to make with regards to the student.

TEACHER'S FEEDBACK	
NOTE: For each ability, mark the appropriate level	**Observational Notes**
	

3. The Self/Peer Assessment Component

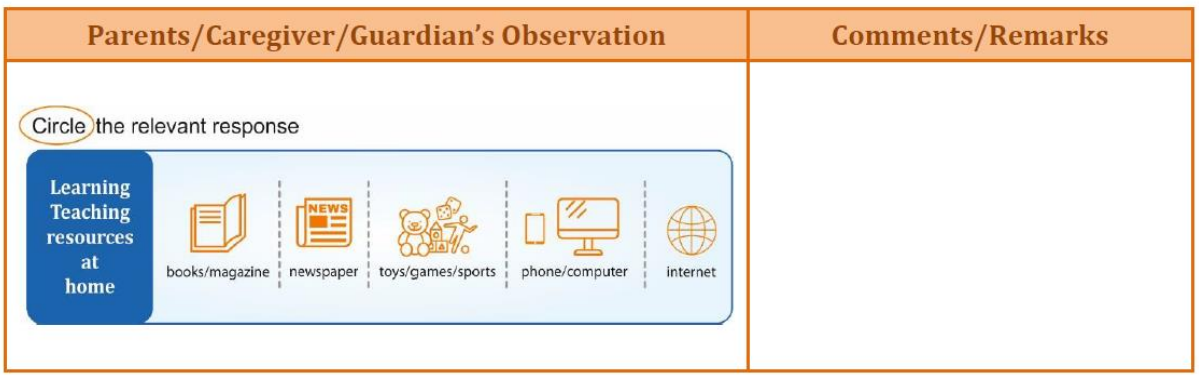
- The Self/Peer assessment component is designed to capture the following: 1. In the **Self-Assessment** part, the students will be asked to provide their overall impression of

a particular activity. They will rate both their own level of enjoyment of the activity and the level of difficulty of the work needed to complete the activity using a three-level rating scale. The learners will be asked to select the resources they needed to complete the activity.

2. Similarly, in the **Peer-Assessment part,** a students' peer will be asked to provide their overall impressions similar to those described in the column on self-assessment and for the same activity.

4. The Parent/Caregiver/Guardian's Observation Component

- In this component, the parent/caregiver/guardian will find a column on **learning-teaching resources at home**. In this column they will be asked to encircle the resource related to each individual activity that the student has access to at home. Additionally, they can also substantiate this information with any additional observations in the **Comments/Remarks** column. This component will be filled by the teacher in consultation with the parents during the SMCs/PTA meetings.



Part C Lists the Key Performance Descriptors, in the three abilities-awareness, sensitivity and creativity-which are the basis of the descriptive reporting of the HPC and are described for each of the five domains of the NCF.

The teacher will document any one activity that evidences and summarizes the performance levels of the students in one year. The HPC will be filled for two terms in an academic calendar.

PART C

SUMMARY FOR THE ACADEMIC YEAR

KEY PERFORMANCE DESCRIPTORS

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

Awareness

Sensitivity

Creativity

1. Physical development

2. Socio-emotional development

3. Cognitive development

4. Language and literacy development

5. Aesthetic and Cultural development

5.1. Positive Learning Habits

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

Definitions of Abilities-Awareness, Sensitivity and Creativity

- **Awareness**: Having knowledge related to and understanding of the activity to be conducted; being informed about the activity and its various factors; being able to understand the activity requirements; and being attentive, perceptive, cognizant of surroundings and fully engaged in the process of conducting the activity.
- **Sensitivity:** 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; perceiving or understanding a problem beyond logical or analytical reasoning; approaching conflicts with empathy, understanding and open mindedness.
- **Creativity:** 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; and combining ideas, concepts, or domains.

Abilities Performance Level Descriptors

Awareness

When performing a task,

Stream

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

Mountain

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

Sky

A Sky Level student 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) and 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; and has knowledge about properties/factors needed to complete the task. The Sky Level student 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; and retells major points of the task using elaborated descriptions, incorporating key details and using appropriate terminology.

Sensitivity

When performing a task,

Stream:

A **Stream Level** student demonstrates some interest in participating in the task, provides a general reason for such interest and participates in teacher-led activities related to the task; enjoys qualities of familiar tasks (e.g., rhyming words in poems, rhythm in songs, playing games); and expresses an overall reaction to the task (e.g., "I like it"). The **Stream Level** is receptive to help, asks peers for help while completing a task and 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; and observes and appreciates others' work on the task. With help from others, the **Stream Level** student attempts to keep composure while performing tasks that require patience but 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.

Mountain:

A **Mountain Level** student 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") and responds with some detail to questions about feelings about the task. The **Mountain Level** student 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. The **Mountain Level** student 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.

Sky:

A **Sky Level** student 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; and regularly expresses personal opinions and feelings. The **Sky Level** student 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; and asks and/or surmise about the feelings of others involved in the task; contributes to a long conversation; and during a discussion, raises two or more complex, on-topic questions. The **Sky Level** student enjoys using previously acquired knowledge and skills to solve problems; and enjoys learning and seeks opportunities to learn.

Creativity

When performing a task,

Stream:

The **Stream Level** student 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) and 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; and understands that the surrounding world contains ideas related to the task. The **Stream Level** student 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; and identifies other perspectives related to the task.

Mountain:

The **Mountain Level** student, 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; and when prompted, can look at the environment in unique ways to get ideas solve parts of the task. The **Mountain Level** student, 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.

Sky:

The **Sky Level** student 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 novels 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. The **Sky Level** student, 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 approach 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; and initiate and maintain a long conversation with a peer or adult about the task.

Monitoring Students' Progress

The progress of the learners will be tracked at two levels, namely; by domain at the end of each activity and by overall *Ability* (awareness, sensitivity, creativity) at the end of academic year.

Feedback by Domain:

- For each activity the teacher will create a rubric by *Ability* and performance levels.

ASSESSMENT RUBRIC (Template)			
	Stream	**Mountain**	**Sky**
Awareness			
Sensitivity			
Creativity			

- At the end of each activity, the teacher will rate the students' progress into any of the three performance levels (Stream, mountain, and Sky) by encircling the relevant column based on performance for each *Ability.*

Feedback by *Ability*:

- At the end of each academic year, the teacher will rate the students' progress into three performance levels for each *Ability.*
- On the basis of observations made during the activities conducted for each domain, the teacher will write their description of observed progress for each domain by the year-end summary.
- This will be followed by identifying students' performance levels for the three *abilities* and filling them in the rubrics respectively.

Opportunities for Improved Learning and Teaching Provided by the HPC

- **The HPC places a strong emphasis on the teaching, learning and development of competencies**, by focusing on student progression in relation to the curricular goals in the NCF, and by describing performance-based, observable behaviors associated with three key abilities—awareness, sensitivity and creativity. This use of a competency-based model, rather than a knowledge-acquisition model, has the potential to significantly improve Learning and Teaching and is consistent with current global trends in educational reform.

- **The HPC indicates activities that can provide rich opportunities to develop and assess competencies both separately and in an integrated manner**. These activities, and others to be developed, will allow for holistic evaluation of students' progress in all domains specified by the NCF.

- **The HPC reflects the importance of students being active participants in their own learning** by requiring self-evaluation and emphasizing the importance of situating learning in a social environment by including caregiver/parent and peer feedback.

- The HPC bases the **holistic reporting** on three performance levels with short and memorable names (Sky/Mountain/Stream) that **clearly reflect the progressive nature of the levels and provide visuals that illustrate their hierarchical meaning.**

- **The HPC is a tool for monitoring student progression on all competencies in the NCF** by providing opportunity for reporting at two different times of the year. These progress cards can be used for implementing teaching interventions for individual progress during the school year.

EXEMPLAR HPCs for Foundational and Preparatory Stages

This section provides Examples of Suggested Activities that teachers might choose to elicit performance-based, observable behaviors to assess a particular competency pertaining to any one goal in a term. In the exemplar, the following information is provided to teachers.

a. An example domain and its associated goals.

b. A chosen goal from the list of all goals associated with the domain, a suggested activity that is aligned to the goal and elicits student performance of the targeted goal, and descriptors related to the goal for three performance levels (Stream, Mountain and Sky) for each of three abilities (Awareness, Sensitivity, and Creativity).

c. Caregiver/parent feedback on the student's perceived performance level on the activity for each of the three ability levels. The caregiver/parent is expected to use the descriptors provided and their knowledge of the student's performance, to provide a judgment about where the student stands on each of these abilities as they relate to the activity provided.

d. Teacher feedback on the performance level of the student across all activities conducted throughout the term, related to the targeted goal, for each of the three ability levels.

e. Pedagogy points, which are additional notes the teacher can make about pedagogical approaches the teacher might take to facilitate the student progression on achieving the curricular goal based on student performance, and feedback from the caregiver/parent and teacher.

Note: Exemplar HPC for:

Appendix: Foundational Stage

Appendix

HOLISTIC PROGRESS CARD (HPC)

Exemplar Foundational Stage

DOMAIN 1: Physical development

Curricular Goals:

- Children develop habits that keep them healthy and safe.
- Children develop sharpness in sensorial perceptions.
- Children develop a fit and flexible body.

Competency/Competencies:

C-1.1Shows a liking for and understanding of nutritious food and does not waste food.

ACTIVITY

Goal:

Children develop habits that keep them healthy and safe.

Suggested Activity:

Teacher plays the action song

Teacher plays the action song to teach good and clean habits to children.

Action Song:

सेहत खूब बनाएगे

सेहत खूब बनाएगें, सहेत खूब बनाएगें

पालक, मेथी, लाल टमाटर, गाजर, मूली

जी भर कर हम खाएगे

सेहत खूब बनाएगे।

फिर दौड़गें, भागेगे, नाचेगे और गाएगे

उठकर शोर मचाएगे

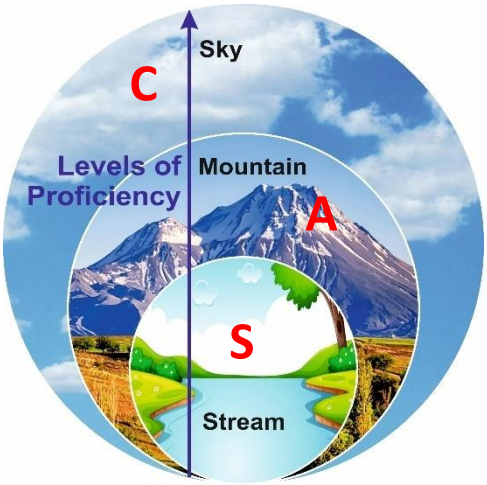
1. List all good and healthy eating habits explained in the action song.
2. Can you sing the full song with actions?
3. Can you name your favourite vegetable?

ASSESSMENT RUBRIC*

	Stream	Mountain	Sky
Awareness	Not aware of all healthy eating habits.	Is aware of healthy eating habits but needs help. Aware of healthy eating habits but dependent on parents/care givers.	Is fully aware of all healthy eating habits and does it himself and also helps others to do.
Sensitivity	Shows interest in healthy eating habits only when reminded by others.	Follows 3-4 healthy eating habits and understands how they help us keep us fit.	Follows healthy eating habits and is able to persuade their peers to follow good eating habits.
Creativity	Does not show interest in following healthy eating habits.	Adopts healthy eating habits only when advised or encouraged and follow other.	Observes surrounding and adopts clean and good habits by and also helps other to so

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

TEACHER'S FEEDBACK

NOTE: For each ability, mark the appropriate level	**Observational Notes**
	Child is aware of good and clean habits but does not keep himself clean.

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

	I liked doing this work.			I found this work easy.			To do this work, I needed...				
Self Assessment	yes	no	do not know	yes	no	do not know	Classmate	teacher	books	computer	none

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

	My friend liked doing this work.			My friend found this work easy.			To do this work, My friend needed...				
Peer Assessment	yes	no	do not know	yes	no	do not know	Classmate	teacher	books	computer	none

Parents/Caregiver/Guardian's Observation	**Comments/Remarks**
Circle the relevant response Learning Teaching resources at home: books/magazine; newspaper; toys/games/sports; phone/computer; internet	

DOMAIN 2: Socio-emotional development

Curricular Goals:

- Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms.
- Children develop a positive attitude towards productive work and service or Se*va.*
- Children develop a positive regard for the natural environment around them.

Competency/Competencies:

C-4.2 Recognizes different emotions and makes deliberate efforts to regulate them appropriately.

C-4.5 Understands and responds positively to social norms in the classroom and school

ACTIVITY

Goal:

Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and respond positively to social norms.

Suggested Activity:

Folk Tales

The Instructor uses puppets to narrate folk tales and asks questions related to the tales after. May assess the students on the following knowledge and skills:

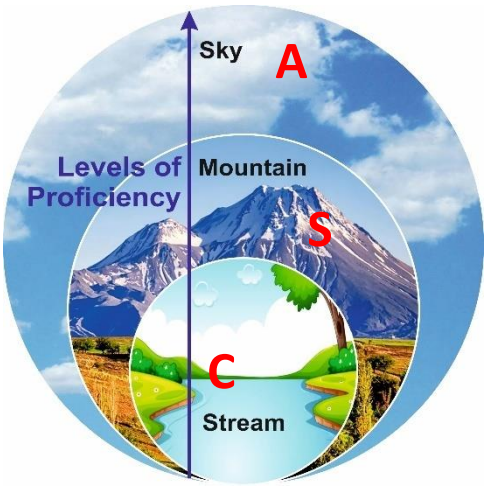
1. Follow and understand folklore.
2. Able to experience the feelings of characters.
3. Learns-unlearns social behaviours
4. Develops conversational skills

ASSESSMENT RUBRIC*

	Stream	Mountain	Sky
Awareness	Is distracted and doesn't show interest in the progression of the story.	Is partially aware of the progression of the story.	Is fully aware of the story narrated and takes active interest in its progression.
Sensitivity	Is only slightly aware of the emotions of the characters but doesn't display sensitivity.	Doesn't understand the feelings of the characters right away but is able to understand their feelings when nudged.	Displays awareness of and sensitivity towards the feelings of characters.
Creativity	Is not able to understand the issues of the characters or offer solutions.	Attempts to offer conventional solutions on their own.	Completely understands the issues faced by the characters in the story and offers creative solutions.

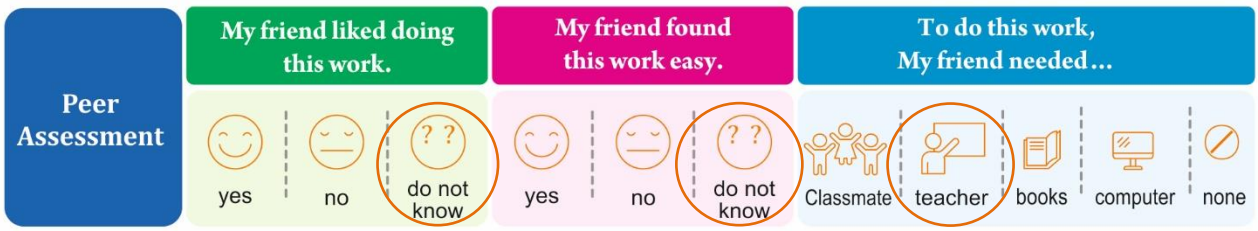
*** Note:** Circle the relevant performance level based on the individual student's performance for each ability for this activity.

TEACHER'S FEEDBACK

NOTE: For each ability, mark the appropriate level	**Observational Notes**
	Child does not take any interest in the storytelling.

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

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



Parents/Caregiver/Guardian's Observation	**Comments/Remarks**
Circle the relevant response 	

DOMAIN 3: Cognitive Development

Curricular Goals:

- Children make sense of world around through observation and logical thinking.
- Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.

Competency/Competencies:

C-7.1 Observes and understands different categories of objects and relationships between them

C-8.1 Sorts objects into groups and sub-groups based on more than one property

ACTIVITY*

Goal:

Children make sense of the world around through observation and logical thinking.

Suggested Activity:

Sort grains (Sorting different grains based on their size and color)

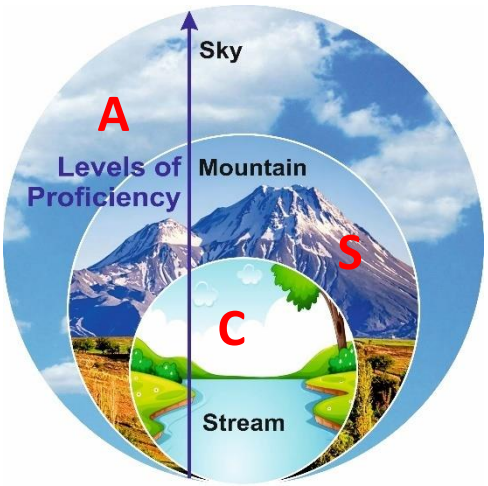
1. Name the grains you have sorted.
2. The grains are of which color?
3. Which food items can be prepared from these grains?
4. Which one is your favorite food and which grain is used to make it?
5. How many grains did you sort?

ASSESSMENT RUBRIC*

	Stream	Mountain	Sky
Awareness	Shows interest in gaining awareness about grains.	Is aware to some extent about the grains.	Is fully aware of different categories and relates it with day- to-day life.
Sensitivity	Shows interest in the understanding of surrounding objects.	Is asking questions related to different objects.	Is very curious related to surrounding objects and their relationship.
Creativity	Does the same sorting with different things.	Can tolerate unsuccessful attempts during sorting.	Can apply sorting skills for sorting out other objects at home.

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

TEACHER'S FEEDBACK

NOTE: For each ability, mark the appropriate level	**Observational Notes**
	Child asks questions related to the activity.

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

	I liked doing this work.	I found this work easy.	To do this work, I needed…
Self Assessment	yes / no / do not know	yes / no / do not know	Classmate / teacher / books / computer / none

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

	My friend liked doing this work.	My friend found this work easy.	To do this work, My friend needed…
Peer Assessment	yes / no / do not know	yes / no / do not know	Classmate / teacher / books / computer / none

Parents/Caregiver/Guardian's Observation	**Comments/Remarks**

Circle the relevant response

Learning Teaching resources at home	books/magazine	newspaper	toys/games/sports	phone/computer	internet

DOMAIN 4: Language and literacy development

Curricular Goals:

- Children develop effective communication skills for day-to-day interactions in two languages.
- Children develop fluency in reading and writing in Language 1 (L1).
- Children begin to read and write in Language 2 (L2).

Competency/Competencies:

C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others

C-9.6 Narrates short stories with clear plot and characters

C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary

ACTIVITY

Goal:

• Children develop effective communication skills for day-to-day interactions in two languages.

Suggested Activity:

What do you see?

The teacher hands out a worksheet to the students with different images. The students take turn to first show the image on their sheet to the entire class and then describe the image first in their mother tongue and then in their medium of instruction.

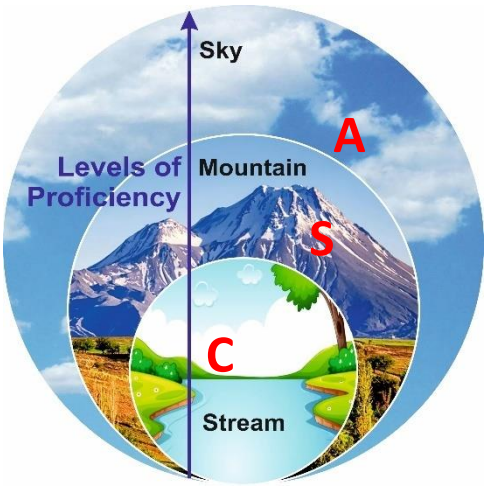
Prompt: What do you see here?

ASSESSMENT RUBRIC*

	Stream	Mountain	Sky
Awareness	Is able to observe the image with awareness only after nudging.	Displays partial awareness while observing the image and is able to describe most obvious information.	Displays complete awareness while observing the image handed out to them. Is able to pick out details and make comprehensive comments.
Sensitivity	Is not sensitive to the use of either of the languages in the classroom.	Listens but is not fully sensitive to the use of the two languages.	Is able to respond to the feelings and experiences in both the languages.
Creativity	Sticks to only objective description of the image thus displaying minimal creativity.	Relates in depth to the picture in the context and is able to give examples relating to the picture from daily life.	Gives out of the box analogies/comments/observations when describing the image.

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

TEACHER'S FEEDBACK

NOTE: For each ability, mark the appropriate level	**Observational Notes**
	The Student is able to describe it well in his/her mother tongue but is not able to do so in L2.

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

	I liked doing this work.	I found this work easy.	To do this work, I needed…
Self Assessment	yes / no / do not know	yes / no / do not know	Classmate / teacher / books / computer / none

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

	My friend liked doing this work.	My friend found this work easy.	To do this work, My friend needed…
Peer Assessment	yes / no / do not know	yes / no / do not know	Classmate / teacher / books / computer / none

Parents/Caregiver/Guardian's Observation	**Comments/Remarks**

Circle the relevant response

Learning Teaching resources at home	books/magazine	newspaper	toys/games/sports	phone/computer	internet

DOMAIN 5: Aesthetic and Cultural Development

Curricular Goals:	Competency/Competencies:
• Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.	C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture and heritage

ACTIVITY

Goal:

Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways.

Suggested Activity:

Know your country

1. Dress up according to the state you belong to.
2. Prepare (non-fire) a special dish of that state.
3. Perform a dance of your state.

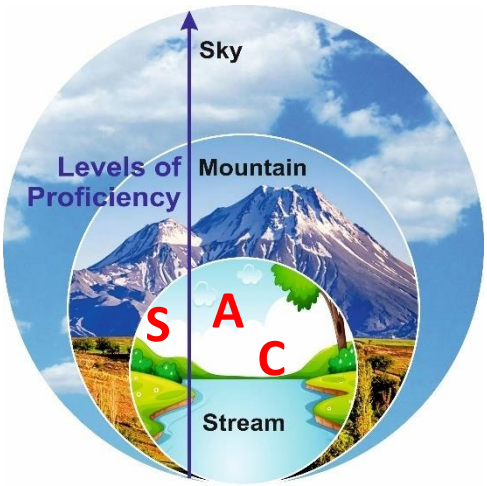
- Speak few lines about the state.
- Can you identify the costumes/ dances/dishes of different states?
- Can you speak few lines in your native language?
- Forming a group of 4 children wherein they will present one state in North, East, West, and South to show unity in diversity.

ASSESSMENT RUBRIC*

	Stream	Mountain	Sky
Awareness	Speaks a few lines about the states of India.	Lists the names of different states.	Lists and & shares information about the different states of India.
Sensitivity	Is often sensitive and appreciates different cultures of India.	Is mostly sensitive and appreciates different cultures of India.	Respects & appreciates different cultures of India.
Creativity	Makes an attempt to participate in a dance/sing a rhyme or a poem related to different states.	Is able to participate in a dance/sing a rhyme or a poem related to different states with the help of peers.	Is able to participate in a dance/sing a rhyme or a poem related to the different states voluntarily.

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

TEACHER'S FEEDBACK

NOTE: For each ability, mark the appropriate level	**Observational Notes**
	The Child does not show interest in the activity .

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

	I liked doing this work.			I found this work easy.			To do this work, I needed…				
Self Assessment	yes	no	do not know	yes	no	do not know	Classmate	teacher	books	computer	none

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

	My friend liked doing this work.			My friend found this work easy.			To do this work, My friend needed…				
Peer Assessment	yes	no	do not know	yes	no	do not know	Classmate	teacher	books	computer	none

Parents/Caregiver/Guardian's Observation	**Comments/Remarks**
Circle the relevant response **Learning Teaching resources at home**: books/magazine; newspaper; toys/games/sports; phone/computer; internet	

DOMAIN 5.1: Positive Learning Habits:

Curricular Goals:	Competency/Competencies:
• Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.	C-13.1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals

ACTIVITY

Goal:

Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.

Suggested Activity:

The teacher may select 4 different students every day from the class to help them distribute mid-day meals.

15 minutes before the recess each day, the student volunteers will assemble near the school mess and be ready to distribute meals as instructed by the teacher when students start arriving.

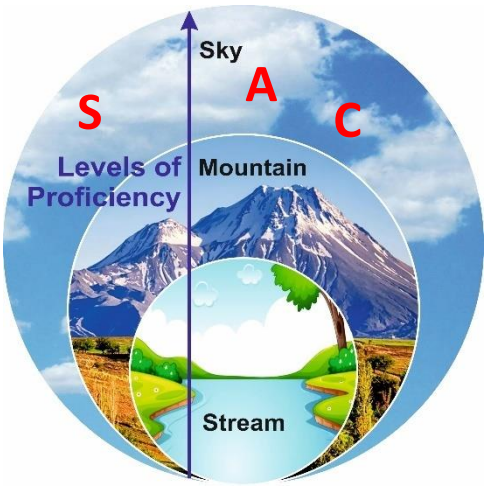
In this process, the students learn how to follow instructions and develop leadership skills. They are also sensitized to food wastage and community engagement.

ASSESSMENT RUBRIC*

	Stream	Mountain	Sky
Awareness	In partially attentive of the instructions but is unable to follow them.	Is partially attentive to the instructions and follows them partially.	Is fully attentive to the instructions given during the distribution of meals and follows them properly.
Sensitivity	Is frequently careless when handling/distributing food and is not sensitive to food wastage.	Is only partially sensitive to food wastage.	Is sensitive to food wastage and enjoys community interaction.
Creativity	Is not able to devise clear creative strategies for the distribution of meals.	Is able to use conventional strategies and use of utensils to distribute food but isn't able to manage the students creatively.	Finds different unconventional strategies/use of utensils to distribute food and maintain a sense of decorum during the meals.

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

TEACHER'S FEEDBACK

NOTE: For each ability, mark the appropriate level	**Observational Notes**
	The student displays out-of-the-box thinking and strategizing skills when volunteering for the distribution of mid-day meals.

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

	I liked doing this work.			I found this work easy.			To do this work, I needed…				
Self Assessment	yes	no	do not know	yes	no	do not know	Classmate	teacher	books	computer	none

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

	My friend liked doing this work.			My friend found this work easy.			To do this work, My friend needed…				
Peer Assessment	yes	no	do not know	yes	no	do not know	Classmate	teacher	books	computer	none

Parents/Caregiver/Guardian's Observation	**Comments/Remarks**

Circle the relevant response

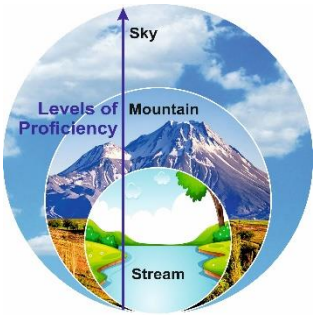
Learning Teaching resources at home	books/magazine	newspaper	toys/games/sports	phone/computer	internet

Part C
SUMMARY FOR THE ACADEMIC YEAR

KEY PERFORMANCE DESCRIPTORS

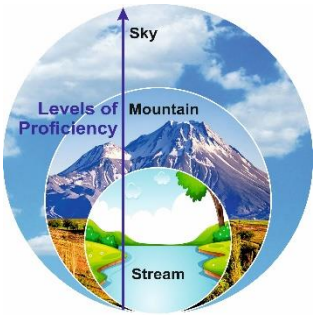
(Qualitative inputs by teacher based on student's ability)

Awareness



Sensitivity

Creativity



1. Physical development

2. Socio-emotional development

3. Cognitive development

4. Language and literacy development

5. Aesthetic and Cultural development

5.1. Positive Learning Habits

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

Excerpts from NCFFS

Section 2.4
Competencies

The Competencies for each of the Curricular Goals have been defined in this Section. These Competencies are to be seen as guidelines for curriculum developers and should not be considered as prescriptive.

The Competencies have been numbered as C-1.1, C-1.2, and so on.

2.4.1 Domain: Physical Development

CG-1 Children develop habits that keep them healthy and safe	C-1.1 Shows a liking for and understanding of nutritious food and does not waste food C-1.2 Practices basic self-care and hygiene C-1.3 Keeps school/classroom hygienic and organised C-1.4 Practices safe use of material and simple tools C-1.5 Shows awareness of safety in movements (walking, running, cycling) and acts appropriately C-1.6 Understands unsafe situations and asks for help
CG-2 Children develop sharpness in sensorial perceptions	C-2.1 Differentiates between shapes, colours, and their shades C-2.2 Develops visual memory for symbols and representations C-2.3 Differentiates sounds and sound patterns by their pitch, volume, and tempo C-2.4 Differentiates multiple smells and tastes C-2.5 Develops discrimination in the sense of touch C-2.6 Begins integrating sensorial perceptions to get a holistic awareness of their experiences
CG-3 Children develop a fit and flexible body	C-3.1 Shows coordination between sensorial perceptions and body movements in various activities C-3.2 Shows balance, coordination, and flexibility in various physical activities C-3.3 Shows precision and control in working with their hands and fingers C-3.4 Shows strength and endurance in carrying, walking, and running

2.4.2 Domain: Socio-Emotional and Ethical Development

CG-4 Children develop emotional intelligence, i.e., the ability to understand and manage their own emotions, and responds positively to social norms	C-4.1 Starts recognising 'self' as an individual belonging to a family and community C-4.2 Recognises different emotions and makes deliberate efforts to regulate them appropriately C-4.3 Interacts comfortably with other children and adults C-4.4 Shows cooperative behaviour with other children C-4.5 Understands and responds positively to social norms in the classroom and school C-4.6 Shows kindness and helpfulness to others (including animals, plants) when they are in need C-4.7 Understands and responds positively to different thoughts, preferences, and emotional needs of other children
CG-5 Children develop a positive attitude towards productive work and service or 'Seva'	C-5.1 Demonstrates willingness and participation in age-appropriate physical work towards helping others
CG-6 Children develop a positive regard for the natural environment around them	C-6.1 Shows care for and joy in engaging with all life forms

2.4.3 Domain: Cognitive Development

CG-7 Children make sense of world around through observation and logical thinking	C-7.1	Observes and understands different categories of objects and relationships between them
	C-7.2	Observes and understands cause and effect relationships in nature by forming simple hypothesis and uses observations to explain their hypothesis
	C-7.3	Uses appropriate tools and technology in daily life situations and for learning
CG-8 Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures	C-8.1	Sorts objects into groups and sub-groups based on more than one property
	C-8.2	Identifies and extends simple patterns in their surroundings, shapes, and numbers
	C-8.3	Counts up to 99 both forwards and backwards and in groups of 10s and 20s
	C-8.4	Arranges numbers up to 99 in ascending and descending order
	C-8.5	Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal place value system
	C-8.6	Performs addition and subtraction of 2-digit numbers fluently using flexible strategies of composition and decomposition
	C-8.7	Recognises multiplication as repeated addition and division as equal sharing
	C-8.8	Recognises basic geometric shapes and their observable properties
	C-8.9	Performs simple measurements of length, weight and volume of objects in their immediate environment
	C-8.10	Performs simple measurements of time in minutes, hours, day, weeks, and months
	C-8.11	Performs simple transactions using money up to INR 100
	C-8.12	Develops adequate and appropriate vocabulary for comprehending and expressing concepts and procedures related to quantities, shapes, space, and measurements
	C-8.13	Formulates and solves simple mathematical problems related to quantities, shapes, space, and measurements

2.4.4 Domain: Language and Literacy Development

CG-9 Children develop effective communication skills for day-to-day interactions in two languages [1]	C-9.1 Listens to and appreciates simple songs, rhymes, and poems C-9.2 Creates simple songs and poems on their own C-9.3 Converses fluently and can hold a meaningful conversation C-9.4 Understands oral instructions for a complex task and gives clear oral instructions for the same to others C-9.5 Comprehends narrated/read-out stories and identifies characters, storyline and what the author wants to say C-9.6 Narrates short stories with clear plot and characters C-9.7 Knows and uses enough words to carry out day-to-day interactions effectively and can guess meaning of new words by using existing vocabulary
CG-10 Children develop fluency in reading and writing in Language 1 (L1)[2]	C-10.1 Develops phonological awareness and blends phonemes/ syllables into words and segment words into phonemes/ syllables C-10.2 Understands basic structure/format of a book, idea of words in print and direction in which they are printed, and recognises basic punctuation marks C-10.3 Recognises all the letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write words C-10.4 Reads stories and passages with accuracy and fluency with appropriate pauses and voice modulation C-10.5 Reads short stories and comprehends its meaning – by identifying characters, storyline and what the author wanted to say – on their own C-10.6 Reads short poems and begins to appreciate the poem for its choice of words and imagination C-10.7 Reads and comprehends meaning of short news items, instructions and recipes, and publicity material C-10.8 Writes a paragraph to express their understanding and experiences C-10.9 Shows interest in picking up and reading a variety of children's books
CG-11 Children begin to read and write in Language 2 (L2)	C-11.1 Develops phonological awareness and are able to blend phonemes/syllables into words and segment words into phonemes/syllables C-11.2 Recognises most frequently occurring letters of the alphabet (forms of akshara) of the script and uses this knowledge to read and write simple words and sentences

1 This should be the goal for most classrooms given the need for multilingualism, but in circumstances where Language 2 is very unfamiliar to the children, many of the Competencies (from C-9.1 to C-9.7) can be in the emergent stage for Language 2 by the end of the Foundational Stage and consolidated in the early Preparatory Stage.

2 L1 is the home language/mother tongue/familiar language and L2 is the less familiar language. The idea of L1 and L2 are explained in more detail in Chapter 3

2.4.5 Domain: Aesthetic and Cultural Development

CG-12 Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways	C-12.1 Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes C-12.2 Explores and plays with own voice, body, spaces, and a variety of objects to create music, role-play, dance and movement. C-12.3 Innovates and works imaginatively to express a range of ideas and emotions through the arts C-12.4 Works collaboratively in the arts C-12.5 Communicates and appreciates a variety of responses while creating and experiencing different forms of art, local culture, and heritage

2.4.5.1 Positive Learning Habits

CG-13 Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.	C-13.1 Attention and intentional action: Acquires skills to plan, focus attention, and direct activities to achieve specific goals C-13.2 Memory and mental flexibility: Develops adequate working memory, mental flexibility (to sustain or shift attention appropriately), and self-control (to resist impulsive actions or responses) that would assist them in learning in structured environments C-13.3 Observation, wonder, curiosity, and exploration: Observes minute details of objects, wonders, and explores using various senses, tinkers with objects, asks questions C-13.4 Classroom norms: Adopts and follows norms with agency and understanding

Section 2.5
Illustrative Learning Outcomes

In this Section, one Competency from each domain has been elaborated further into Learning Outcomes. This is a sample to guide how Learning Outcomes for the Foundational Stage can be articulated.

a. Domain: Physical Development

i. Curricular Goal (CG-2): Children develop sharpness in sensorial perceptions

1) Competency (C-2.1): Differentiates between shapes, colours, and their shades

Table 2.5A

	A	B	C	D	E
	C-2.1: Differentiates between shapes, colours, and their shades				
	Ages 3 - 8				
1	Differentiates and names the primary colours (red, blue, yellow) and other common colours in their environment (black, white, brown)	Differentiates shades within primary colours and secondary colours (e.g., light blue, dark blue, light green, dark green)	Attempts to predict resulting colour when two colours are mixed (e.g., blue and yellow makes green, or red and white makes pink)	Predicts resulting colour when two colours are mixed	Experiments and use colours in art forms and drawings, decorating, display
2	Groups objects based on their colour (e.g., all red things together)	Groups objects based on dimension - length, breadth, height (e.g., all long things together)	Groups objects based on combinations of visual characteristics of colours and shapes (e.g., all red triangles together, all large green leaves together)	Makes patterns, solves puzzles, plays games using identification and grouping of various shapes, colours and shades	

b. Domain: Socio-Emotional and Ethical Development

i. Curricular Goal (CG-5): Children develop a positive attitude towards productive work and service or 'Seva'

1) Competency (C-5.1): Engages in age-appropriate work at school and/or at home

Table 2.5B

C-5.1: Demonstrates willingness and participation in age-appropriate physical work towards helping others

Ages 3 - 8

	A	B	C	D	E
1	Places materials and toys back in their appropriate locations after use	Assists the teacher and organizes the classroom	• Cleans their own plates or tiffin after eating food • Performs appropriate chores at home and/or at school (e.g., putting away toys, watering plants)	Germinates and takes care of seedlings of local trees	• Assists teachers to create TLM • Helps in the kitchen for cleaning and cutting

c. Domain: Cognitive Development

i. Curricular Goal (CG-8): Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures

1) Competency (C-8.4): Arranges numbers up to 99 in ascending and descending order

Table 2.5C

	A	B	C	D	E
	C-8.4: Arranges numbers up to 99 in ascending and descending order				
	Ages 3 - 8				
1	Arranges familiar incidents/ events/ objects in an order (e.g., daily routine, story, shapes, size - 2 to 3)	Arranges objects in order based on size up to 3 levels and verbalizes their levels (Big – Small – Smaller; Long – Short – Shorter; Tall – Short – Shorter)	Arranges up to 5 objects based on size/length/ weight in increasing or decreasing order	Arranges the same set of objects in different sequences based on different properties of objects (e.g., by size/length/ weight/colour)	Arranges numbers from a given set of numbers in ascending and descending order

d. Domain: Language and Literacy Development

i. Curricular Goal (CG-10): Children develop fluency in reading and writing in Language 1

1) Competency (C-10.5): Reads short stories and comprehends their meaning – by identifying characters, storyline and what the author wants to say – on their own (L1)

Table 2.5D

C-10.5: Reads short stories and comprehends their meaning – by identifying characters, storyline and what the author wanted to say – on their own (L1)

Ages 3 - 8

	A	B	C	D	E
1	Listens to "Read Alouds" and responds to questions posed by the Teacher	Participates in "Shared Reading" along with the Teacher and in the discussions about the reading.	Participates in "Guided Reading" along with the Teacher and in the discussions about the reading.	Begins "Independent Reading" of books of equal textual and visual content	Begins "Independent Reading" of books of more textual content than visual content
2	Reads picture books and identifies objects and actions	Reads picture books and identifies characters and plots and narrates the story in short sequence	Reads books aloud with short simple texts and uses both visual cues and text to infer and retell the story with accurate sequence and elaboration	Begins to read unfamiliar story books and comprehend with guidance from the Teacher Identifies plots, and characters	Reads and identifies characters, plots, sequences, and point of view of the author

e. Domain: Aesthetic and Cultural Development

i. Curricular Goal (CG-12): Children develop abilities and sensibilities in visual and performing arts and express their emotions through art in meaningful and joyful ways

1) Competency (C-12.1): Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes

Table 2.5E

C-12.1: Explores and plays with a variety of materials and tools to create two-dimensional and three-dimensional artworks in varying sizes

Ages 3 - 8

	A	B	C	D	E
	Grasps relevant art materials, tools, and instruments	Explores a variety of grasps and grips while using art materials, tools, and instruments (e.g., sticks, seeds, pebbles, stones, chalk, thread, pencils, brushes, crayons, powder, scissors)		Able to vary pressure while using tools to create dark and light impressions/ marks/ lines	
1	Explores large and small sizes while creating marks, lines, scribbles, and other 2D and 3D imagery in visual artworks		Creates large scale work (e.g., floor rangolis, wall murals, sculptural forms) in collaboration with peers, facilitators, and local community	Able to scale own work in large and small sizes, based on available space or materials (e.g., creating a small clay doll, or a big paper doll)	
	Creates forms and imprints by mixing materials (e.g., mud and water, sand and water, flour and water, paint and water)	Creates three-dimensional forms by rolling and patting materials like clay or dough	• Creates collages by combining materials of varying consistencies, colours, and textures in one's own arrangement • Creates three-dimensional arrangements/ assemblages by combining a variety of found materials and objects		
2	Creates imprints using blocks, stencils, found objects and natural materials		Creates simple patterns using blocks, stencils, found objects and natural materials	Creates patterns by combining and arranging materials in a variety of shapes, forms, textures, and colours	Creates a variety of textures with one material through its manipulation (e.g., clay, cloth, paper, rubber, wood)

i. Curricular Goal (CG-13): Children develop habits of learning that allow them to engage actively in formal learning environments like a school classroom.

1) Competency (C-13.4): Classroom norms: Adopts and follows norms with agency and understanding

Table 2.5F

C-13.4: Classroom norms: Adopts and follows norms with agency and understanding

Ages 3 - 8

	A	B	C	D	E
1	Observes and imitates adult behaviour for classroom norms	Follows classroom norms with Teacher's cues	• Follows and assists others in following classroom norms • Creates do-it-yourself (DIY) classroom job charts/posters with the support of Teachers and follows it	• Participates in discussing the classroom norms and behaves according to norms • Creates DIY classroom job charts/posters and follows it	• Participates in establishing classroom norms and behaves according • Creates DIY classroom job charts/posters and illustrates them as well; follows it responsibly

A more exhaustive set of Illustrative Learning Outcomes is in Annexure 1.

As mentioned at the beginning of this Chapter in Section 2.2, the Learning Outcomes that are to be finally used must be carefully developed by the relevant curriculum developers and institutions which would include the SCERTs, NCERT and others.

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