



Ministry of Education
Government of India

सत्यमेव जयते



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

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT



HOLISTIC PROGRESS CARD (HPC)

PREPARATORY STAGE

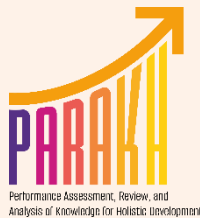


शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



HOLISTIC PROGRESS CARD (HPC)

Preparatory Stage



ISBN 978-93-5292-783-8

HOLISTIC PROGRESS CARD (HPC)

Preparatory Stage

© National Council of Educational Research and Training, 2025

Holistic Progress Card

HP C

Preparatory
Stage

PART-A (1)

Name and Address of the School:

Village: BRC: CRC:

State: Pin Code:

--	--	--	--	--

UDISE Code:

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

 Teacher Code:

APAAR ID:

GENERAL INFORMATION

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

Student Name:

Roll No.: Registration No.:

Grade: Grade 3

--

 Grade 4

--

 Grade 5

--

Section: Date of Birth: Age:

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:

How many times the student has fallen ill?:

ATTENDANCE

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

PART A (2)


My name is:

I am _____ years old.



My Family

Paste a picture or draw



Things about me...

I am good at _____

I am not so good at _____

I would like to improve my skill of _____

I like to _____

I don't like to _____

Some of my favorite things...

Food:

Games:


Festivals:

When I grow up I want to be...



My Idol

One person who inspires me is...



Three things I want to learn this school year:





























- _____
- _____
- _____



PART A (3)

How do I feel at school?

Circle the most appropriate option for each sentence.

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

























Peer Feedback

Peer 1

Circle the most appropriate option for each sentence.

My name: _____

My friend's name: _____

<p>1. My friend can talk about how he/she feels, e.g., happy, confident, upset, or angry.</p>	<div>     </div> <div> YesSometimesNoNot sure </div>
<p>2. My friend can calm himself/herself down during difficult situations.</p>	<div>     </div> <div> YesSometimesNoNot sure </div>
<p>3. My friend can understand how his/her friends feel.</p>	<div>     </div> <div> YesSometimesNoNot sure </div>
<p>4. My friend respects everyone's opinions.</p>	<div>     </div> <div> YesSometimesNoNot sure </div>
<p>5. My friend can help others make up after a fight.</p>	<div>     </div> <div> YesSometimesNoNot sure </div>
<p>6. When someone is sad, my friend can make them feel better.</p>	<div>     </div> <div> YesSometimesNoNot sure </div>

























Peer Feedback

Peer 2

Circle the most appropriate option for each sentence.

My name: _____

My friend's name: _____

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

Your Child Matters!

Tick the resources available to your child at home.



Books and Magazines

☐


Newspapers

☐

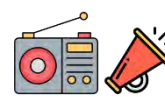

Toys, Games and sports

☐


Phone and Computer

☐


Internet

☐


Public Broadcast System
(Audio/Video at the Panchayat and Block level)

☐


Resources for CWSN

























☐

Any other (please specify): _____

How can I know your child better?

Circle the most appropriate option for each statement.

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

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

My child needs support with...			
<input type="checkbox"/>	Oral communication (R1 or R2)	<input type="checkbox"/>	Working with other children
<input type="checkbox"/>	Reading	<input type="checkbox"/>	Working independently at home
<input type="checkbox"/>	Numbers and Math	<input type="checkbox"/>	Other subject areas
<input type="checkbox"/>	Self-confidence	Specify: _____	

PART B

Learning Standard: Language Education (R1)					
Curricular Goals <i>(Can choose one or more)</i>	<input type="checkbox"/> L1CG1	<input type="checkbox"/> L1CG2	<input type="checkbox"/> L1CG3	<input type="checkbox"/> L1CG4	<input type="checkbox"/> L1CG5
Competencies <i>(Can choose one or more)</i>	<input type="checkbox"/> L1C1.1	<input type="checkbox"/> L1C1.2	<input type="checkbox"/> L1C1.3	<input type="checkbox"/> L1C2.1	<input type="checkbox"/> L1C2.2
	<input type="checkbox"/> L1C3.1	<input type="checkbox"/> L1C3.2	<input type="checkbox"/> L1C3.3	<input type="checkbox"/> L1C3.4	
	<input type="checkbox"/> L1C4.1	<input type="checkbox"/> L1C4.2	<input type="checkbox"/> L1C5.1	<input type="checkbox"/> L1C5.2	
Activity					
Assessment Questions					

ASSESSMENT RUBRIC*			
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

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

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

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

Observational Notes

























Think about how the learner performed...

What challenges did the learner face?	How did they overcome them?/How did you help them?

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

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

Learning Standard: Language Education(R2)					
Curricular Goals <i>(Can choose one or more)</i>	<input type="checkbox"/> L2CG1	<input type="checkbox"/> L2CG2	<input type="checkbox"/> L2CG3	<input type="checkbox"/> L2CG4	
Competencies <i>(Can choose one or more)</i>	<input type="checkbox"/> L2C1.1	<input type="checkbox"/> L2C1.2	<input type="checkbox"/> L2C1.3	<input type="checkbox"/> L2C1.4	<input type="checkbox"/> L2C2.1
	<input type="checkbox"/> L2C2.2	<input type="checkbox"/> L2C2.3	<input type="checkbox"/> L2C2.4	<input type="checkbox"/> L2C2.5	<input type="checkbox"/> L2C3.1
	<input type="checkbox"/> L2C3.2	<input type="checkbox"/> L2C3.3	<input type="checkbox"/> L2C4.1		
Activity					
Assessment Questions					

ASSESSMENT RUBRIC*			
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

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

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

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

Observational Notes

























Think about how the learner performed...

What challenges did the learner face?	How did they overcome them? / How did you help them?

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

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

Learning Standard: Mathematics					
Curricular Goals <i>(Can choose one or more)</i>	<input type="checkbox"/> MCG1	<input type="checkbox"/> MCG2	<input type="checkbox"/> MCG3	<input type="checkbox"/> MCG4	<input type="checkbox"/> MCG5
Competencies <i>(Can choose one or more)</i>	<input type="checkbox"/> MC1.1	<input type="checkbox"/> MC1.2	<input type="checkbox"/> MC1.3	<input type="checkbox"/> MC1.4	<input type="checkbox"/> MC2.1
	<input type="checkbox"/> MC2.2	<input type="checkbox"/> MC2.3	<input type="checkbox"/> MC2.4	<input type="checkbox"/> MC3.1	<input type="checkbox"/> MC3.2
	<input type="checkbox"/> MC3.3	<input type="checkbox"/> MC3.4	<input type="checkbox"/> MC3.5	<input type="checkbox"/> MC3.6	<input type="checkbox"/> MC3.7
	<input type="checkbox"/> MC4.1	<input type="checkbox"/> MC4.2	<input type="checkbox"/> MC4.3	<input type="checkbox"/> MC5.1	
Activity					
Assessment Questions					

ASSESSMENT RUBRIC*			
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

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

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

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

Observational Notes

























Think about how the learner performed...

What challenges did the learner face?	How did they overcome them?/How did you help them?

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

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

Learning Standard: The World Around Us				
Curricular Goals <i>(Can choose one or more)</i>	<input type="checkbox"/> TWC1.1	<input type="checkbox"/> TWC1.2	<input type="checkbox"/> TWC1.3	<input type="checkbox"/> TWC1.4
	<input type="checkbox"/> TWC1.5	<input type="checkbox"/> TWC2.1	<input type="checkbox"/> TWC2.2	<input type="checkbox"/> TWC2.3
	<input type="checkbox"/> TWC3.1	<input type="checkbox"/> TWC3.2	<input type="checkbox"/> TWC3.3	<input type="checkbox"/> TWC4.1
	<input type="checkbox"/> TWC4.2	<input type="checkbox"/> TWC4.3	<input type="checkbox"/> TWC4.4	<input type="checkbox"/> TWC4.5
	<input type="checkbox"/> TWC4.6	<input type="checkbox"/> TWC4.7	<input type="checkbox"/> TWC5.1	<input type="checkbox"/> TWC5.2
	<input type="checkbox"/> TWC5.3	<input type="checkbox"/> TWC6.1	<input type="checkbox"/> TWC6.2	<input type="checkbox"/> TWC7.1
	<input type="checkbox"/> TWC7.2			
Activity				
Assessment Questions				

ASSESSMENT RUBRIC*			
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

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

Teacher's Feedback

Abilities	Key Performance Level Descriptors		
	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

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

Observational Notes

























Think about how the learner performed...

What challenges did the learner face?	How did they overcome them?/How did you help them?

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

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

Learning Standard 1 & 2: Art Education (AE)					
Visual Arts (VA)/ Theatre (T)/ Music (MU)/ Dance and Movement (DM)					
Curricular Goals (Can choose one or more)	<input type="checkbox"/> VACG1	<input type="checkbox"/> VACG2	<input type="checkbox"/> VACG3	<input type="checkbox"/> VACG4	<input type="checkbox"/> AECG1
	<input type="checkbox"/> TCG1	<input type="checkbox"/> TCG2	<input type="checkbox"/> TCG3	<input type="checkbox"/> TCG4	<input type="checkbox"/> AECG1
	<input type="checkbox"/> MUCG1	<input type="checkbox"/> MUCG2	<input type="checkbox"/> MUCG3	<input type="checkbox"/> MUCG4	<input type="checkbox"/> AECG1
	<input type="checkbox"/> DMCG1	<input type="checkbox"/> DMCG2	<input type="checkbox"/> DMCG3	<input type="checkbox"/> DMCG4	<input type="checkbox"/> AECG1
Competencies (Can choose one or more)	<input type="checkbox"/> VAC1.1	<input type="checkbox"/> VAC1.2	<input type="checkbox"/> VAC2.1	<input type="checkbox"/> VAC2.2	<input type="checkbox"/> VAC3.1
	<input type="checkbox"/> VAC3.2	<input type="checkbox"/> VAC4.1	<input type="checkbox"/> VAC4.2	<input type="checkbox"/> AEC1.1	<input type="checkbox"/> AEC1.2
	<input type="checkbox"/> AEC1.3	<input type="checkbox"/> TC1.1	<input type="checkbox"/> TC1.2	<input type="checkbox"/> TC2.1	<input type="checkbox"/> TC2.2
	<input type="checkbox"/> TC3.1	<input type="checkbox"/> TC3.2	<input type="checkbox"/> TC4.1	<input type="checkbox"/> TC4.2	<input type="checkbox"/> AEC1.1
	<input type="checkbox"/> AEC1.2	<input type="checkbox"/> AEC1.3	<input type="checkbox"/> MUC1.1	<input type="checkbox"/> MUC1.2	<input type="checkbox"/> MUC2.1
	<input type="checkbox"/> MUC2.2	<input type="checkbox"/> MUC3.1	<input type="checkbox"/> MUC3.2	<input type="checkbox"/> MUC4.1	<input type="checkbox"/> MUC4.2
	<input type="checkbox"/> AEC1.1	<input type="checkbox"/> AEC1.2	<input type="checkbox"/> AEC1.3	<input type="checkbox"/> DMC1.1	<input type="checkbox"/> DMC1.2
	<input type="checkbox"/> DMC2.1	<input type="checkbox"/> DMC2.2	<input type="checkbox"/> DMC3.1	<input type="checkbox"/> DMC3.2	<input type="checkbox"/> DMC4.1
	<input type="checkbox"/> DMC4.2	<input type="checkbox"/> AEC1.1	<input type="checkbox"/> AEC1.2	<input type="checkbox"/> AEC1.3	
Activity					
Assessment Questions					

ASSESSMENT RUBRIC*			
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

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

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

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

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

























Observational Notes

Think about how the learner performed...	
What challenges did the learner face?	How did they overcome them?/How did you help them?

Self-Assessment

Please answer the following regarding the activity you just completed.

Colour the emoji for each statement.

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

Learning Standard 1 & 2 : Physical Education	
Curricular Goals (Can choose one or more)	Learning Standard1 <input type="checkbox"/> P1CG1 <input type="checkbox"/> P1CG2 <input type="checkbox"/> P1CG3 <input type="checkbox"/> P1CG4 Learning Standard2 <input type="checkbox"/> P2CG1 <input type="checkbox"/> P2CG2 <input type="checkbox"/> P2CG3
Competencies (Can choose one or more)	LS1 <input type="checkbox"/> P1C1.1 <input type="checkbox"/> P1C1.2 <input type="checkbox"/> P1C1.3 <input type="checkbox"/> P1C1.4 <input type="checkbox"/> P1C2.1 <input type="checkbox"/> P1C2.2 <input type="checkbox"/> P1C2.3 <input type="checkbox"/> P1C2.4 <input type="checkbox"/> P1C2.5 <input type="checkbox"/> P1C3.1 <input type="checkbox"/> P1C3.2 <input type="checkbox"/> P1C4.1 LS2 <input type="checkbox"/> P2C1.1 <input type="checkbox"/> P1C1.2 <input type="checkbox"/> P1C1.3 <input type="checkbox"/> P2C2.1 <input type="checkbox"/> P2C2.2 <input type="checkbox"/> P2C2.3 <input type="checkbox"/> P2C2.4 <input type="checkbox"/> P2C2.5 <input type="checkbox"/> P2C3.1 <input type="checkbox"/> P2C3.2
Activity	
Assessment Questions	

ASSESSMENT RUBRIC*			
Abilities	Beginner	Proficient	Advanced
Awareness			
Sensitivity			
Creativity			

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

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

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

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

























Observational Notes

Think about how the learner performed...	
What challenges did the learner face?	How did they overcome them?/How did you help them?

Self-Assessment

Please answer the following regarding the activity you just completed.




Colour the emoji for each statement.




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




PART C


SUMMARY FOR THE ACADEMIC YEAR

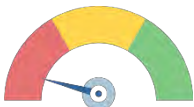


Tick the appropriate performance level descriptor and write an observational note for each category based on performance throughout the academic year.

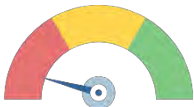


Language (R1)		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/> <hr/> <hr/>				

Language (R2)		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/> <hr/> <hr/>				

Mathematics		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/> <hr/> <hr/>				

The World Around Us		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/> <hr/> <hr/>				

Art Education		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/> <hr/> <hr/>				

Physical Education		Performance Level Descriptors		
		 BEGINNER	 PROFICIENT	 ADVANCED
ABILITIES	Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/> <hr/> <hr/>				

[illegible]

CREDITS EARNED THROUGH HPC

Stages/ Band/ Education Programme	School Education grade Passed / Credits Earned per year	Credits Earned by Completing the HPC (70%)	Vocational education and training/ skilling Programmes (Short Term) with Entry criteria /Credits Earned	Additional requirement for Academic Equivalence of the VET & Skilling qualifications completed	Common National Credit Framework Levels	Total Credit Points Earned	Credit Points Earned by Completing the HPC (70%)
Grades 3, 4 & 5 1000 Hrs/ Year	Grade 3/ 33	23.1	<ul style="list-style-type: none"> No formal education and 150-210 hrs of Vocational education and Training/ Skilling OR <ul style="list-style-type: none"> 600 hours of apprenticeship 	Foundational literacy and numeracy at NSQF level 1/ 2 for grade 3 or Grade 5 certificate by competent authority	0.6	20	14
	Grade 4/ 33	23.1			0.8	26	18
	Grade 5/ 33	23.1			1.0	33	23

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

GRADE 3					
Learning Standard		Credits Earned by Completing the HPC (70%)	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
S. No.	Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1.	Language Education (R1)	3.8	0.6	2.3	
2.	Language Education (R2)	3.8	0.6	2.3	
3.	Mathematics	3.8	0.6	2.3	
4.	The World Around Us	3.8	0.6	2.3	
5.	Art Education	3.8	0.6	2.3	
6.	Physical Education	3.8	0.6	2.3	

GRADE 4					
Learning Standard		Credits Earned by Completing the HPC (70%)	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
S. No.	Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1.	Language Education (R1)	3.8	0.8	3	
2.	Language Education (R2)	3.8	0.8	3	
3.	Mathematics	3.8	0.8	3	
4.	The World Around Us	3.8	0.8	3	
5.	Art Education	3.8	0.8	3	
6.	Physical Education	3.8	0.8	3	

GRADE 5					
Learning Standard		Credits Earned by Completing the HPC (70%)	National Credit Framework Levels	Credit Points	Credit Points Earned by the Learner
S. No.	Column 1	Column 2	Column 3	Column 4 (Col. 2 x Col. 3)	Column 5
1.	Language Education (R1)	3.8	1	3.8	
2.	Language Education (R2)	3.8	1	3.8	
3.	Mathematics	3.8	1	3.8	
4.	The World Around Us	3.8	1	3.8	
5.	Art Education	3.8	1	3.8	
6.	Physical Education	3.8	1	3.8	

Core Team

Ministry of Education

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

National Council for Educational Research and Training (NCERT)

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

Central Board of Secondary Education (CBSE)

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

Navodaya Vidyalaya Samiti (NVS)

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

Kendriya Vidyalaya Sangathan (KVS)

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

Other Institutes/Organizations

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

PRINCIPAL COORDINATOR

Indrani Bhaduri

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

PARAKH Technical Team

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

Technical Agency

Education Testing Service (ETS), Princeton, USA

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

