Ministry of Education
Government of India

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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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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 set up 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.

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 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 Intelligence: Art-Integrated Learning recognizes and addresses the diverse intelligence and learning styles of students. While traditional education often focuses on linguistic and logical-mathematical intelligence, art allows for the development of other intelligence 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.

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.

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 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.

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 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

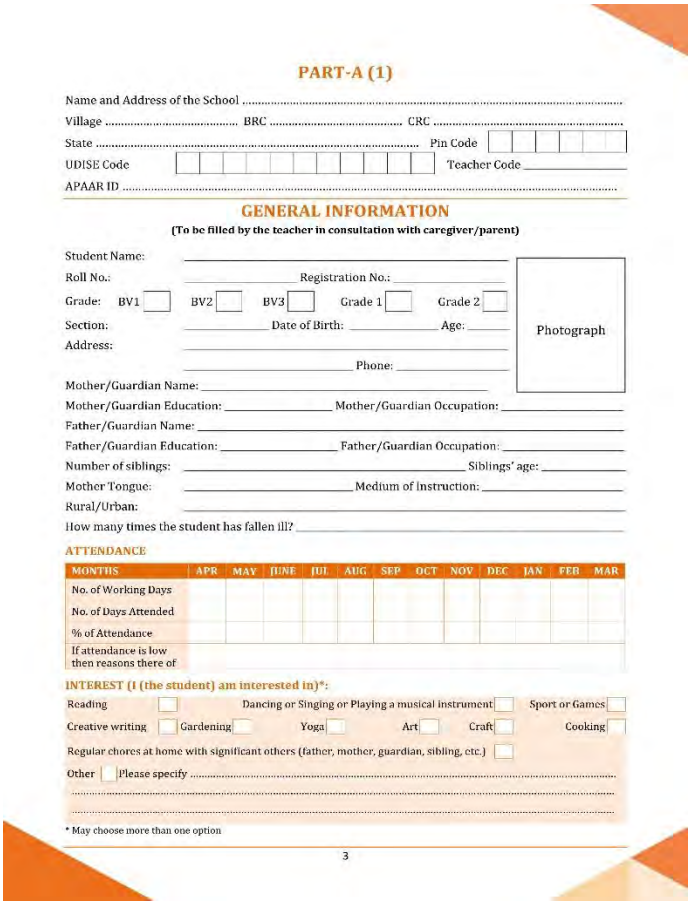
How to fill the HPC

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 .....

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: BV1 BV2 BV3 Grade 1 Grade 2

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 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

3

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

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

1. The Activity Component

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

Competency/Competencies

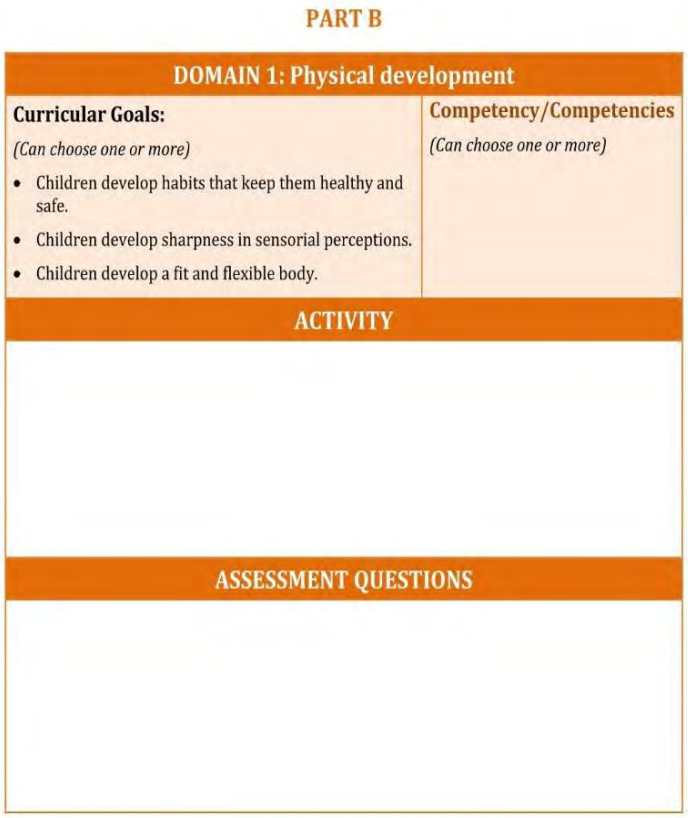
- The teacher will be required to enter the **competency/competencies** being evidenced through the activity described.

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.

Assessment Questions

- The teacher will frame assessment questions to map the abilities outlined in the rubric. These questions can be asked directly to students and also serve as observation points during the activity.


PART B

DOMAIN 1: Physical development

Curricular Goals: *(Can choose one or more)*	Competency/Competencies *(Can choose one or more)*
• Children develop habits that keep them healthy and safe. • Children develop sharpness in sensorial perceptions. • Children develop a fit and flexible body.	

ACTIVITY

ASSESSMENT QUESTIONS

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 **(Defined on page no. 27)** for all three performance levels - Stream, Mountain and Sky) **(Defined on page no. 28-31).**
  - 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.

- Similarly, in the **Peer-Assessment part,** a student's 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 resources 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/Parent-Teacher Meetings. Parent-Teacher Interaction Card can be found in the annexure.

Comments/Remarks

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

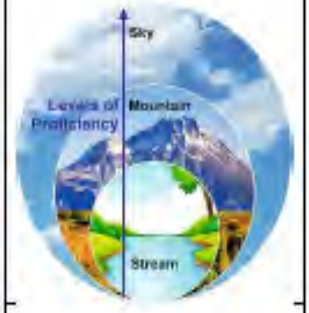
SUMMARY FOR THE ACADEMIC YEAR

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).

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.

Performance Level Descriptors

(These abilities are to be mapped specifically based on the student's performance during the activity, not in general)

Awareness

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

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

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 two 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 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-Learning Activities for Foundational Stage

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 of a domain and its associated curricular 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 Activities for:

Appendix: Foundational Stage

Appendix

HOLISTIC PROGRESS CARD (HPC)

Exemplar Foundational Stage

DOMAIN 1: Physical Development

Curricular Goals:	Competency/Competencies:
(Can choose one or more) • Children develop habits that keep them healthy and safe. • *Children develop sharpness in sensorial perceptions.* • Children develop a fit and flexible body.	C.2.1 Differentiates between shapes, colours and their shades.

ACTIVITY

Learning Outcome:

Predicts the resulting colour when two colours are mixed.

Suggested Activity:

Tinka-Tinka Rang (Bit by Bit, We Colour)

In this fun group activity, children explore colours by mixing two or more colours. The teacher begins by showing colourful traditional Indian toys like clay animals, wooden birds, or spinning tops. Children talk about the colours they see and interact with on a daily basis and share their stories, — like the colour of milk, tree leaves, animals, soil or flowers (e.g., rose, marigold etc.). Here is a step-by-step process:

1. Each group of 4 students gets two basic colours — red, yellow, or blue — and some white paper or simple clay toys.
2. Children have to guess what the outcome of mixing colour A will be + colour B.
3. They then mix the colours using safe paints (or natural colour options like turmeric and beetroot water) and paint their toys.
4. After that, they give a special name to their colour — inspired by things they know, like "Mango Magic" or "Rose Pink."
5. At the end, children sit together to talk about what they did, what colour they made, and how it felt to work as a team.

Note (for including CWSN):

In an inclusive classroom, visually impaired children can explore the toys by touching and feeling their shapes and textures. The teacher can use scented natural colours like haldi, rose water, or coffee so that children can enjoy the activity through smell and touch. The teacher may also help them mix the colours and feel the texture. She can guide them to think of a new name based on how the colour smells or feels.)

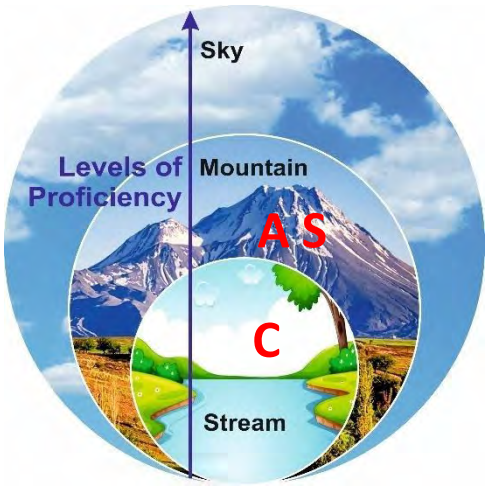
ASSESSMENT QUESTIONS

1. Was the colour the same as what you thought?
2. How did the paint feel on your brush or fingers?
3. Which colour do your teammates used to paint?
4. What special name can you imagine for your new colour, and why did you choose it?
5. The teacher shows the student a faded painted toy. Then, the teacher took one of the students' toys and compared it with the faded ones. The teachers asked, “What do you think about these toys?”

ASSESSMENT RUBRIC*			
	Stream	**Mountain**	**Sky**
Awareness	The child can say some colour names when someone helps them. The child is trying to see what happens when two colours are mixed. The child is also struggling to identify the colours.	The child can mix two colours and say what colour they made. The child can tell if it looks like what they guessed. Mixed the paint and started painting.	The child can mix colours on their own, guess the result correctly, and explain why the colour changed. The child can also say what real thing (like an animal or object) reminds them of. The child is helping the peers with mixing the colours.
Sensitivity	The child is trying to work in a group. The child may need reminders to take turns or talk about the paint. The child is waiting and constantly following the peers to start working.	The child takes turns, listens to friends, and talks about the colours others used. The child can say a little about how the paint felt. The child is discussing which colour he/she should paint	The child joins the group happily, helps others, and talks clearly about how the paint felt on their brush or fingers. The child make sure everyone feels included. The child is also looking carefully at each of his/ her group members regarding how the task is being performed.
Creativity	The child chooses a name like "Blue 2" or "Dark Red" without thinking much about it.	The child gives their colour a fun or nice name, maybe something they know, like "Peacock Blue" or "Princess Pink."	The child thinks of a special and creative name, like "Gulab Jal Pink" or "Mehendi Green." The name connects to Indian festivals, food, nature, or stories and the child explains why they chose it.

*** 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 understood the colours well and was able to guess the result correctly. She worked nicely with her group, listened carefully, and took turns. However, the name she gave for the colour ("Light Orange") was simple and could have shown more creativity or cultural thinking.

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

Circle the relevant response

Learning Teaching resources at home	books/magazines	newspapers	toys/games/sports	phone/computer	internet	public broadcast system (audio/video at the panchayat/block level)	resources for CWSN	any other (please specify)	

Comments/Remarks

DOMAIN 2: Socio-Emotional Development	
Curricular Goals: *(Can choose one or more)* • *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 Recognises different emotions and makes deliberate efforts to regulate them appropriately

ACTIVITY

Learning Outcome:

Children will be able to recognise basic emotions and understand that people react differently to different situations.

Suggested Activity:

Feel & Act!

In this activity, children will listen to a simple story about *Mina and her missing shoe*. After each part of the story, the teacher will pause and ask one child to act out how Mina is feeling using only their face and body—no words. For example, when Mina wakes up excited, the child will enact the expression by smiling and jumping to show how happy she feels. Then, the teacher will show two cards with different emotions, like excited or sad, and the child will pick the one that matches the feeling they acted out. This continues with other emotions like when Mina is worried about losing her shoe or when she feels happy after hugging her dog, Tofu. The other children will guess what the emotion is and where it fits in the story. The activity ends in short talk where the teacher asks a few questions to the children.

Story: ***Mina's Missing Shoe***

Mina woke up early one morning, *excited* because it was her fun day at school. She was getting ready quickly when she realized—one of her shoes was missing! Mina looked under the bed, behind the door, and even in her toy box, but she couldn't find it. She felt *worried and sad.*

Then, Mina saw her puppy, Tofu, running into the room with her missing shoe in his mouth! At first, Mina felt *angry* and shouted at Tofu, but when she saw him wagging his tail, she couldn't stay mad. She gave him a big hug and laughed, feeling *happy* again.

When her mother walked in and smiled, Mina was ready to go. She grabbed her shoe and ran off to school, still laughing.

Note (for including CWSN):
Teachers can help CWSN students by showing emotions with pictures or using actions first. They can also let the child copy simple movements or join a small group to act together. This makes it easier and more fun for them to join in.

ASSESSMENT QUESTIONS

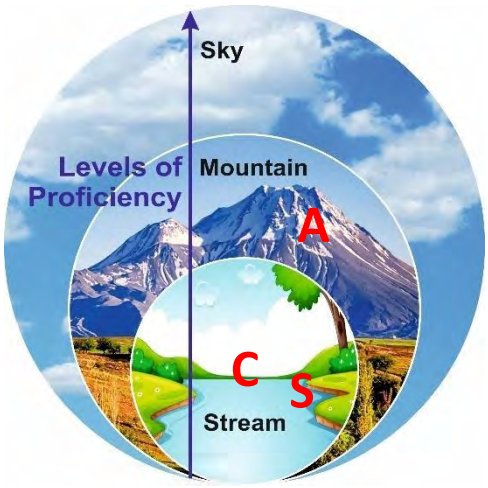
1. Think about a time you felt angry. How did you react?
2. Can you show me what surprise looks like on your face?
3. How can you tell if your friend is feeling happy or sad?
4. How can you show someone -you are sorry without using words?
5. Why do you think Tofu took Mina's shoe?

ASSESSMENT RUBRIC*

	Stream	Mountain	Sky
Awareness	The child can say a few feelings like happy or sad, but they need help to show them.	The child can show feelings like happy, sad, angry, or surprised and can talk about them with some help.	The child can easily show many different feelings with their face and body. They can also talk about how they feel in real life and from the story of *Mina and Tofu*.
Sensitivity	The child need help to join in and show care for others. They are learning to show they care, like saying sorry without words.	The child can join in and show they care, like saying sorry by giving a hug or using their actions. They might need a little help to stay focused.	The child joins in happily and shows they care without being asked. They can say sorry or show kindness in many ways, without needing help.
Creativity	The child finds it hard to talk about their feelings and needs help.	The child can talk about some mixed feelings, like happy and scared, with a little help.	The child can easily talk about mixed feelings, like being happy and scared at once, and share examples from their own life.

*** 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 could recognise and act out different emotions well and matched them correctly to the story. However, they needed support to stay focused during the activity and found it difficult to talk about similar feelings from their own life.

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

Circle the relevant response

Learning Teaching resources at home	books/magazines	newspapers	toys/games/sports	phone/computer	internet	public broadcast system (audio/video at the panchayat/block level)	resources for CWSN	any other (please specify)	

Comments/Remarks

DOMAIN 3: Cognitive Development

Curricular Goals:	Competency/Competencies:
(Can choose one or more) • Children make sense of the world around through observation and logical thinking. • *Children develop mathematical understanding and abilities to recognize the world through quantities, shapes, and measures.*	C-8.8 Recognises basic geometric shapes and their observable properties

ACTIVITY*

Learning Outcome:

Children will be able to recognise basic geometric shapes and their observable properties using familiar objects from their surroundings

Suggested Activity:

Shape Detectives

In this fun activity, the teacher will first introduce **4 shapes** to the children: **circle, square, rectangle,** and **triangle.** The teacher will show pictures of these shapes and talk about them. For example:

- "This is a **circle.** It's round like a **clock.**"
- "This is a **square.** It has 4 equal sides, like a **piece of paper.**"
- "This is a **rectangle.** It's longer than it is wide, like a **book.**"
- "This is a **triangle.** It has 3 sides, like a **roof.**"

Then, the children will **look around the classroom** to find things that match these shapes. They will **name objects** they see, like:

- "I see a **round clock**! It's a **circle**!"
- "The **window** is like a **rectangle**!"
- "The **table** is a **square**!"

After that, each child will get a chance to **look in their own bag** and take out items. The teacher will help the children **sort** these items into the correct **shape baskets**:

- One basket for **circles**
- One basket for **squares**
- One basket for **rectangles**
- One basket for **triangles**

The teacher will ask questions like:

- "Can you find something **round** like a **circle** in your bag?"
- "Do you have something shaped like a **square**?"
- "Is there something shaped like a **triangle** in your bag?"

At the end of the activity, the children will talk about the shapes they recognised and answer the assessment questions orally.

Note (for including CWSN):

To engage a visually challenged child in this activity, the teacher can use touchable shapes made from cardboard or foam. The child can feel each shape while the teacher explains it using simple words, like "This is a circle. It feels round, like a coin." Instead of looking around, the child can touch real objects in the classroom with the teacher's help to find matching shapes. During the sorting activity, the child can take out items from their bag and feel them to guess the shape. The teacher can guide the child to put each item into the correct basket by touch. This way, the child learns about shapes through feeling and listening)

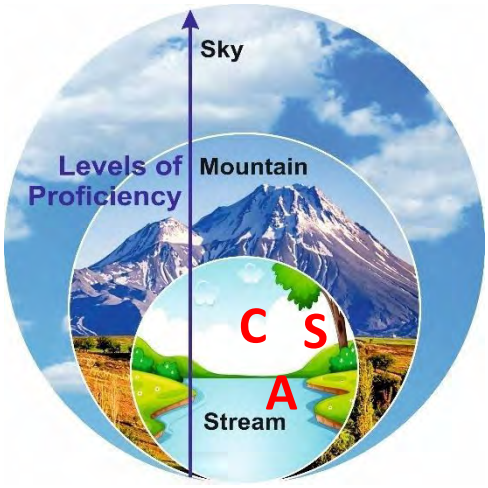
ASSESSMENT QUESTIONS

1. How many different types of shapes did you see in the classroom? Can you name in which shape they are?
2. Think of something yummy that is often round or rectangle. What is it?
3. I have a bag full of mystery shapes! I'll pull one out, but I won't tell you what it is. You can *ask questions* to guess it? Eg. Does it have corners? or Is it round? or Does it have 4 sides?
4. Which shape did you find the most in your bag?
5. Can you name something outside the classroom that has the same shape as one of your objects?

ASSESSMENT RUBRIC*			
	Stream	**Mountain**	**Sky**
Awareness	The child needs help to identify shapes and may not know how to sort them. Example: When asked, “Can you tell me the shapes of the items you have in your bag?” the child struggles to identify if the object is a circle, square, or rectangle.	The child can identify and name some shapes but may need help with some. Example: When asked, “Can you tell me the shapes of the items you have in your bag?” the child might correctly identify a circle but need help identifying a rectangle.	The child can easily name and recognize all shapes. Example: When asked, “Can you tell me the shapes of the items you have in your bag?” the child quickly names all the shapes correctly, such as "My notebook is a rectangle, my coin is a circle."
Sensitivity	The child needs help staying focused and may not participate fully. Example: When asked, “Which shape did you find the most in your bag?” the child might need help to answer or may not participate.	The child participates but needs some encouragement. Example: When asked, “Which shape did you find the most in your bag?” they can answer, "I found a lot of circles," but cannot mention the number. The child also needs support in staying focused or explaining more.	The child participates actively without help. Example: When asked, “Which shape did you find the most in your bag?” the child can confidently answer, “I found four squares and two circles.”
Creativity	The child needs help thinking of real-life examples. Example: When asked, “Can you name something yummy that is often round or rectangle?” the child may not answer or might say something too vague.	The child can think of a few real-life examples of shapes. Example: When asked, “Can you name something yummy that is often round or rectangle?” they may say “pizza” for round or “chocolate bar” for rectangle.	The child can think of many real-life examples and use imagination. Example: When asked, “Can you name something yummy that is often round or rectangle?” they can say “Pizza is round” (whole pizza), “Pizza slice is triangle,” “Cookies are round,” and “Chocolate bars are rectangles.

*** 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 needed continuous support to identify shapes and stay focused. S/he showed limited engagement and struggled to sort objects and relate shapes to real-life examples.

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

Circle the relevant response

								any other (please specify)
Learning Teaching resources at home	books/magazines	newspapers	toys/games/sports	phone/computer	internet	public broadcast system (audio/video at the panchayat/block level)	resources for CWSN	_____ _____

Comments/Remarks

DOMAIN 4: Language and Literacy Development

Curricular Goals:	Competency/Competencies:
(Can choose one or more) • *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).	C-9.3 Converses fluently and can hold a meaningful conversation.

ACTIVITY

Learning Outcome:

Children will be able to hold a meaningful conversation by listening, connecting and sharing ideas in the language they are most familiar with.

Suggested Activity:

Story Circle Time!

In this activity 4-5 children sit in a small circle and build a story together. They take turns telling short stories—something they saw, did, or imagined. The teacher starts with a fun idea like, "What if your pet could talk?" or "What if you find a magic shoe in your garden?" One child begins the story, and the others add to it, one by one, like building a train. They can speak in the language they use at home or the one they use in school—whichever they feel comfortable with. While talking, they listen to each other, ask simple questions like, "And then what happened?" or "How did you feel?" This makes the story more fun and helps them learn to talk clearly, take turns, and enjoy speaking and listening with friends.

Note (for including CSWN): Children with special needs can join the Story Circle too. The teacher can use pictures, actions, or toys to help them understand. They can tell their part by talking, showing a picture, or using signs. The teacher will give them more time and help if needed. Friends and teachers should listen kindly and ask simple questions. This helps everyone enjoy the story together.

ASSESSMENT QUESTIONS

(For Teacher's Observation)

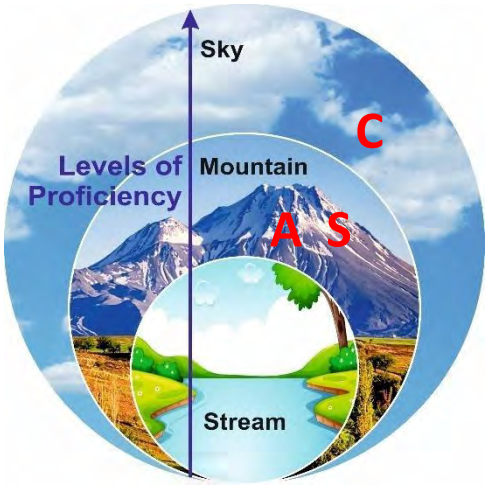
1. Is the child able to speak freely or do they need help to tell their story?
2. Does the story make sense? Are they able to connect with and share ideas?
3. Does the child add fun or creative ideas to make the story interesting?
4. Does the child maintain eye contact with the speaker? Do they show signs of engagement (nodding, leaning in)?
5. Let's imagine your pet could talk. What would it say? What fun things would your pet want to do?

ASSESSMENT RUBRIC*

	Stream	Mountain	Sky
Awareness	The child struggles to speak and needs a lot of help to share their ideas. Their story is unclear, and ideas are not connected. They do not ask questions unless prompted. For example, the child says, “Umm… I don’t know,” and needs the teacher to suggest ideas like “Did something happen at home?”	The child needs some help to speak but is able to share most of their ideas. Their story has some flow, though they may lose track at times. They ask simple questions like "how" or "why" with some support. For example, the child says, “One time I went to the zoo,” but pauses often and looks to the teacher for help.	The child speaks freely and shares their ideas with ease. Their story is clear, connected, and meaningful. They ask questions naturally to understand or continue the story. For example, the child confidently says, “One day, my cat followed me to school and sat on my chair!” and continues without help.
Sensitivity	The child finds it hard to stay focused during the activity. They rarely make eye contact or show interest in others’ stories. For example, the child seems lost and says something unrelated like, “I like chocolates,” while others are talking about a magic tree.	The child tries to stay focused but sometimes gets distracted or loses track. They look at the speaker and show some signs of interest. For example, the child adds a line that is loosely connected, like, “Then I saw a bird,” when the story was about a magic tree in the garden.	The child listens with full attention, stays focused, and follows the story well. They make eye contact and show interest by nodding or leaning in. For example, the child listens closely and adds, “Then the tree gave us a ladder to climb into the sky!”
Creativity	The child uses very simple or repetitive lines. There are no creative ideas, surprises, or twists in their story. For example, the child speaks in a flat tone without moving hands or showing expression.	The child includes a few creative or fun ideas, but most parts of the story are predictable. For example, the child sometimes uses gestures, like showing “big” with hands or making a face for “surprised.”	The child builds an imaginative and engaging story with unique and surprising details. For example, the child waves their arms to show flying, widens eyes for excitement, and acts out parts of their story.

*** 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 was confident and stayed focused during the story circle. He listened to others and joined at the right time. His ideas added fun and surprising twist to the group story.

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

Circle the relevant response

Learning Teaching resources at home	books/magazines	newspapers	toys/games/sports	phone/computer	internet	public broadcast system (audio/video at the panchayat/block level)	resources for CWSN	any other (please specify)

Comments/Remarks

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

Learning Outcome:

Children will be able to nurture creativity, observation and appreciation of nature's beauty through art.

Suggested Activity:

Nature-Collage Making

In this fun activity, children take a short walk in the school garden with their teacher and collect things from nature—like dry leaves, flowers, twigs, and small stones. They learn to look carefully and pick only things that have fallen on the ground.

After the walk, each child gets a paper or cardboard and makes a collage using glue and the items they find. They can also decorate their collage with crayons, paints, or markers to make it colourful and special. In the end, children show their collages to the class and talk about what they found, how they used it, and what they liked the most.

Note (for including CSWN): In this activity, teachers can support CSWN students by giving clear, simple steps and showing them what to do. They can let the child collect items at their own pace and help with gluing if needed. Using big, easy-to-hold things like large leaves or flowers makes it easier. Teachers can also involve them with other children in a small group to complete the collage together. The child can point, smile, or say a few words to share their work. Praising their effort will help them feel happy and included.

ASSESSMENT QUESTIONS

(for Teacher's Observation)

1. Did they collect different kinds of things like leaves, flowers, or stones of different colours or shapes?
2. Did the child use glue and colours properly? Is the collage tidy and nicely arranged?
3. Is the collage design creative and different from others?
4. We're going to take a walk in the garden and find fallen leaves, twigs, and stones. What do you think happened to the leaves? Why do you think they fell from the trees?"

ASSESSMENT RUBRIC*			
	Stream	**Mountain**	**Sky**
Awareness	The child collects only a few leaves and flowers, like two or three, without much variety. For example, they pick only small yellow leaves without noticing the different shapes or colors around them. When explaining their artwork, they say, "This is a tree," without giving any more detail.	The child collects a few more leaves and flowers but misses smaller details, like not noticing the texture or variety in the colors. For instance, they might pick several green leaves but forget to add flowers that would make the artwork more colorful. They explain their work with a basic sentence, such as, "These are leaves," but hesitate when asked about why they picked certain items.	The child collects a variety of leaves and flowers, noticing details like the shape of the leaves, the color, and the texture. For example, they pick large, small, round, and pointy leaves and bright flowers in different colors. They explain their artwork clearly, saying something like, "I picked these leaves because they're all different sizes and colors. The big ones are smooth, and the small ones have rough edges."
Sensitivity	The child picks live leaves or flowers instead of fallen ones. For example, they might grab a flower from a garden and try to use it in their artwork, not understanding it may damage the plant. They might get frustrated when gluing or arranging the materials, rushing and mishandling the glue or flowers.	The child uses the materials with some care but may still need reminders to avoid picking live flowers. They might collect a few fallen leaves but accidentally tear them while handling. When gluing, they may spill glue or need help to arrange the items carefully. For instance, they may forget to wait for the glue to dry before moving on to the next step.	The child shows great care in picking only fallen leaves and flowers, making sure not to damage living plants. They use the materials gently, arranging them patiently, and often help peers by showing them how to arrange the items carefully. For example, they carefully pick leaves from the ground and gently press them onto the paper without tearing, making sure the glue sticks properly.
Creativity	The child arranges the leaves and flowers in a very simple or repetitive pattern, with minimal effort to make it interesting. For example, they might just place the leaves in a straight line or repeat the same type of leaf without considering how to make the design more unique. The overall result feels rushed and lacks imagination.	The child shows some creativity but the design could be more thoughtful or unique. For example, they might create a simple flower shape with a few leaves, but the pattern is predictable, like a circle or square. While they are trying, the arrangement lacks originality, and the materials could be used in more interesting ways.	The child creates a unique and imaginative design, arranging the leaves and flowers thoughtfully. For example, they might create a flower with different colored petals, using a variety of textures and shapes, or even add layers to make the artwork more intricate. The arrangement is creative and carefully planned, showing their interest in experimenting with patterns and details.

*** 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 chose and arranged the flowers nicely and used good ideas but often needed reminders to avoid plucking.

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

Circle the relevant response

Learning Teaching resources at home	books/magazines	newspapers	toys/games/sports	phone/computer	internet	public broadcast system (audio/video at the panchayat/block level)	resources for CWSN	any other (please specify)

Comments/Remarks

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

ACTIVITY

Learning Outcome:

Children will be able to think about their behaviour in class and write or draw how they followed classroom rules like helping others, sharing, or keeping the classroom clean.

Suggested Activity:

My Learning Journal

The activity will start with a 10-minute talk about classroom rules like sharing, listening, and helping. The teacher will ask, "What did you do today that made the class happy?" After that, each child will get a journal page or a half sheet of paper to write 1–2 sentences about something good they did, like helping a friend or following a rule. They can also draw a picture to express it. At the end, the children will share what they wrote or drew with the class, and the teacher will give them positive feedback.

Note (for including CSWN):

Teachers can help CSWN students by giving clear examples and allowing them to draw instead of writing. Picture cards or sentence starters can also support them. They can share their work with help or in pairs or small groups. This will help them build confidence.

ASSESSMENT QUESTIONS

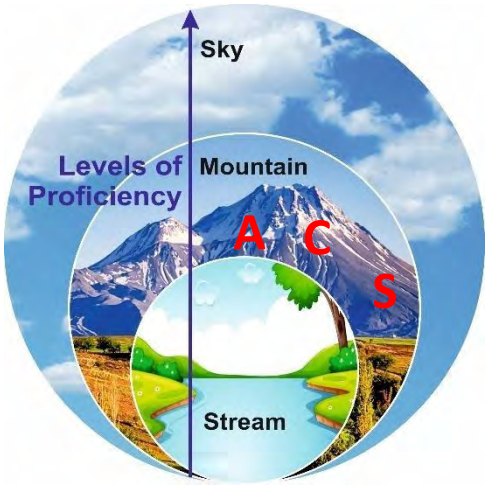
(for Teacher's Observation)

1. Did the child draw or write about something good they did today?
2. Did the child talk about their picture or sentence with the class?
3. Did the child listen to others and wait for their turn to speak?
4. Today we are going to think about helping others. Did you help a friend, or anyone else today? How did you feel helped? Now, let's draw or write about something you did to help today.

ASSESSMENT RUBRIC*			
	Stream	**Mountain**	**Sky**
Awareness	The child struggles to think about what they did or why it was important. For example, the child says, "I don't know what I did," or just says, "I played," without saying more. They need help to remember and talk about the activity.	The child talks a little about what they did, but it's not clear why it mattered. For example, the child says, "I made a picture," but when asked why, they just say, "Because the teacher told me," And don't explain further.	The child clearly says what they did and why it was good. For example, The child says, "I helped my friend pick up her crayons because she dropped them. It made her happy."
Sensitivity	The child finds it hard to join in and needs a lot of help. For example, they wait without starting or don't follow instructions unless they are reminded.	The child joins in with some help and tries to follow instructions. For example, they ask, "What do I do next?" and start after a little support.	The child joins the activity happily and follows instructions on their own. For example, they pick up their journal and begin writing or drawing without being told.
Creativity	The child finds it hard to draw or write and needs a lot of help to show their idea. For example, the child writes only a few words like "I helped," with no picture or detail.	The child draws or writes something simple, but the idea is not very clear or detailed. For example, they draw a stick figure helping but don't explain much in writing.	The child draws or writes with clear meaning and some creativity. For example, the child draws themselves giving a pencil to a classmate and writes, "I shared my pencil because my friend forgot theirs."

*** 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 clearly shared how they helped others and followed the class rules. They participated well in the activity, expressed their thoughts with detail, and needed little help throughout.

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

Circle the relevant response

Learning Teaching resources at home	books/magazines	newspapers	toys/games/sports	phone/computer	internet	public broadcast system (audio/video at the panchayat/block level)	resources for CWSN	any other (please specify) _____ _____

Comments/Remarks

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 summary should emphasize 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).

Annexure

HOLISTIC PROGRESS CARD (HPC)

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

	A	B	C	D	E
	C-5.1: Demonstrates willingness and participation in age-appropriate physical work towards helping others				
	Ages 3 - 8				
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

C-8.4: Arranges numbers up to 99 in ascending and descending order

Ages 3 - 8

	A	B	C	D	E
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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Other Institutes/Organizations

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