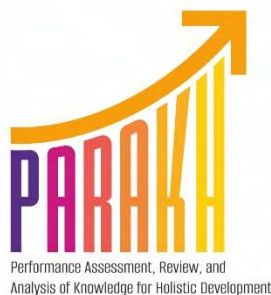




Ministry of Education
Government of India

सत्यमेव जयते



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NCERT



HOW TO FILL THE HOLISTIC PROGRESS CARD (HPC)

SECONDARY STAGE



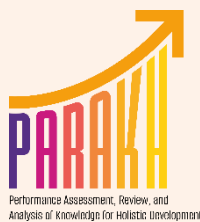
शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



HOLISTIC PROGRESS CARD (HPC)

Secondary Stage

How to fill the HPC



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How to fill the HPC

(Secondary Stage)

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FOREWORD



Education in India is undergoing a transformative shift, driven by the need to equip students with skills and knowledge for the 21st century. The National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) have been instrumental in this paradigm shift, emphasizing holistic, flexible, and multidisciplinary education. These initiatives aim to foster critical thinking, creativity, and lifelong learning among students, ensuring that India remains at the forefront of global educational standards.

The National Curriculum Framework (NCF) lays a strong foundation for self-evaluation, multidisciplinary learning, time management, and collaboration. It encourages students to take ownership of their learning journeys through self-assessment and reflection. The NCF's emphasis on multidisciplinary learning allows students to connect different subjects and gain a broader perspective. It also promotes time management skills and collaborative projects, preparing students for real-world challenges. For teachers, the NCF provides guidelines for effective pedagogy, professional development, and fostering an inclusive learning environment.

PARAKH has designed the Holistic Progress Card at Secondary Stage to support teachers in delivering high-quality education that aligns with the goals of NEP 2020 and NCF. It provides resources and strategies for effective classroom management, assessment, and personalized learning, enabling teachers to address diverse student needs and promote academic excellence. Educators can design group activities and assessments that promote cooperation, communication, and problem-solving skills which would prepare students for real-world challenges and enhances their interpersonal skills.

In essence, the HPC at the Secondary Stage is a vital tool for self-evaluation, time management, goal setting, and accomplishment tracking for learners. It encourages project-based inquiry, allowing students to engage in hands-on learning and develop problem-solving skills.

At the heart, HPC supports both educators and students in achieving their full potential, fostering a culture of excellence, innovation, and lifelong learning. As India continues to address the evolving needs of education, the HPC will play a crucial role in shaping the future of our nation, empowering the next generation to lead with knowledge, skills, and values by equipping students with the skills and mindset needed to become future entrepreneurs and leaders, capable of driving positive change in society.

Prof. Dinesh Prasad Saklani
Director, NCERT

PREFACE

At the Secondary Stage, the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) prioritize encouraging students to engage in inquiry-based learning, research, and critical thinking. Recommendations for interdisciplinary approach, reduced content load, flexible curricula and professional development for teachers given under National Curriculum Framework further support these goals, creating a learning environment that encourages exploration, reflection, and application of knowledge to real-world problems. This comprehensive strategy prepares students for academic and professional success.

The National Curriculum Framework (NCF) and National Education Policy (NEP) 2020 also emphasize the importance of skill-based education, vocational training, and digital learning at the Secondary Stage. They advocate for a holistic approach, integrating practical skills, real-life applications, and digital tools into the curriculum. They also underscore the importance of self-evaluation, interdisciplinary learning, time management, and collaboration. The ultimate goal is to enhance employability, foster lifelong learning, and empower students to pursue diverse career paths with confidence, thus tapping the demographic dividend of India.

The HPC developed by PARAKH is meticulously designed to align with these core principles, offering a comprehensive assessment framework that transcends traditional academic metrics. It empowers students to take charge of their learning journeys, encouraging them to reflect on their progress and set meaningful goals. For educators, the NCF provides a robust foundation for effective teaching practices, professional growth, and fostering inclusive classroom environment. The HPC complements these objectives by offering educators a structured and holistic approach to evaluating and nurturing students' diverse abilities.

The Holistic Progress Card (HPC) at the Secondary Stage serves as a vital resource for educators, providing them with the tools and insights necessary to deliver personalized and high-quality education. The holistic perspective enables educators to implement tailored instructional strategies, ensuring that each student's unique needs are addressed. Additionally, the HPC encourages collaborative projects and interdisciplinary learning, helping students connect different subjects and apply their knowledge in practical, real-world contexts.

For students, the HPC is an indispensable tool for fostering self-evaluation, time management, goal setting, and accomplishment tracking. It promotes project-based inquiry, allowing students to engage in hands-on, experiential learning that enhances their problem-solving skills. The HPC also cultivates a growth mindset, helping students build resilience and confidence as they work towards their personal and academic goals.

As we forge ahead, continuous collaboration, adaptability, and a steadfast commitment to educational excellence will be paramount. The HPC is more than just a progress card; it is a catalyst for a brighter future for every student and educator in India. Together, we can empower the next generation to lead with knowledge, skills, and values, driving positive change in our society.

Prof. Indrani Bhaduri
Head & CEO, PARAKH

Overview

The Holistic Progress Card seeks to provide a comprehensive, descriptive, and inclusive framework for mapping and reporting students' progress with respect to the curricular goals and competencies for each content area as described in the National Curriculum Framework–School Education. Students' progress is mapped and assessed across three abilities, **Awareness, Sensitivity, Creativity**, and three performance levels, **Beginner, Proficient**, and **Advanced**.

At the Secondary Stage, learners are encouraged to not only think about their learning strategies but also think about how they are preparing themselves for lifelong learning. This HPC recommends the integration of different pedagogies and/or approaches like toy-based pedagogy, arts-integrated approach, sports-integrated pedagogy, technology-integrated teaching and learning, vocational education, and Indian Knowledge system, to name a few. Learners are empowered to take ownership and accountability of their learning and be active co-creators of knowledge.

At the Secondary stage, the Holistic Progress Card is divided into five parts, **Parts A through E**. **Part A** is largely filled out by the learners themselves. It includes different frameworks for learners to work on their soft skills like decision-making and time management. Part A also enables learners to chart their future goals, break down the goals into achievable mini-goals, and decide on steps to be taken to achieve each mini-goal. This segment exclusively focuses on the path to college/vocational institute/professional institute/professional career and how learners from Grade 9 onwards need to plan their future course of study, the opportunities available, and the support they would need.

Parts B, C, and D consist of different templates for a variety of activities or interactions that may be assigned to the learners. **Group Project Work (Part B)** is to be done in a group and involves different stages, wherein learners engage with an authentic situation with real-world applications. They address a complex, open-ended task, question, or problem through a structured process of creation and revision and come up with a final product in the form of an artifact, performance, or text.

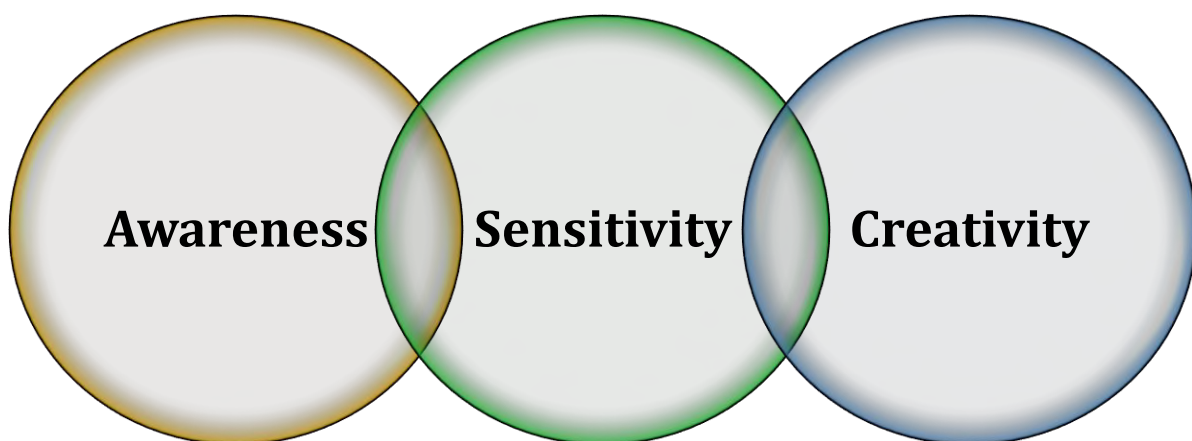
To help learners work individually, a template for **Problem-Based Inquiry (Part C)** has been provided. Learners engage with a real-world issue or problem, wherein they gather data through surveys or interviews, and do a final presentation of the response to the problem including a discussion of possible drawbacks to the proposed solution.

Part D provides a template and suggested assessment parameters for different classroom interactions like classroom discussion, organised debate, simulation/roleplay, lab experiment, and dramatic presentation. These interactions are typically of shorter durations and use themes, topics, or prompts where learners already have pre-existing knowledge and would not need a lot of prior preparation.

Finally, **Part E** contains two inventories in which the learner's time spent working on various activities is to be recorded. Part E also contains a Competency Profile, to be filled out at the end of each year. This profile is intended to chart the learner's progress in various significant competencies, grouped under the HPC's three Abilities.

Abilities

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



Awareness

- Having knowledge related to and understanding of activity or task to be conducted
- Being informed about the activity and its various factors
- Being able to understand the activity requirements
- Being attentive, perceptive, cognizant of surroundings
- Being fully engaged in the process of conducting the activity

Sensitivity

- Managing and expressing emotions thoughts and behaviours 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
- Combining ideas, concepts, or domains

Performance Descriptors

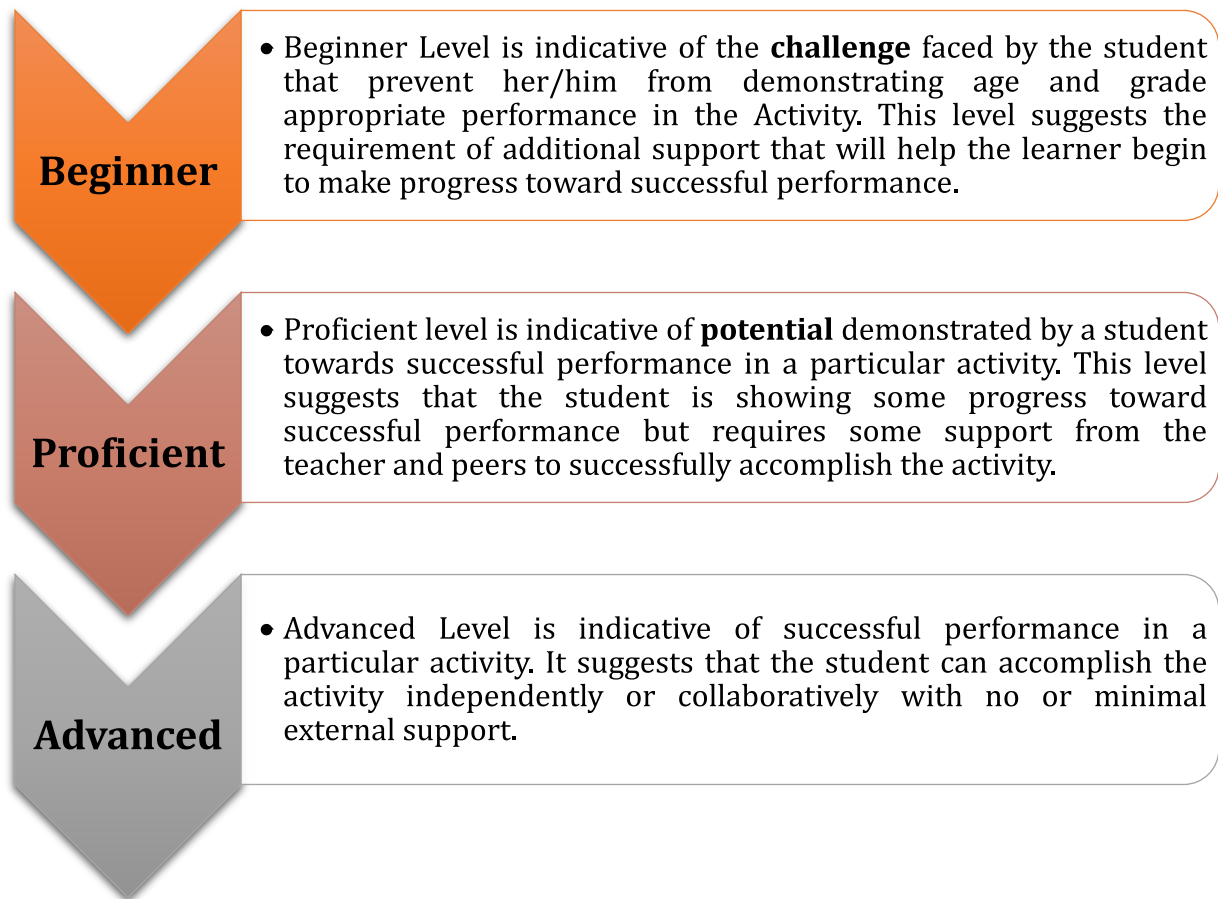
There are three performance level descriptors for the abilities of **Awareness**, **Sensitivity** and **Creativity**, i.e., **Beginner**, **Proficient** and **Advanced**. The performance level descriptors are progressive in nature and HPC urges educators to provide opportunities to students through activities which can help facilitate students to make a progressive performance on these abilities, curricular goals, competencies and other learning standards.

Beginner

Proficient

Advanced

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



HPC encourages the educators to feel free to broaden the scope of the definitions according to their curricular goals, competencies and classroom needs.

How to fill the HPC Card

Part A

Part A (1)

Part A (1) consists of general information about the student (e.g., name, class, date of birth, mother tongue, medium of instruction, geographical area) and attendance information. This section will be filled by the teacher with the support of the learners, parents/guardians, and the school records.

PART-A (1)

Name and Address of the School

Village BRC CRC

State Pin Code

UDISE Code Teacher Code

APAAR ID

GENERAL INFORMATION

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

Student Name: _____

Roll No.: _____ Registration No.: _____

Grade: Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐

Section: _____ Date of Birth: _____ Age: _____

Address: _____

Phone: _____

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? _____

Photograph

Teachers add
information
about

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												

Part A (2)

Part A (2) is a **Self-Evaluation Sheet** that is to be filled by the learners in the first term of each grade, ideally within the first couple of months of starting school. The self-evaluation sheet encourages learners to reflect on goals they have set in the previous year, their progress, and areas of improvement.

At this age, learners tend to struggle between their self-worth and the worth assigned by their peers, teachers, and external factors. With that in mind, these statements attempt to elicit the learner's self-assessment of their performance in school and their interpretation of their teachers' feedback. Consecutively, learners are encouraged to think about their areas of improvement and steps they can take to work on them.

As part of the Holistic Progress Card for the Middle stage, learners were encouraged to identify some academic and personal goals and break down the goals into actionable steps. The same construct is extended further to not only think of goals but also career aspirations and how to fulfil them.

Additionally, learners will be encouraged to identify a specific goal they would achieve by the end of this academic year. To do so, they need to plan how they will achieve that. The planning has been broken down into three stages: a week from now, six weeks from now, and six months from the time learners fill the card.

The teacher's role is to ensure learners understand how to approach their goals and break them down into achievable steps/actions/tasks. The teacher can do also a check-in after a week, six weeks, and six months to check if learners are able to achieve the steps to the main goal. In the template, the goals have been categorised as 'goals in school' and 'goals outside school' to ensure we capture a wide range of ideas and encourage learners to think beyond academic goals.

Learners are also to be encouraged to think about their strengths and star goals. To ensure learners do not simply fill in typical strengths, the teacher can organise some activities for the learners to reflect on how their strengths are aligned to their goal. The learners categorise their strengths as personal strengths and factors they can bank on at home and at school to achieve their goal.

In the same way, the learners are encouraged to think about how barriers that might make achieving their goal challenging. Barriers can be personal or factors at home and school.

After completing this template, the teacher can encourage learners to discuss their strengths and barriers to achieving the goal and brainstorm with peers about how to overcome the barriers. They can also discuss why the goals they had set matter to them and the achievements they are proud of.

Before this page is filled, it's a good idea for learners to revisit academic and personal goals they had set in earlier grades, especially Grade 8. Teachers might also want to discuss what accomplishing a goal means in the academic and personal context. Learners will also need some examples of personal strengths and areas of improvement.

Teachers should encourage learners to think about immediate goals in relation to long-term aspirations.

Learners need to be encouraged to think of concrete examples of enabling factors, especially at home and school.

PART A (2)
Self-Evaluation

Circle the most appropriate option.

Last year, my performance at school was...	My teachers thought my efforts last year were...
--------------------------------------------	--------------------------------------------------

This year, I will try new things like...	I will work harder on things like...
------------------------------------------	--------------------------------------

My career aspirations is/are	To fulfill my aspirations, I need to
1.	1.
2.	2.
3.	3.
4.	4.

Goals!

My goal in school last year was...

Why was the goal important to you?

ONE specific goal I would like to achieve in school by the end of this year:

How will I know I have achieved this goal?

What's the status of the goal?

☐ Accomplished ☐ Still working

To achieve this goal, things I need to do:

A week from now:

6 weeks from now:

6 months from now:

Things that will help me achieve this goal		
My strengths/abilities	Support I get at home/in the community	Support I get at school
1.	1.	1.
2.	2.	2.
3.	3.	3.

2

In addition to academic goals, learners should be encouraged to think about goals outside of school. These could include goals connected to their family or their community.

Goals!

My goal outside of school last year was...

What's the status of the goal?

☐ Accomplished
☐ Still working

ONE specific goal I would like to achieve outside of school by the end of this year:

To achieve this goal, things I need to do:

A week from now:
6 weeks from now:
6 months from now:

How will I know I have achieved this goal?

Things that will help me achieve this goal		
My strengths/abilities	Support I get at home/in the community	Support I get at school
1.	1.	1.
2.	2.	2.
3.	3.	3.

Why does this goal matter to you?

Some goals I have achieved till date and am proud of/happy with...

3

Part A (3)

Part A (3) attempts to instil and develop time management skills in learners at this stage, a skill they will value deeply as they transition into adults, study in a college, and work. It is recommended that learners fill this page a few months after the beginning of the year. Educators could also encourage learners to fill this sheet multiple times during the academic year, at least once every term.

The statements attempt to nudge learners into thinking about different aspects of time management, like adhering to a schedule, setting up and following deadlines, and distinguishing between productive and non-productive time. Once learners have completed responding to these statements, the teacher could engage them in a discussion about actionable steps and how learners can help each other (e.g., learners can exchange schedules, identify potential pitfalls, and recommend changes to the schedule).

Learners also need to be cognisant of the time they spend on different tasks and how that time can be made productive. To that effect, they are encouraged to identify the best time of the day to study, play, etc, and the reasons why. It is acknowledged that each learner has their own set of challenges, both internal and external. Due to other responsibilities at home, learners might not find it easy to set up a schedule to study and work on their skills. So, it's important that learners analyse their time habits, identify barriers (distractions), and find solutions.

As with the previous activity, the teacher can engage learners in a discussion about good time management strategies and elicit examples from the learners.

Before these pages are filled, teachers should try to initiate a discussion about what is time management and why it is important to think about it. It is also a good idea to think about time management skills that are important at school and at home.

Teachers could set up scenarios to initiate a discussion on these statements. They should take care not to sound judgmental about poor time management skills.

PART A (3)

Time Management

Tick (✓) the most appropriate option.

Statements	Rarely	Sometimes	Usually	Almost always
1. I like following a schedule.				
2. I get distracted and do not start my tasks on time.				
3. I do things at the last minute.				
4. I can figure out how much time assignments and projects will take.				
5. I am good at deciding which tasks to do first.				



My Time Habits

<p>What time of the day is best for you...</p> <p>... to study?</p> <p>... to play/exercise?</p> <p>... to relax?</p> <p>... to spend time with friends and family?</p>	<p>How much time do you spend on schoolwork after school?</p>	<p>How much time do you spend on physical fitness?</p> <p>How much time do you spend taking care of your emotional wellbeing?</p> <p>What do you do to improve your physical and mental fitness?</p>	<p>How much time do you spend on other things? (with friends, on your phone, etc.)</p> <p>Do you make to-do lists for your daily tasks? Why / Why not?</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------

It is expected that learners would struggle to reflect on their time habits. Teachers are encouraged to provide exemplars from their lives to help learners understand time habits and the importance of the different elements.

One thing I would like to spend **more time** on:

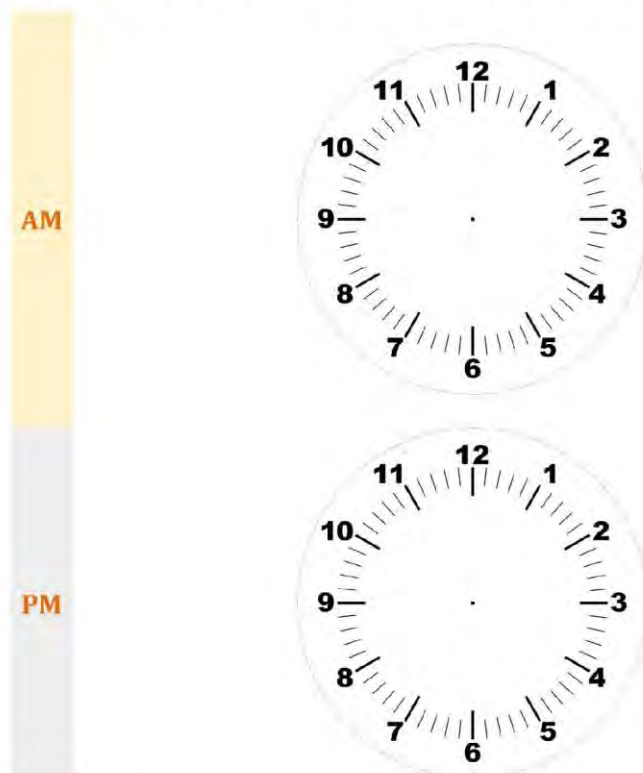
One thing I would like to spend **less time** on:

Time Map

How do you plan your day? Use the clocks to map the activities you do in a day. Later, think about the following questions:

- Is there any activity you should be spending **more** time on?
- Is there any activity you should be spending **less** time on?

As a follow-up, ask any peer to comment on your schedule and answer the questions above.



5

Learners are to be encouraged to fill in the time map and reflect on how they spend their day. They are encouraged to think about activities they should spend more time on and activities they should spend less time on. At a later stage, the teacher could also explore collecting information from the class, collating it, and discussing areas where most learners spend most/least time on and the implications thereof.

Part A (4)

Part A (4) aims to spur learners to think about their plans after leaving school and what they might need to do to further these plans. Learners are to be encouraged to fill this page early in each year. It may be useful for learners to compare what they wrote in earlier years to see how their plans are developing or changing as they progress through the secondary stage.

To start with, learners are encouraged to choose what they plan to do after Grade 10 or 12. Based on whether they plan to study further or plan to work, learners are encouraged to list some information. If they choose further education, they should list the type of institution, and the type of course. If they choose work, they should be encouraged to think about what kind of organization they might like to work in. For both, learners might have to do some preliminary research, which will likely prove useful at later stages as well.

After indicating their post-school plans, the learners are asked to discuss three factors affecting these plans with their teacher, counsellor, parent, caregiver, or a peer. They are then asked to write a few sentences in answer to each of the three questions in the boxes at the bottom of page 6.

Learners are then encouraged to think about their future self, 10 years from the time they are completing this page. They are encouraged to think about how they would be improving themselves, supporting their friends and family, and improving society. After learners fill out this part of the card, they can be encouraged to engage in a discussion with their peers and find similarities and differences in their vision of their future.

Finally, learners are encouraged to think about how they feel about their future. Based on their responses, teachers can engage them in group discussions. If learners report strongly negative feelings in this section, teachers should consider ways to help learners plan better.

Before this page is filled, it's a good idea for learners to do some activities to think about their future and future goals. Visual representation of goals is often helpful, so teachers could ask learners to draw what their future looks like and lead the discussion from there.

Learners should be encouraged to actively explore alternatives rather than simply marking down what they think they are "supposed" to do after their school years.

PART A (4)

Plans after School

The next big step of my life

After I finish school, I want to...

<input type="checkbox"/> go to college for a general education	<input type="checkbox"/> take up a vocation full time	<input type="checkbox"/> prepare for my next step for admission in a professional institute/college	<input type="checkbox"/> Any other, please specify _____
-------------------------------------------------------------------	----------------------------------------------------------	--------------------------------------------------------------------------------------------------------	-------------------------------------------------------------

I plan to go to college/vocational institute/professional institute

College/Vocational Institute/Professional Institute: _____

Course/Skill Training: _____

Type of Course:

☐ Certificate
 ☐ Diploma
 ☐ Degree

I plan to pursue a vocation. I would like to work...

☐ in a corporation or private business
☐ in my own business
☐ in my family business
☐ in government
☐ Any other _____

Please discuss the following with your teacher/counsellor/parent/caregiver/peer. (Just mention in points)

What strengths or abilities will be most helpful for you in fulfilling this plan?	What will you need to improve in order to achieve this plan?	What challenges do you think you will face in fulfilling this plan?

6

With the 'Future Self' segment, learners are encouraged to think not only about themselves but about the impact they could have on society. Through this segment, the teacher can encourage learners to think about their potential role in society and how they can prepare for it.



Let's imagine your 'Future Self', 10 years from now...

What will you be doing to improve yourself?	What will you be doing to support your friends and family?	What will you be doing to improve society?

How do I feel about my future?

Circle as applicable.

Prepared



Excited



Confident



Curious



Why do you think so?

Part A (5)

Part A (5), titled **Accomplishments Inventory**, is intended to help learners look beyond their immediate obligations and begin thinking about their longer-term development. The inventory encourages learners to take stock of actions they have taken and skills they have worked to acquire that will assist them in their life after school.

It is recommended that teachers show learners this inventory early in the year and encourage them to mark down any accomplishments they have already achieved. Learners should be encouraged to return to this inventory as they achieve new accomplishments. At the very least, they should be asked to look at it again at the close of the year.

Learners should be encouraged to see these accomplishments as part of a long-term process, not necessarily things that can be accomplished in a single year. Learners in the early grades of the Secondary Stage should be aware that preparation for post-secondary education or a vocation is best begun as early as possible.

PART A (5)

Accomplishments Inventory

This **inventory** will help you keep track of the necessary **steps** and **skills** that you may need as you move through school towards your next step. Circle the box that indicates that you have already taken the steps and skills that you have already acquired. Keep coming back to this **Inventory** till all the boxes have been circled!

Have I gathered Information about...	Entrance exams I may appear for	College(s)/University(ies)/ Vocational Institutes I want to apply to	Prospective job roles/opportunities
Have I started preparation for...	Entrance test(s) and/or interviews	Filling out college/ vocational institute/professional institute forms	Creating a portfolio highlighting my skills and achievements
Have I acquired academic skills like...	Thinking critically and creatively	Collaborating with peers and respecting various perspectives	Engaging in independent work/research
	Using technology and searching for and accessing information online	The ability to follow directions and manage ambiguity	Managing my time and developing study skills
Have I acquired life skills like...	Understanding the value of money and budgeting	Managing stress for self and others	Being safe and avoiding risky behaviours
	Developing holistic self-care routines	Upholding integrity and respecting institutional rules and policies	Asking for help/ assistance when needed
Have I worked to develop personal qualities like...	Mutual respect and tolerance	Empathy	Resilience
	Good citizenship	Appreciation for sustainability	Concern for society

Part A (6)

Following up on the Accomplishments Inventory, **Part A (6)**, titled “**Skills for Life**” encourages learners to take a deeper look at a single important skill that they feel they have learned and to reflect on what experiences helped them learn it.

To start with, learners are encouraged to identify a skill they have learned at home, school, or in the community. They are then encouraged to think of experiences that have helped them develop this skill and scenarios that helped them gain those skills. Finally, they are asked to think about another skill they would like to obtain and why they think it will be important to them. Of course, it is expected that learners might not be able to pinpoint exact reference points to how they attained a particular skill, but teachers should help them think about possible ways to learn and develop a skill; this reflective exercise will help learners be prepared to acquire skills in the future as well.

Since it’s important that learners enjoy the process of learning, they are encouraged to think about skills they really enjoy doing and how they can further use them. They are also encouraged to think of how skills they had learnt at school can be applied in college or in their future career.

To help learners fill this sheet, teachers could give examples from their life. They could mention some skills they had learnt at school (e.g., public speaking) and how they applied it in their future career (as teachers).

Before this page is filled, teachers should do activities to elicit skills learners have acquired in school and how they have acquired them. That involves providing learners with concrete examples and managing a discussion on the same.

PART A (6)

Skills for Life

We develop lots of important skills in our school years. Some of them are useful in school, but some of them are "life skills" that will be important to us in the future, no matter what we do. Think about one important life skill that you have gained and fill out the boxes below.

One important life skill you have learned at home, school or in the community	Experiences at home, school or in the community that helped you develop the skill
Why is this skill important to you?	
What is another life skill you would like to develop and why do you think it will be important to you?	

This is a good opportunity for learners to engage in a discussion with their peers about whether experiences that make them happy have also helped develop any skill.

Plan to do Online Courses

Students at the Secondary stage can earn some course credit for taking appropriate online courses. The final page of Part A of the Secondary HPC provides a reminder to the students to look into subjects they might be interested in taking. Teachers should encourage students to identify three or four topics of inline courses as early in the year as possible.

NOTE: Remind students that online course must be approved by you or your supervisor, they must require registration and proof of completion and they must include some end-of-course assessment.

Plan to do Online Courses

As part of your upskilling at this stage of school education, you are encouraged to do online courses and tutorials that help you develop different competencies. Given below is a list of possible areas you could do some research on before choosing courses that will be of interest.

At the beginning of the year, start planning courses you would like to do over the course of the year.



Be sure to check with your teacher about which courses are suitable.



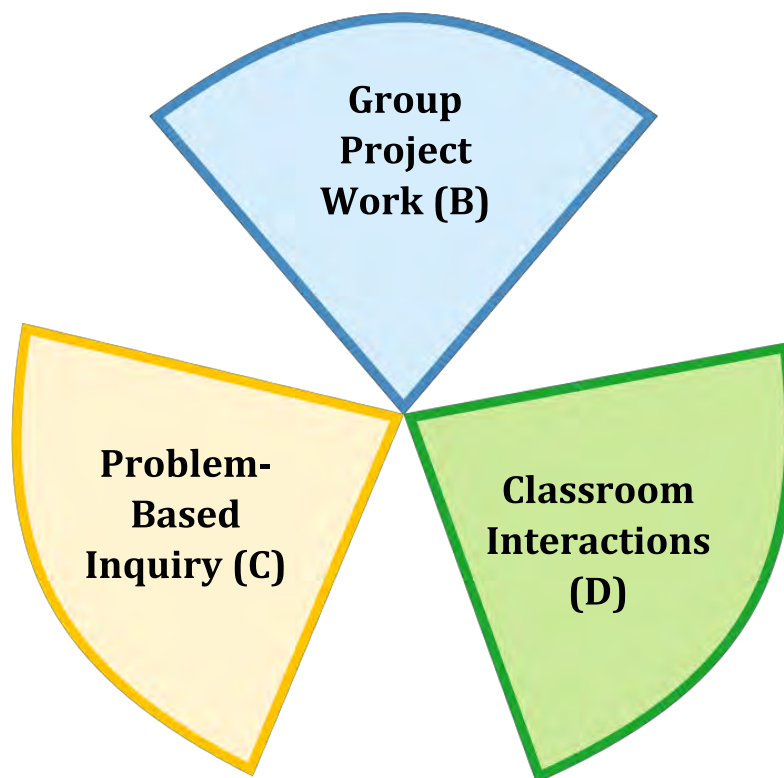
Parts B, C, and D

Parts B, C, and D

In stages preceding the Secondary stage, namely Foundational, Preparatory, and Middle, the Holistic Progress Card focuses on how activities can be made competency-based and how learners can be assessed appropriately; the HPCs also look at how competency-based assessments can be used as a funnel for improving both learning strategies and teaching practices.

The Holistic Progress Card at the Secondary stage builds upon the frameworks covered in the previous stages and aims to make learners co-creators of knowledge. That entails exposing learners to the process of how knowledge/data is collected, categorised, analysed, and used to create new knowledge. It also involves learners intentionally thinking about how they think and learn (metacognition), a skill crucial for holistic development.

Parts B, C, and D comprise three different approaches of co-creating knowledge.



To start with, let's look at what each approach means and then look at the different steps involved in assessing learners through each approach.

Group Project Work

For the purposes of the Secondary HPC, **Group Project Work** involves these key elements:

- Engagement by a **group of learners** in an authentic situation with real-world applications
- A complex, open-ended task, question, or problem that can best be addressed through joint effort of a small group.
- A structured process of creation and revision
- A final product in the form of an artifact, performance, text, etc.

Problem-Based Inquiry

For the purposes of the Secondary HPC, Problem-Based Inquiry is a task done by an individual learner that involves these key elements:

- Engagement of a **single learner** with a real-world issue or problem
- A data-gathering exercise in the form of a survey or interviews of relevant individuals
- A peer review of the initial draft of the survey/interview script and problem analysis
- A final presentation of the response to the problem including a discussion of possible drawbacks to the proposed solution.

Classroom Interactions

For the purposes of the Secondary HPC, Classroom Interactions involves these key elements:

- A defined activity/interaction type (classroom discussion, organised debate, simulation/roleplay, lab experiment, dramatic presentation). These can be group activities, paired activities or single-learner activities.
- Shorter duration than either Group Project or Problem-Based Inquiry (ideally 60 or 120 minutes)
- Incorporation of themes/topics/prompts where learners already have pre-existing knowledge and would not need a lot of prior preparation

It's also important to understand why learners at the Secondary stage should be exposed to these types of tasks.

Studies have shown that when learners are given a sense of agency and have greater engagement in their learning environment, their development of skills and their mastery of competencies

often improves, as compared to more passive learning experiences.¹ Group Projects and Problem-Based Inquiry, when properly implemented, can be powerful means of creating this sense of agency and engagement. In addition, they can better promote the development of 21st century skills and can provide learners with a preview of the kind of collaborative and analytic tasks they will encounter in post-secondary education and the workplace.

When creating or choosing Group Project or Problem-Based Inquiry opportunities, the teacher should keep in mind the goals of fostering agency and engagement. Requiring the learners to write a lengthy report on a topic from a textbook will be less likely to encourage agency and engagement than giving the learners a complex real-world problem to solve that has multiple possible solutions.

In Group projects and Problem-Based Inquiry the focus should be as much on the **PROCESS**, as on the **PRODUCT**. As the terms “project-based learning” and “problem-centered learning” imply, the activity assigned to the group or the individual learner should serve as the foundation for learning, not as an end in itself. Learners should be encouraged to view the creation of even relatively simple projects as an iterative process that involves at least some reevaluation and revision. Iteration and revision often do not come naturally to Secondary-stage learners and need to be encouraged through a structured process.² The phases specified in the HPC are intended to provide this structure.

¹ See for instance: Saavedra, A.R., Liu Y., Haderlein, S.K., Rapaport, A., Garland, M., Hoepfner, D., Morgan, K.L., Hu, A., & Lucas Education Research. (2021). *Project-Based Learning Boosts Student Achievement in AP Courses*. Lucas Education Research. [KIA-Research-Brief.pdf \(lucasedresearch.org\)](https://lucasedresearch.org/KIA-Research-Brief.pdf)

² English, M. C., & Kitsantas, A. (2013). Supporting Student Self-Regulated Learning in Problem- and Project-Based Learning. *Interdisciplinary Journal of Problem-Based Learning*, 7(2). Available at: <https://doi.org/10.7771/1541-5015.1339>

Decoding Parts B, C, and D

The **teacher**, the **learner** and the **peer** fill different elements of these parts. To make it easy and intuitive for everyone, the fields to be filled by the teacher, learner, and the peer have been colour-coded.

Teacher	Teacher
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Examples

Subject(s) (Can be more than one)	Pedagogies (Tick (✓) all that apply.) <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <div> <input type="checkbox"/> Art-integrated <input type="checkbox"/> Toy-based <input type="checkbox"/> Skill-based learning <input type="checkbox"/> Indian Knowledge Systems approaches <input type="checkbox"/> Any other _____ </div> <div> <input type="checkbox"/> Sports-integrated <input type="checkbox"/> Technology-integrated <input type="checkbox"/> Drama/Theatre-integrated </div> </div>
Curricular goal(s) (Can be more than one)	Project prompt/question/ problem/challenge/ planned final output
Competency (-ies) (Can be more than one)	

Learner	Learner
----------------	----------------

Examples

Learner Reflection Tick (✓) all statements that apply.	<div style="display: flex;"> <div style="flex: 1; padding: 5px;"> Awareness <div style="margin-top: 5px;"> <input type="checkbox"/> I understood the purpose of the research project. <input type="checkbox"/> I was able to draft a questionnaire that fits the purpose of the research project. <input type="checkbox"/> I was able to find out things I did not know that would help me complete the research project. </div> <div style="text-align: right;">Total number of (✓): </div> </div> <div style="flex: 1; padding: 5px;"> <div style="border: 1px solid black; height: 100px; margin-bottom: 5px;"> Three strengths I demonstrated in this project </div> <div style="border: 1px solid black; height: 100px;"> Two areas of improvement I identified in this project </div> </div> <div style="flex: 1; padding: 5px;"> What were the challenges I faced doing the project? </div> </div>
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Peer	Peer
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Examples

Peer Feedback Tick (✓) all statements that apply.	<div style="display: flex; align-items: center;"> <div style="flex: 1; padding: 5px;"> Awareness <div style="margin-top: 5px;"> <input type="checkbox"/> My peer presented a revised draft that was clear enough to review. <input type="checkbox"/> There was a good fit between the research problems and the approach to data collection. <input type="checkbox"/> The revised draft of the interview was appropriate and easy to understand. </div> <div style="text-align: right;">Total number of (✓): </div> </div> <div style="flex: 1; padding: 5px; text-align: center;"> <div style="border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> </div> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; margin: 5px auto; width: 80%;"> Leave some words of appreciation/ encouragement for your peer. </div> </div> <div style="flex: 2; padding: 5px;"> <div style="border: 1px solid black; border-radius: 15px; height: 100px; margin-top: 10px;"></div> </div> </div>
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Group Project Work

The first template of the Holistic Progress Card at the Secondary Stage is **Group Project Work**, which involves a prompt that covers topics or themes from different content areas. It is recommended that the teacher decides the duration of the project in consultation with the learners and adapts it as per their pace throughout the project.

It is desirable that learners get to collaborate with each other in a classroom setting multiple times. Ideally, they should do it at least three times, once when the project starts (Stage 1), once when the project work is halfway through, as in a preliminary draft has been submitted (Stage 2), and once when the project has been completed (Stage 3).

While the Group Project Work can be done with almost any content area, given below are some content areas where Group Project Work works best.

Development Economics	Folk Painting
Sociology	Graphic Design
Anthropology	Motion Pictures
Archaeology	Photography
Biology	Textile Designing
Computational Biology	Business Studies
Earth Sciences	Sustainability and Climate Change
Indian Classical Music	Media and Journalism
Contemporary Music	Family and Community Sciences
Theatre	Indian Knowledge Systems
Sculpture	Legal Studies
Fine Arts	

* Please note, this list is only illustrative and not a definitive list of possible combinations in any classroom.

Features of Group Projects for the Secondary HPC

For the Secondary HPC, a Group Project can be thought of as being oriented toward a final output. The output can be an artifact, a text, a performance, or anything else that is produced through the effort of the group. In order to facilitate a structured process of draft, discussion, revision and finalization, the Group Project goes through three stages, each of which has its own section in the HPC.

Stage 1

After the teacher has established the project prompt each learner is tasked with the following:

- Creating a set of guiding questions for approaching the project
- Creating a list of important pieces of information that they already have (“What do I know?”)
- Creating a list of important information that they will need to find out (“What do I need to find out?”)

As a group, the learners are tasked with

- Creating a tentative project schedule
- Creating a brief list of resources needed
- Establishing roles for the different group members
- Identifying possible barriers to completing the project

Once these sections of the card have been filled out, the teacher, based on the filled-out phase 1 section of the card and observation of the group at work, fills out the Teacher section of the card, ticking off all the boxes that accurately describe the learner’s performance in the three Ability categories. The student then ticks off the boxes that they believe accurately describe their performance.

Stage 2

This stage occurs after the group has created a first draft, or sketch, or prototype of the final output. The teacher uses the draft and observations of the group at work to fill out the Stage 2 section of the card, ticking off all the boxes that accurately describe the learner’s performance in the three Ability categories. There is **no** self-evaluation or peer evaluation at this stage.

Stage 3

Stage 3 occurs after the group has created the final output. The teacher should construct a rubric across the three Abilities, based on the contents of the output. This rubric can be created ahead of time and shared with the students.

In addition to the Teacher evaluation, there is another round of self-evaluation and a round of peer evaluation.

Once all evaluations have been entered, the teacher totals up the score and assigns a final achievement level for each of the Abilities in the Overview section.

Choosing the Output for a Group Project

Virtually anything can be chosen as the final output, but certain parameters should be kept in mind.

- First, it is preferable to have as an output something that is typically produced by a group. A traditional research paper is unlikely to serve as a good output for a Group Project.
- Second, the output should ideally be something that a small group can reasonably be expected to produce in a 1-2 weeks of class time.
- Third, the output should be something that can be produced with available resources.
- Fourth, creating the output is best used as an opportunity to reinforce knowledge and skills required in the established curriculum.
- Finally, the output should be something that can spark engagement and creativity among the learners.

Flexibility is important. For instance, the lack of facilities may make it impossible for a group to create a working model of a device, but it might be possible for them to create plans for a device and supporting explanations and documentation. Similarly, if lack of time or large class size would make it difficult for all groups to stage performances, the final output could be a script and/or a production design document.

A project can be assigned at whatever part of the academic year works best. Although group projects have often been assigned at the end of the academic year or even after final exams, it may be preferable to have the project occur at a point where it can complement and augment regular coursework.

This is how the **template for Group Project Work** looks like.

Page 1

PART B

Group Project Work

Subject(s)
(Can be more than one)

Curricular goal(s)
(Can be more than one)

Competency(-ies)
(Can be more than one)

Pedagogies
(Tick (✓) all that apply.)

☐ Art-integrated ☐ Sports-integrated
☐ Toy-based ☐ Technology-integrated
☐ Skill-based learning ☐ Drama/Theatre-Integrated
☐ Indian Knowledge Systems approaches
☐ Any other

Project prompt/question/problem/challenge/planned final output

Guiding questions

What do I know? **What do I need to find out?**

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Page 2

Stage 1

Project schedule

Day 1:	Day 6:
Day 2:	Day 7:
Day 3:	Day 8:
Day 4:	Day 9:
Day 5:	Day 10:

Resources needed

Roles of group members

Possible barriers to doing the project

Learner Reflection

Tick (✓) all statements that apply.

Awareness

☐ I understand the purpose of the project.
☐ I could read and understand the resource material.
☐ I ask about things I know that are needed for the project.
☐ I identify challenges my group might face during the project.
☐ I could enumerate and describe the steps (start to finish) required to do the project.

Total number of (✓):

Sensitivity

☐ I listen to my group's ideas and respect them.
☐ I try to make sure group decisions are taken collectively.
☐ I try to make sure that my peers understand all aspects of the project.
☐ I can meaningfully relate to the objectives of the project.
☐ I feel joyous in contributing to the project.

Total number of (✓):

Creativity

☐ I think of different ways to approach the task.
☐ I brainstorm about project execution and presentation.
☐ I think of different resources to be used in the project.
☐ I come up with innovative solutions to mitigate the challenges.
☐ I can think of new ideas to relate the output of the project in daily life.

Total number of (✓):

12

Page 3

Stage 1

Teacher Assessment

Tick (✓) statements that apply.

Awareness

☐ Guiding questions created by the learner demonstrate a clear understanding of project goals and objectives.
☐ The learner identifies potential challenges and proposes solutions.
☐ The learner develops a plan for project execution.
☐ The learner can clearly communicate project ideas and plans to other group members.
☐ The learner can successfully identify existing content knowledge and gaps in their understanding.

Total number of (✓):

Sensitivity

☐ The learner actively seeks input from all group members during planning.
☐ The learner tries to support fair distribution of tasks and responsibilities including all genders.
☐ The learner ensures that decisions are made collaboratively.
☐ The learner actively maintains a shared understanding with the group.
☐ The learner can handle different opinions in the group respectfully.

Total number of (✓):

Creativity

☐ The learner is able to brainstorm about project execution and presentation.
☐ The learner demonstrates curiosity in proposing sources of material beyond conventional resources.
☐ The learner demonstrates initiative in proposing solutions to possible barriers.
☐ The learner can provide creative input to decide the rules of group members.
☐ The learner can go beyond the defined features of the project prompt/task and add a unique element to it.

Total number of (✓):

Brief comments and pedagogical interventions recommended:

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Page 4

Stage 2

Teacher Assessment

Tick (✓) statements that apply.

Awareness

☐ The learner shows evidence of sufficient engagement in the process of project work.
☐ The learner is able to present a draft of work done as per the project schedule.
☐ The learner is able to demonstrate thorough research skills on the project task/topic.
☐ The learner is able to identify possible areas of improvement in the draft.
☐ The learner is aware of different team members' contributions to the project so far.
☐ The product created demonstrates the application of knowledge gain.

Total number of (✓):

Sensitivity

☐ The learner participates in group discussions respectfully.
☐ The learner responds appropriately to other group members' emotions during the project.
☐ The learner attempts to build a positive emotional atmosphere within the group.
☐ The learner demonstrates some understanding of the social relevance of the project.
☐ The learner refrains from expressing negative emotions during group work.
☐ The learner participates enthusiastically and diligently in the project.

Total number of (✓):

Creativity

☐ The learner demonstrates flexibility with respect to project roles.
☐ The learner displays willingness to consider different sources of information, tools, or materials.
☐ The learner takes initiative to complete the project tasks.
☐ The learner builds on the unique elements introduced earlier, or incorporates them at this stage.
☐ The learner shows evidence of having considered and selected some ideas from the brainstorming stage.
☐ The product created is innovative and useful to the community.

Total number of (✓):

Brief comments and pedagogical interventions recommended:

14

Stage 3

Based on the contents of the final output of the project, write a rubric for each ability and achievement level. Tick (✓) as per the learner's performance.

	Beginner (5)	Proficient (10)	Advanced (15)
Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15

Stage 3

Learner Reflection

Tick (✓) statements that apply.

Awareness

☐ I could identify areas where my understanding of the project has improved.

☐ I could explain how my work contributed to the overall project.

☐ I was able to improve the project based on my own and my peers' review.

Total number of (✓):

Sensitivity

☐ I was able to build a positive emotional atmosphere within the group.

☐ I could reflect on my strengths and areas for improvement.

☐ I could understand the social relevance of the project.

Total number of (✓):

Creativity

☐ I was able to make creative contributions to the project.

☐ I was able to take initiative to complete the project.

☐ I was able to use different materials, tools, and resources during the project.

Total number of (✓):

Peer Feedback

Tick (✓) all statements that apply.

Awareness

☐ My peer showed improved understanding of the project.

☐ My peer could explain how her/his work contributed to the overall project.

☐ My peer was able to improve the project based on her/his own and their peers' review.

Total number of (✓):

Sensitivity

☐ My peer helped to build a positive emotional atmosphere within the group by valuing everyone's opinions.

☐ My peer could reflect on her/his strengths and areas for improvement.

☐ My peer could understand the social relevance of the project.

Total number of (✓):

Creativity

☐ My peer was able to make creative contributions to the project.

☐ My peer was able to take the initiative to help complete the project.

☐ My peer was able to use different materials, tools, and resources during the project.

Total number of (✓):

16

Overview

Tabulate all the feedback for the group project on this page.

Teacher Assessment

1. For Stages 1 and 2, write the total number of statements that you ticked (✓).

2. Add the total here.

3. Tick the final performance level based on the final score.

For Stage 3, write the numeric value that corresponds to the achievement level (beginner, proficient, advanced) for each ability (awareness, sensitivity, creativity) you chose for the final product.

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

Learner Reflection

1. For Stage 3, write the total number of statements the learner has ticked (✓).

2. Add the total here.

3. Tick the final performance level based on the final score.

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

Peer Feedback

1. For Stage 3, write the total number of statements the peer has ticked (✓).

2. Add the total here.

3. Tick the final performance level based on the final score.

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

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Post-project reflections

Final comments by the teacher (if any):
The learner's most important contribution to the project was...

To perform better in future projects, the learner should work on...

Learner Reflection

What did I learn from this project?

What was the most enjoyable part of the project?

Three strengths I demonstrated in this project

What were the challenges I faced doing the project?

Two areas of improvement I identified in this project

Some questions I still have...

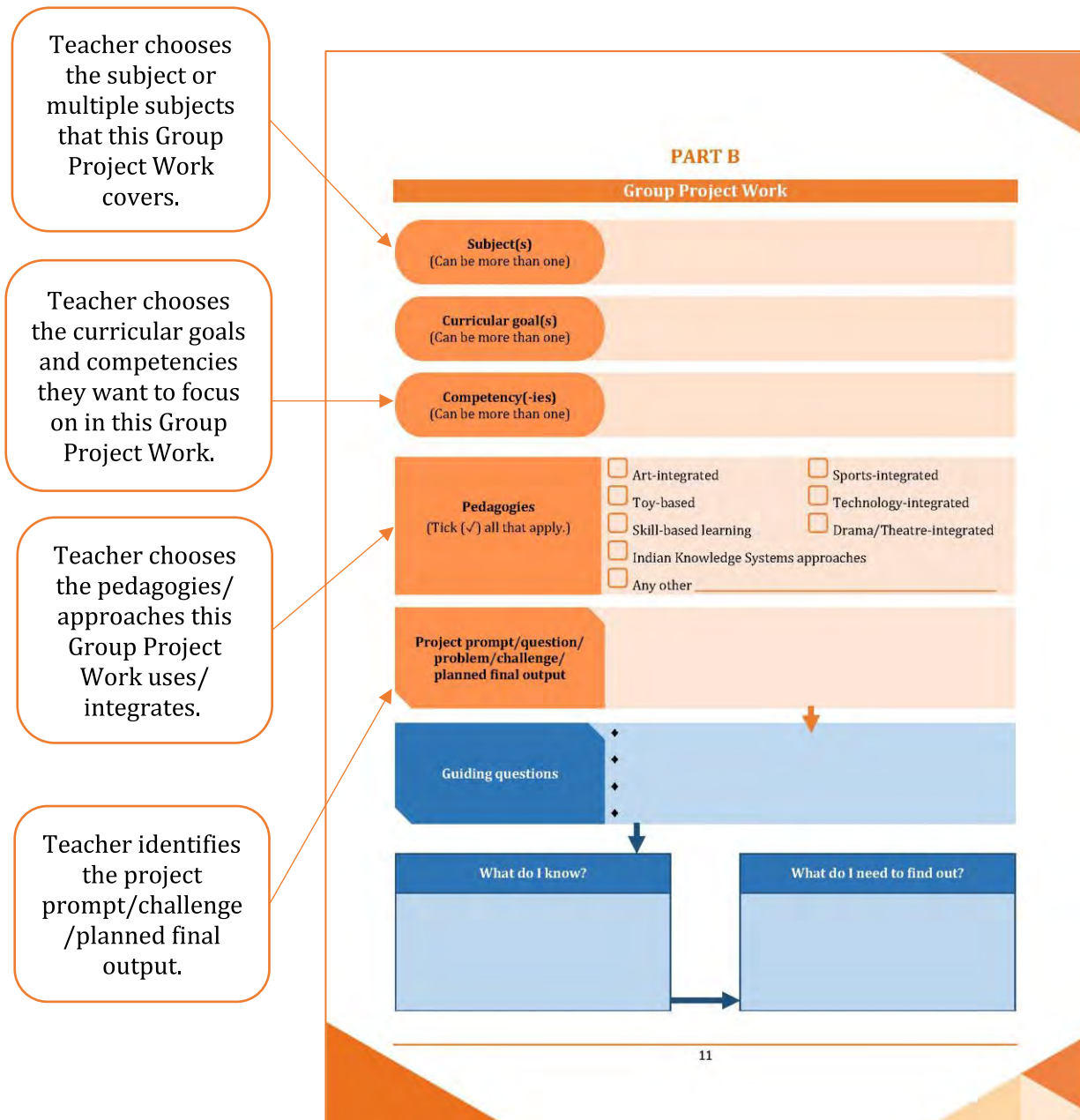
How could your teacher modify this project to make it more interesting?

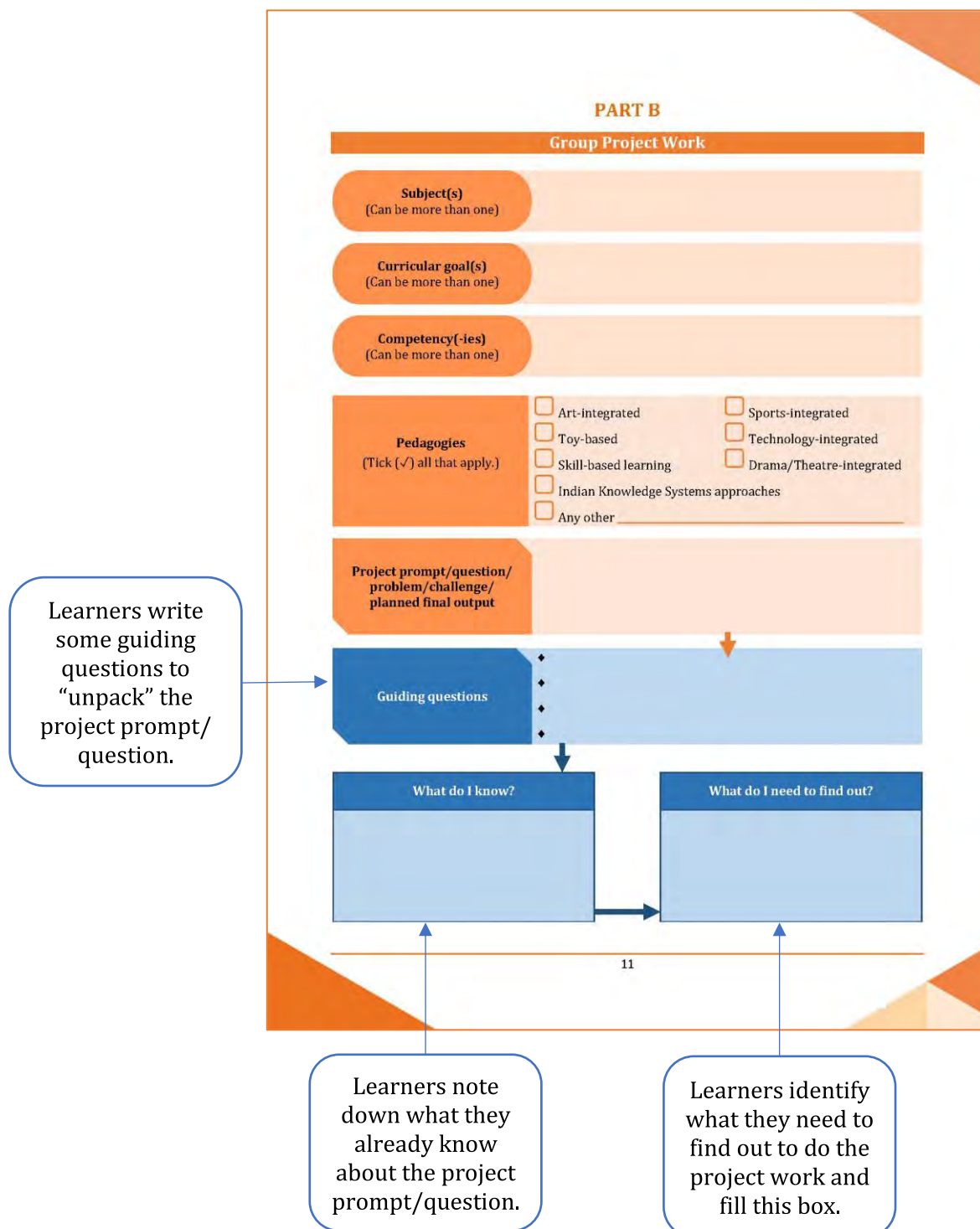
18

Group Project Work

Page 1

The flow of the observation template for **Group Project Work** is given below.





Group Project Work Stage 1 (Self-reflection)

Learners are encouraged to come up with a project schedule after discussing as a group. The teacher is to remind learner about keeping the schedule realistic.

Learners write down resources needed, the roles of group members, and possible barriers to doing the project. The teacher is to encourage learners to do a group discussion to find solutions for the barriers.

Learners are encouraged to think about the planning stage of the group project work and individually tick the applicable statements.

Stage 1		
Project schedule	Day 1:	Day 6:
	Day 2:	Day 7:
	Day 3:	Day 8:
	Day 4:	Day 9:
	Day 5:	Day 10:
Resources needed	Roles of group members	Possible barriers to doing the project
Learner Reflection Tick (✓) all statements that apply.		
Awareness		
<input type="checkbox"/> I understand the purpose of the project. <input type="checkbox"/> I could read and understand the resource material. <input type="checkbox"/> I talk about things I know that are needed for the project. <input type="checkbox"/> I identify challenges my group might face during the project. <input type="checkbox"/> I could enumerate and describe the steps (start to finish) required to do the project.		
Total number of (✓): <input type="text"/>		
Sensitivity		
<input type="checkbox"/> I listen to my group's ideas and respect them. <input type="checkbox"/> I try to make sure group decisions are taken collectively. <input type="checkbox"/> I try to make sure that my peers understand all aspects of the project. <input type="checkbox"/> I can meaningfully relate to the objectives of the project. <input type="checkbox"/> I feel joyous in contributing to the project.		
Total number of (✓): <input type="text"/>		
Creativity		
<input type="checkbox"/> I think of different ways to approach the task. <input type="checkbox"/> I brainstorm about project execution and presentation. <input type="checkbox"/> I think of different resources to be used in the project. <input type="checkbox"/> I come up with innovative solutions to mitigate the challenges. <input type="checkbox"/> I can think of new ideas to relate the output of the project in daily life.		
Total number of (✓): <input type="text"/>		

12

Learners count the number of ticks for each ability and write the total in the circle.

Group Project Work Stage 1 (Teacher Evaluation)

Teachers assesses each learner based on their participation during the planning stage and ticks the applicable statements.

Teacher counts the number of ticks for each ability and write the total in the circle.

Stage 1	
Teacher Assessment	
Tick (✓) statements that apply.	
Awareness	
<input type="checkbox"/>	Guiding questions created by the learner demonstrate a clear understanding of project goals and objectives.
<input type="checkbox"/>	The learner identifies potential challenges and proposes solutions.
<input type="checkbox"/>	The learner develops a plan for project execution.
<input type="checkbox"/>	The learner can clearly communicate project ideas and plans to other group members.
<input type="checkbox"/>	The learner can successfully identify existing content knowledge and gaps in their understanding.
Total number of (✓): <input type="text"/>	
Sensitivity	
<input type="checkbox"/>	The learner actively seeks input from all group members during planning.
<input type="checkbox"/>	The learner tries to support fair distribution of tasks and responsibilities including all genders.
<input type="checkbox"/>	The learner ensures that decisions are made collaboratively.
<input type="checkbox"/>	The learner actively maintains a shared understanding with the group.
<input type="checkbox"/>	The learner can handle different opinions in the group respectfully.
Total number of (✓): <input type="text"/>	
Creativity	
<input type="checkbox"/>	The learner is able to brainstorm about project execution and presentation.
<input type="checkbox"/>	The learner demonstrates curiosity in proposing sources of material beyond conventional resources.
<input type="checkbox"/>	The learner demonstrates initiative in proposing solutions to possible barriers.
<input type="checkbox"/>	The learner can provide creative input to decide the roles of group members.
<input type="checkbox"/>	The learner can go beyond the defined features of the project prompt/task and add a unique element to it.
Total number of (✓): <input type="text"/>	
Brief comments and pedagogical interventions recommended:	
<div></div>	

Group Project Work Stage 2 (Teacher Evaluation)

Teacher assesses each learner based on their participation and performance after the planning stage and till **they have completed a first draft of the project work**. Teacher ticks the applicable statements.

Teacher counts the number of ticks for each ability and write the total in the circle.

Stage 2	
Teacher Assessment	
Tick (✓) statements that apply.	
Awareness	
<input type="checkbox"/>	The learner shows evidence of sufficient engagement in the process of project work.
<input type="checkbox"/>	The learner is able to present a draft of work done as per the project schedule.
<input type="checkbox"/>	The learner is able to demonstrate thorough research skills on the project task/topic.
<input type="checkbox"/>	The learner is able to identify possible areas of improvement in the draft.
<input type="checkbox"/>	The learner is aware of different team members' contributions to the project so far.
<input type="checkbox"/>	The product created demonstrates the application of knowledge gain.
Total number of (✓): 	
Sensitivity	
<input type="checkbox"/>	The learner participates in group discussions respectfully.
<input type="checkbox"/>	The learner responds appropriately to other group members' emotions during the project.
<input type="checkbox"/>	The learner attempts to build a positive emotional atmosphere within the group.
<input type="checkbox"/>	The learner demonstrates some understanding of the social relevance of the project.
<input type="checkbox"/>	The learner refrains from expressing negative emotions during group work.
<input type="checkbox"/>	The learner participates enthusiastically and diligently in the project.
Total number of (✓): 	
Creativity	
<input type="checkbox"/>	The learner demonstrates flexibility with respect to project roles.
<input type="checkbox"/>	The learner displays willingness to consider different sources of information, tools, or materials.
<input type="checkbox"/>	The learner takes initiative to complete the project tasks.
<input type="checkbox"/>	The learner builds on the unique elements introduced earlier, or incorporates them at this stage.
<input type="checkbox"/>	The learner shows evidence of having considered and selected some ideas from the brainstorming stage.
<input type="checkbox"/>	The product created is innovative and useful to the community.
Total number of (✓): 	
Brief comments and pedagogical interventions recommended:	

Group Project Work

Stage 3 (Teacher Evaluation of Final Product)

After the learner submits the project work, the teacher writes rubrics to assess the contents of the final output of the project. Teacher ticks the applicable level (Beginner, Proficient, Advanced) or each ability (Awareness, Sensitivity, Creativity).

Stage 3						
Based on the contents of the final output of the project, write a rubric for each ability and achievement level. Tick (✓) as per the learner's performance.						
	Beginner	5	Proficient	10	Advanced	15
Awareness						
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Sensitivity						
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Creativity						
		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>

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Group Project Work Stage 3 (Self-reflection and Peer Evaluation)

Learners are encouraged to think about the group project work as a whole and tick the applicable statements.

Learners count the number of ticks for each ability and write the total in the circle.

A peer is encouraged to think about the learner's contribution to the group project work as a whole and tick the applicable statements.

Peer counts the total number of statements ticked and completes the table.

Stage 3

Learner Reflection

Tick (✓) statements that apply.

Awareness

☐ I could identify areas where my understanding of the project has improved.

☐ I could explain how my work contributed to the overall project.

☐ I was able to improve the project based on my own and my peers' review.

Total number of (✓):

Sensitivity

☐ I was able to build a positive emotional atmosphere within the group.

☐ I could reflect on my strengths and areas for improvement.

☐ I could understand the social relevance of the project.

Total number of (✓):

Creativity

☐ I was able to make creative contributions to the project.

☐ I was able to take initiative to complete the project.

☐ I was able to use different materials, tools, and resources during the project.

Total number of (✓):

Peer Feedback

Tick (✓) all statements that apply.

Awareness

☐ My peer showed improved understanding of the project.

☐ My peer could explain how her/his work contributed to the overall project.

☐ My peer was able to improve the project based on her/his own and their peers' review.

Total number of (✓):

Sensitivity

☐ My peer helped to build a positive emotional atmosphere within the group by valuing everyone's opinions.

☐ My peer could reflect on her/his strengths and areas for improvement.

☐ My peer could understand the social relevance of the project.

Total number of (✓):

Creativity

☐ My peer was able to make creative contributions to the project.

☐ My peer was able to take the initiative to help complete the project.

☐ My peer was able to use different materials, tools, and resources during the project.

Total number of (✓):

16

Group Project Work

Page 7

Teacher counts the total numbers of statements ticked for Stages 1 and 2. Teacher writes the numeric value that corresponds to the achievement level for each ability and completes the table.

Learner counts the total number of statements ticked for stages 1 and 3 and completes the table.

The teacher counts the statements ticked by the peer for stage 3 and completes the table.

Overview
 Tabulate all the feedback for the group project on this page.

Teacher Assessment

1. For **Stages 1 and 2**, write the **total** number of statements you ticked (✓).

For **Stage 3**, write the numeric value that corresponds to the **achievement level** (beginner, proficient, advanced) for each **ability** (awareness, sensitivity, creativity) you chose for the final product.

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

Awareness

Beginner
(5-11)

Proficient
(12-18)

Advanced
(19-26)

Sensitivity

Beginner
(5-11)

Proficient
(12-18)

Advanced
(19-26)

Creativity

Beginner
(5-11)

Proficient
(12-18)

Advanced
(19-26)

Learner Reflection

1. For **Stages 1 and 3**, write the **total** number of statements the learner has ticked (✓).

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

Awareness

Beginner
(0-2)

Proficient
(3-4)

Advanced
(5-6)

Sensitivity

Beginner
(0-2)

Proficient
(3-4)

Advanced
(5-6)

Creativity

Beginner
(0-2)

Proficient
(3-4)

Advanced
(5-6)

Peer Feedback

1. For **Stage 3**, write the total number of statements the peer has ticked (✓).

	Awareness	Sensitivity	Creativity
Stage 3			

2. Tick the **final performance level** based on the score.

Awareness

Beginner
(0-1)

Proficient
(2)

Advanced
(3)

Sensitivity

Beginner
(0-1)

Proficient
(2)

Advanced
(3)

Creativity

Beginner
(0-1)

Proficient
(2)

Advanced
(3)

17

Overview

Tabulate all the feedback for the group project on this page.

Teacher Assessment

- For Stages 1 and 2, write the **total** number of statements you ticked (✓).
- For Stage 3, write the numeric value that corresponds to the **achievement level** (beginner, proficient, advanced) for each ability (awareness, sensitivity, creativity) you chose for the final product.
- Tick the **final performance level** based on the final score.

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

- Add the total here.

Awareness	Beginner (5-11)	Proficient (12-18)	Advanced (19-26)
Sensitivity	Beginner (5-11)	Proficient (12-18)	Advanced (19-26)
Creativity	Beginner (5-11)	Proficient (12-18)	Advanced (19-26)

Learner Reflection

- For Stages 1 and 3, write the **total** number of statements the learner has ticked (✓).
- For Stage 3, write the numeric value that corresponds to the **achievement level** (beginner, proficient, advanced) for each ability (awareness, sensitivity, creativity) you chose for the final product.
- Tick the **final performance level** based on the final score.

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 3			
Total			

- Add the total here.

Awareness	Beginner (0-2)	Proficient (3-4)	Advanced (5-6)
Sensitivity	Beginner (0-2)	Proficient (3-4)	Advanced (5-6)
Creativity	Beginner (0-2)	Proficient (3-4)	Advanced (5-6)

Peer Feedback

- For Stage 3, write the **total** number of statements the peer has ticked (✓).
- Tick the **final performance level** based on the score.

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3			

Awareness	Beginner (0-1)	Proficient (2)	Advanced (3)
Sensitivity	Beginner (0-1)	Proficient (2)	Advanced (3)
Creativity	Beginner (0-1)	Proficient (2)	Advanced (3)

Based on the total score for each ability (Awareness, Sensitivity, Creativity) for all three stakeholders, the teacher ticks the final performance level.

Group Project Work

Post-project reflections

Teacher writes some final comments and feedback for the learner.

Post-project reflections

Final comments by the teacher (if any):
The learner's most important contribution to the project was...

To perform better in future projects, the learner should work on...

Think about how you did on this project.

Learner Reflection

What did I learn from this project?

What was the most enjoyable part of the project?

Three strengths I demonstrated in this project

What were the challenges I faced doing the project?

Two areas of improvement I identified in this project

Some questions I still have...

How could your teacher modify this project to make it more interesting?

Learner completes the post-project reflection template and responds to the prompts/questions. It also includes feedback for the teacher.

Part C: Problem-Based Inquiry

The second template of the Holistic Progress Card at the Secondary Stage is **Problem-Based Inquiry (PBI)**, which involves a prompt that covers topic or themes from different content areas. It is recommended that the teacher decides the duration of the inquiry in consultation with the learners and adapts it as per their pace throughout the task.

The **Problem-Based Inquiry** is conducted by a single learner, rather than a group. As implied by the name, the task set for the individual should be problem-oriented, requiring learners to propose solutions to a contemporary, real-world issue. The solutions must be supported by data in the form of responses to a short questionnaire or interview that the learner creates, disseminates and analyses. As with the Group Project, the Problem-Based Inquiry emphasizes process as much as the final product in the form of proposed solutions. A key part of the Problem-Based Inquiry is the peer review of the draft. To that effect, it is desirable that learners get to collaborate and reflect three times, once after they create a draft plan (Stage 1), once after they create a refined draft based on feedback from Stage 1 (Stage 2), and once after the research task has been completed (Stage 3).

Given below are some content areas where Problem-Based Inquiry works best.

History	Computer Science
Geography	Indian Classical Music
Political Science	Sculpture
Psychology	Fine Arts
Development Economics	Graphic Design
Sociology	Photography
Anthropology	Textile Designing
Archaeology	Sustainability and Climate Change
Philosophy	Media and Journalism
Biology	Family and Community Sciences
Chemistry	Indian Knowledge Systems
Physics	Legal Studies
Modern Physics	
Earth Sciences	

* Please note, this list is only illustrative and not a definitive list of possible combinations in any classroom.

Scope and Features of the Task

The topic of a PBI can be virtually any issue that affects a group. Some possibilities are:

- How can our city/town/region encourage more use of public transportation?
- How can a local historical site attract more visitors?
- What would be the most effective way to protect a local waterway from pollution?
- What new products or services should a company offer to its potential customers?

As can be seen from the examples, the problem or issue should have multiple possible solutions, to enable the exercise of creativity. The proposed solutions also require input from stakeholders, as well as interaction with a peer who will review a draft of the questionnaire/interview, to enable the exercise of sensitivity. The learners are also expected to demonstrate awareness of the context of the issue/problem and some understanding of the range of possible solutions.

Learners can be assigned to work on particular issues, they can be invited to choose from a list of possibilities, or they can generate their own ideas. It is recommended that not all learners in a class be assigned the same problem/issue.

If learners are struggling with the task of imagining possible solutions, the teacher may supply a hypothesis or proposed solution for the learners to use as a starting point. Alternatively, more advanced and confident students can be asked to supply their own hypothesis or proposed solution. Whichever alternative is employed, the formulation of a hypothesis or possible solution is an important part of the process. Learners need to be made aware that research and construction of knowledge does not start from a “blank slate.” Instead, it is produced by testing out possibilities against real-world data.

The questionnaire or interview is the crucial element of the Problem-Based Inquiry. The questionnaire or interview will provide the learner with data in the form of responses, which the learner is expected to analyse and turn into findings. These findings should serve as support for the learner’s proposed solution to the problem or issue. A well-conceived and well-worded questionnaire will provide useful data and findings. Given time limitations, it is recommended that a questionnaire not exceed ten questions and that an interview not exceed five minutes per interviewee.

Learners should be encouraged to collect as much data, in the form of interview or questionnaire responses, as possible. Teachers assigning a PBI should require a minimum of ten interviews or filled-out questionnaires and should require the learner to document the participants.

As with Group Projects, Problem-Based Inquiry follow a three-stage process, outlined below. Note that it is not required that the learners complete the task in five consecutive days. Also, as with Group Projects, the topic of the PBI can be chosen to complement and augment topics currently being covered in the regular curriculum.

Stage 1

After the learner has been assigned or has chosen a problem/issue, each learner is tasked with the following

- Creating a list of important pieces of information that they already have (“What do I know?”)
- Creating a list of important information that they will need to find out (“What do I need to find out?”)
- Creating a tentative schedule

The learners fill out the relevant sections of the card. The learners then write a short sketch of how they intend to approach the task. The draft should include some possible solutions that performance, the use to shape the questionnaire or interview script, some possible questions, some possible suggestions for what groups will be targeted for the questionnaire or interview.

Once these sections of the card have been filled out, the teacher, based on the draft sketch, fills out the Teacher Assessment section of the card for Stage 1, ticking off all the boxes that accurately describe the learner’s performance in the three Ability categories. Note that three of the statements are already printed on the card because they should apply regardless of the topic of the PBI. For the remaining two statements about the learner’s performance, the teacher should either choose two statements from the list of parameter statements or create their own.

The learner then ticks off the boxes that they believe accurately describe their performance.

Stage 2

The learner then prepares a complete draft of the questionnaire or interview script, a description of the group that will be targeted for the questionnaire or interview (this can be a specific list of people or a general description of the type of people), and a justification for targeting this group. The learner uses the questionnaire or interview script to gather data. The data can be collected in any form that makes sense to the learner, but it should be a complete roster of responses. The learner then isolates what they consider to be the most significant findings from the data. The learner then writes up a brief (1-2 page) draft of the summary document describing their findings, their proposed solution to the issue or problem and how the findings justify that solution. The summary document should also contain a brief description of any possible drawbacks to the proposed solution. The teacher fills out their section based on their evaluation of the draft and the data collection. The learner then fills out the self-evaluation for Stage 2.

Stage 3

After the first draft has been submitted and evaluated, the teacher pairs the learners off and has each present their draft to their peer for comment. It is advisable that pairs of learners are not assigned the same issue or problem. The reviewer gives feedback on the draft and makes suggestions for revisions. The reviewer fills out the Peer Feedback section in Stage 3, based on their interaction with the learner. The learner revises their summary based on feedback and re-submits it to the teacher. The teacher fills out the Teacher assessment section, based on the summary document and the response roster. The learner fills out the Learner Reflection section.

Once all evaluations have been entered, the teacher totals up the score and assigns a final achievement level for each of the Abilities in the Overview section.

This is how the **template for Problem-Based Inquiry** looks.

Page 1

PART C

Problem-Based Inquiry (Individual Work)

Subject(s)
(Can be more than one)

Curricular goal(s)
(Can be more than one)

Competency(ies)
(Can be more than one)

Pedagogies
(Tick (✓) all that apply.)

<input type="checkbox"/> Art-integrated	<input type="checkbox"/> Sports-integrated
<input type="checkbox"/> Toy-based	<input type="checkbox"/> Technology-integrated
<input type="checkbox"/> Skill-based learning	<input type="checkbox"/> Drama/Theatre-integrated
<input type="checkbox"/> Indian Knowledge Systems approaches	
<input type="checkbox"/> Any other _____	

Research prompt/question/problem/challenge/planned final output

Hypothesis

Guiding questions

19

Page 2

Evidence collection to support/negate hypothesis

Analysis and Synthesis

What do I know?

What do I need to do? What do I need to find out?

Conclusion

Discussions

Research task schedule

Day 1:	Day 6:
Day 2:	Day 7:
Day 3:	Day 8:
Day 4:	Day 9:
Day 5:	Day 10:

20

Page 3

Stage 1

Teacher Assessment

Step 1: Choose two additional parameters from pages 28-29 for Stage 1.
Step 2: Tick (✓) parameters that the learner fulfills.

Awareness

☐ The learner has conceptual understanding.
☐ There is alignment between research problem and questionnaire.
☐ The learner has identified potential challenges.

Total number of (✓):

Sensitivity

☐ The learner understands the larger social purpose of the task.
☐ The questionnaire has inclusive and accessible wording.
☐ There is clear understanding of who the stakeholders are and their needs/concerns.

Total number of (✓):

Creativity

☐ The learner considers alternative methods of collecting findings.
☐ The learner considers alternative groups of respondents as a source of data.
☐ The learner thinks of different ways to motivate respondents to answer.

Total number of (✓):

Brief comments and pedagogical interventions recommended:

21

Page 4

Stage 1

Learner Reflection

Tick (✓) statements that apply:

Awareness

☐ I understood the purpose of the research project.
☐ I was able to draft a questionnaire that fits the purpose of the research project.
☐ I was able to find out things I did not know that would help me complete the research project.

Total number of (✓):

Sensitivity

☐ I understood the larger social purpose of the research project.
☐ I used my knowledge of social relationships to choose the respondents.
☐ I considered people's possible emotional reactions and needs when drafting the questionnaire.

Total number of (✓):

Creativity

☐ I was able to consider different possible groups of respondents to use for my data.
☐ I considered various ways to motivate the respondents to provide data.
☐ I was able to consider different methods of collecting data.

Total number of (✓):

What problems did I face in Stage 1?

How did I solve them? What help do I still need?

22

Stage 2

Teacher Assessment
Step 1: Choose two additional parameters from pages 28-29 for Stage 2.
Step 2: Tick (✓) parameters that the learner fulfills.

Awareness
☐ The learner collected data and presented it in a comprehensive way.
☐ The learner clearly translated data into understandable findings.
☐ The learner proposed practical recommendations in alignment with the findings.
☐ _____
☐ _____

Total number of (✓):

Sensitivity
☐ Data collection and analysis was conducted in a fair and impartial way.
☐ The learner clearly articulated the social impact of the recommendations.
☐ The learner handled discrete information of the respondents in a confidential and respectful manner.
☐ _____
☐ _____

Total number of (✓):

Creativity
☐ The learner considered possible drawbacks/unintended consequences of the recommendations.
☐ The learner presented the findings and recommendations in an engaging format.
☐ The learner proposed innovative yet realistically grounded recommendations.
☐ _____
☐ _____

Total number of (✓):

Brief comments and pedagogical interventions recommended:

23

Stage 2

Learner Reflection
Tick (✓) statements that apply.

Awareness
☐ I was able to identify and address the challenges that I had earlier anticipated.
☐ I was able to collect data from a sufficient number of respondents.
☐ I was able to refine and improve the draft through the course of the project.
☐ _____

Total number of (✓):

Sensitivity
☐ I was aware of my personal biases while collecting and analyzing data.
☐ I used inclusive and accessible terminology in the questionnaire.
☐ I handled discrete information of the respondents in a confidential and respectful manner.
☐ _____

Total number of (✓):

Creativity
☐ I was able to consider various strategies to collect data from the respondents.
☐ I was able to adjust my approach when needed and address unexpected challenges.
☐ I was able to explore various ways to present my findings and recommendations in an engaging way.
☐ _____

Total number of (✓):

Leave some words of appreciation/encouragement for yourself.

24

Stage 3

Teacher Assessment
Step 1: Choose two additional parameters from pages 28-29 for Stage 3.
Step 2: Tick (✓) parameters that the learner fulfills.

Awareness
☐ The learner has refined the discussions.
☐ Prior knowledge has been revised/augmented in the discussions and conclusions.
☐ The revised draft is suitable for meaningful peer review.
☐ Evidences have been included in the discussions and conclusions.
☐ _____
☐ _____

Total number of (✓):

Sensitivity
☐ The learner is able to accept constructive feedback.
☐ The learner is able to shift perspective and incorporate feedback as needed.
☐ The revised draft is inclusive and respectful towards diverse perspectives and needs.
☐ _____
☐ _____

Total number of (✓):

Creativity
☐ The learner is able to respond to feedback in innovative ways.
☐ The revised draft includes novel ways of data collection.
☐ The learner is able to explore different ways to present the revised draft to the peer.
☐ _____
☐ _____

Total number of (✓):

Brief comments and pedagogical interventions recommended:

25

Stage 3

Peer Feedback
Tick (✓) statements that apply.

Awareness
☐ My peer presented a revised draft that was clear enough to review.
☐ There was a good fit between the research problem and the approach to data collection.
☐ The revised draft of the interview was appropriate and easy to understand.
☐ _____

Total number of (✓):

Sensitivity
☐ My peer was able to receive my feedback in an open and respectful manner.
☐ My peer was willing to modify the revised draft based on my suggestions.
☐ The wording of the interview was respectful of the respondents' emotions and concerns.
☐ _____

Total number of (✓):

Creativity
☐ My peer was willing to consider alternate methods of data collection.
☐ My peer was willing to consider alternate groups of respondents as a source of data.
☐ My peer was able to think different ways of motivating the respondents to answer.
☐ _____

Total number of (✓):

Leave some words of appreciation/encouragement for your peer.

26

Overview
Tabulate all the feedback for the research task on this page.

Teacher Assessment

1. For Stages 1, 2, and 3, enter the total number of statements the learner has ticked (✓). 2. Tick the final performance level based on the final score.

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

Learner Reflection

1. For Stages 1 and 2, write the total number of statements the learner has ticked (✓). 2. Tick the final performance level based on the final score.

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Total			

2. Add the total here.

Peer Feedback

1. For Stage 3, write the total number of statements the peer has ticked (✓). 2. Tick the final performance level based on the score.

	Awareness	Sensitivity	Creativity
Stage 3			

27

Post-inquiry reflections

Final comments by the teacher (if any):

Final comments by the learner (if any):

Learner Reflection

What did I learn in this problem-based inquiry?

What was the most enjoyable part of the inquiry?

Three strengths I demonstrated in this inquiry

What was the least enjoyable part of the inquiry?

Three areas of improvement I identified in this inquiry

Some questions I still have...

How could your teacher modify this inquiry to make it more interesting?

28

Assessment Parameters for Problem-Based Inquiry

*These assessment parameters are only illustrative. Please adapt them as per the research task and the classroom dynamics.

Awareness

Stage 1

- The learner demonstrates understanding of what would constitute supporting evidence for a proposal.
- The learner considers the interests of alternative groups as sources of input for the questionnaire/interview.
- The learner considers significant constraints (time/access/responsibility) when creating the questionnaire/interview.
- The learner uses background knowledge and understanding of the context to effectively frame and limit the topics of inquiry.

Stage 2

- The learner demonstrates understanding of the possible limitations of data collected from a particular group in the questionnaire/interview.
- The learner demonstrates understanding of possible problems with the reliability and credibility of responses to the questionnaire/interview.
- The learner shows understanding of how to obtain meaningful data from the questionnaire/interview by asking clear, unambiguous questions.
- The learner demonstrates the ability to distinguish between essential and non-essential peer feedback.

Stage 3

- The learner achieves/interprets results of the questionnaire/interview that go against the recommended course of action.
- The learner provides findings in a clear and easily understood manner.
- The learner demonstrates ability to discern more meaningful data or responses.
- The learner demonstrates ability to articulate connections between particular findings and recommendations.

Sensitivity

Stage 1

- The learner demonstrates consideration of possible emotional impacts of the questionnaire/interview.
- The learner demonstrates understanding of the different impacts of policy proposals on different groups.
- The learner avoids overly intrusive questions on potentially sensitive topics.
- The learner adapts the questionnaire to accommodate diverse communication styles.

Stage 2

- The learner adopts a professional tone appropriate to the topic of inquiry.
- The learner demonstrates ability to adapt the approach of the questionnaire/interview to the needs of the respondents.
- The learner responds to negative feedback in a constructive manner.
- The learner shows the ability to acknowledge their own personal biases and how they might affect the task.

Stage 3

- The learner avoids skewing the possible results of the questionnaire/interview by avoiding emotionally charged wording.
- The learner conducts interviews in a professional manner.
- The learner responds appropriately to expressions of emotion during interviews.
- The learner shows understanding of positive and negative consequences of proposals.

29

Stage 1

- The learner generates novel ideas, solutions, or approaches to the problem or issue.
- The learner demonstrates the ability to take into account multiple perspectives on the issue.
- The learner applies innovative approaches to the wording of the questionnaire/interview.
- The learner shows willingness to use multiple media for collecting data.

Stage 2

- The learner shows the ability to go beyond feedback offered in peer review.
- The learner adopts an active approach in peer feedback, encouraging constructive critiques of the draft.
- The learner shows willingness to revise the approach to the problem in the face of valid concerns raised by the peer.
- The learner demonstrates ability to shift strategies in the event that the initial approach proves unproductive.

Stage 3

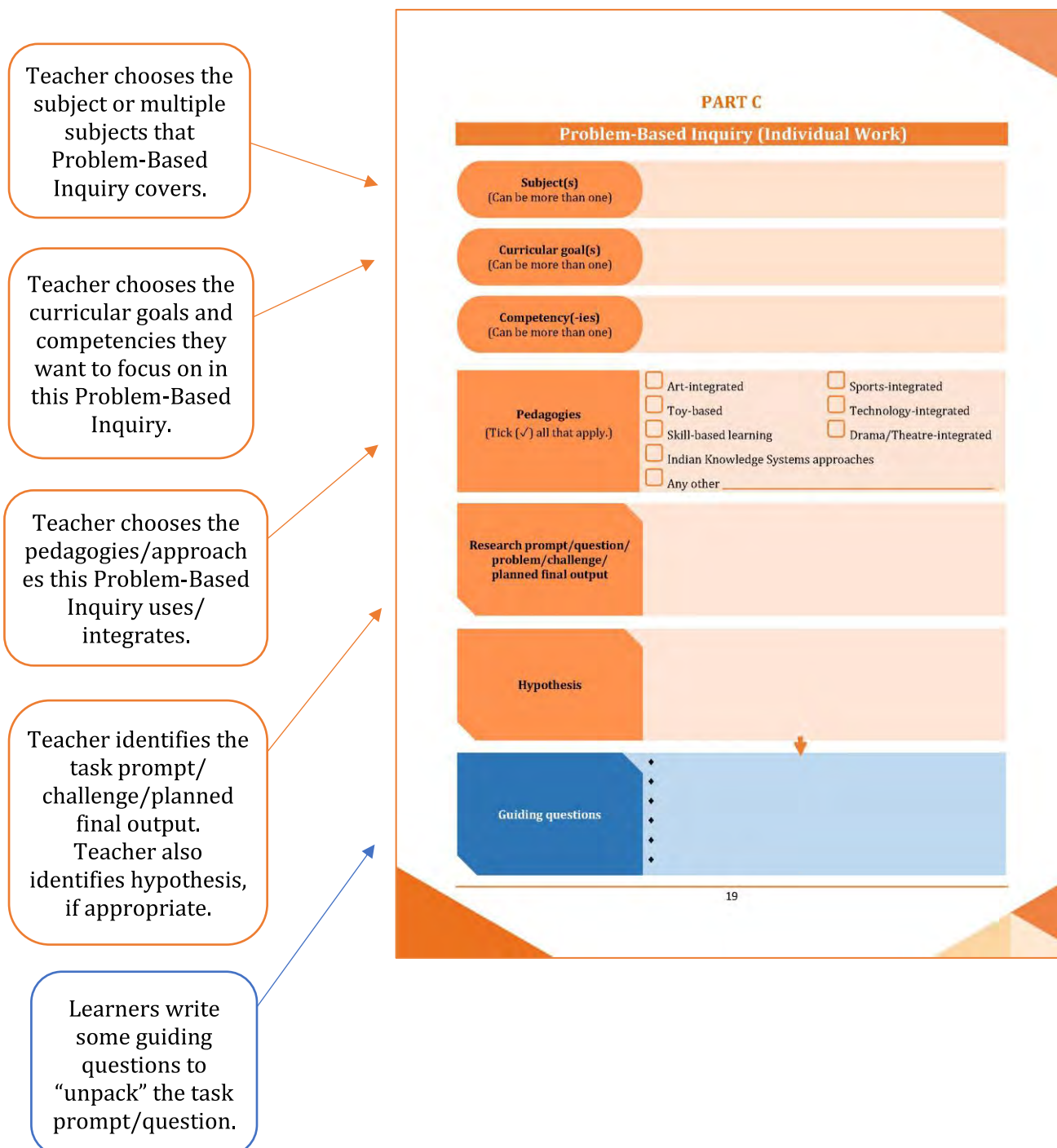
- The learner shows understanding of less obvious insights to be gained from the data.
- The learner responds flexibly and effectively to unexpected responses in the questionnaire/interview.
- The learner recognizes situations when the responses to the questionnaire/interview require a shift in approach to the problem or issue.
- The learner demonstrates ability to articulate multiple, even contradictory, implications from the data.

30

Problem-Based Inquiry

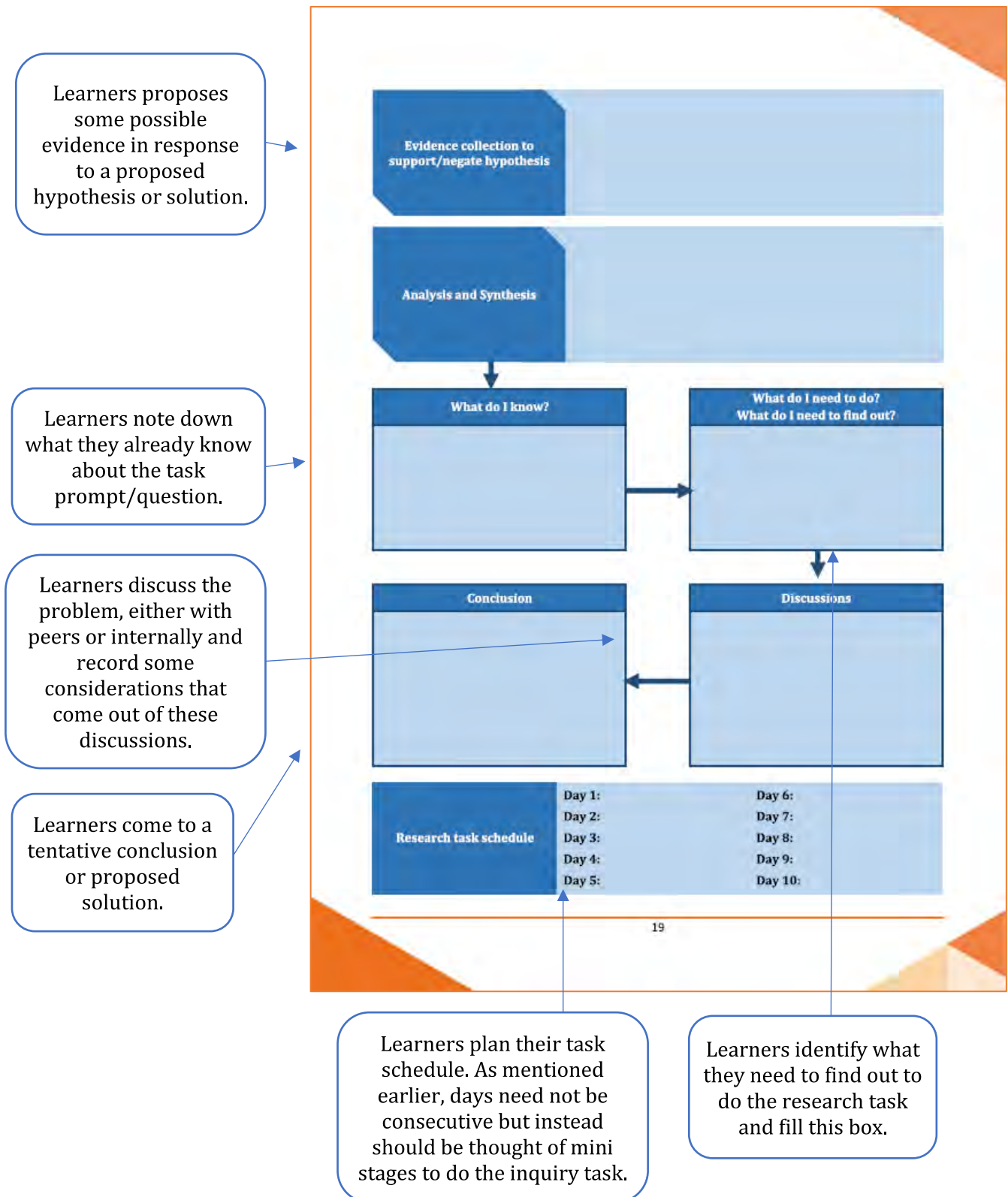
Page 1

The flow of the observation template for **Problem-Based Inquiry** is given below.



Problem-Based Inquiry

Page 2



Problem Based Inquiry

Page 3

Some existing parameters that will automatically apply for this stage have been added.

Teacher identifies two additional parameters per ability to assess learners after Stage 1 and adds them here.

Teacher ticks the applicable parameters for each ability.

Teacher counts the total number of ticked statements and writes them in the circles.

Stage 1

Teacher Assessment

Step 1: Choose **two additional parameters** from pages 28-29 for Stage 1.
Step 2: Tick (✓) parameters that the learner fulfills.

Awareness

- ☐ The learner has conceptual understanding.
- ☐ There is alignment between research problem and questionnaire.
- ☐ The learner has identified potential challenges.
- ☐ _____
- ☐ _____

Total number of (✓):

Sensitivity

- ☐ The learner understands the larger social purpose of the task.
- ☐ The questionnaire has inclusive and accessible wording.
- ☐ There is clear understanding of who the stakeholders are and their needs/concerns.
- ☐ _____
- ☐ _____

Total number of (✓):

Creativity

- ☐ The learner considers alternative methods of collecting findings.
- ☐ The learner considers alternative groups of respondents as a source of data.
- ☐ The learner thinks of different ways to motivate respondents to answer.
- ☐ _____
- ☐ _____

Total number of (✓):

Brief comments and pedagogical interventions recommended:

21

Teacher writes some comments about the learner's performance.

Problem-Based Inquiry

Page 4

Learners are encouraged to think about their experience of creating a draft plan in terms of the questionnaire and the problem and solutions. They tick the applicable statements.

Learners count the number of ticks for each ability and write the total in the circle.

Stage 1

Learner Reflection

Tick (✓) statements that apply.

Awareness

- ☐ I understood the purpose of the research project.
- ☐ I was able to draft a questionnaire that fits the purpose of the research project.
- ☐ I was able to find out things I did not know that would help me complete the research project.

Total number of (✓):

Sensitivity

- ☐ I understood the larger social purpose of the research project.
- ☐ I used my knowledge of social relationships to choose the respondents.
- ☐ I considered people's possible emotional reactions and needs when drafting the questionnaire.

Total number of (✓):

Creativity

- ☐ I was able to consider different possible groups of respondents to use for my data.
- ☐ I considered various ways to motivate the respondents to provide data.
- ☐ I was able to consider different methods of collecting data.

Total number of (✓):

What problems did I face in Stage 1?

How did I solve them? What help do I still need?

22

Learners are encouraged to think about problems they faced in Stage 1, how they solved them, and think about support they still need.

Problem-Based Inquiry

Page 5

Some existing parameters that will automatically apply for this stage have been added.

Teacher identifies two additional parameters per ability to assess learners after Stage 2 and adds them here. This is after the peer reviews the draft the learner has prepared.

Teacher ticks the applicable parameters for each ability.

Teacher counts the total number of ticked statements and writes them in the circles.

Teacher writes some comments about the learner's performance.

Stage 2

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 28-29** for **Stage 2**.
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness

- ☐ The learner collected data and presented it in a comprehensive way.
- ☐ The learner clearly translated data into understandable findings.
- ☐ The learner proposed practical recommendations in alignment with the findings.
- ☐
- ☐

Total number of (✓):

Sensitivity

- ☐ Data collection and analysis was conducted in a fair and impartial way.
- ☐ The learner clearly articulated the social impact of the recommendations.
- ☐ The learner handled discrete information of the respondents in a confidential and respectful manner.
- ☐
- ☐

Total number of (✓):

Creativity

- ☐ The learner considered possible drawbacks/unintended consequences of the recommendations.
- ☐ The learner presented the findings and recommendations in an engaging format.
- ☐ The learner proposed innovative yet realistically grounded recommendations.
- ☐
- ☐

Total number of (✓):

Brief comments and pedagogical interventions recommended:

23

Problem-Based Inquiry

Page 6

Learners are encouraged to think about their experience of working on the research work and how they progressed from Stage 1 to 2 to 3. They tick the applicable statements.

Learners count the number of ticks for each ability and write the total in the circle.

Stage 2

Learner Reflection

Tick (✓) statements that apply.

Awareness

- ☐ I was able to identify and address the challenges that I had earlier anticipated.
- ☐ I was able to collect data from a sufficient number of respondents.
- ☐ I was able to refine and improve the draft through the course of the project.

Total number of (✓):

Sensitivity

- ☐ I was aware of my personal biases while collecting and analyzing data.
- ☐ I used inclusive and accessible terminology in the questionnaire.
- ☐ I handled discrete information of the respondents in a confidential and respectful manner.

Total number of (✓):

Creativity

- ☐ I was able to consider various strategies to collect data from the respondents.
- ☐ I was able to adjust my approach when needed and address unexpected challenges.
- ☐ I was able to explore various ways to present my findings and recommendations in an engaging way.

Total number of (✓):

Leave some words of appreciation / encouragement for yourself.

24

Learners are encouraged to think about how they have progressed write some words of appreciation for themselves.

Problem-Based Inquiry

Page 7

Some existing parameters that will automatically apply for this stage have been added.

Teacher identifies two additional parameters per ability to assess learners after Stage 3 and adds them here. This is after the final research work has been submitted and reviewed.

Teacher ticks the applicable parameters for each ability.

Stage 3

Teacher Assessment

Step 1: Choose two additional parameters from pages 28-29 for Stage 3.
Step 2: Tick (✓) parameters that the learner fulfills.

Awareness

- ☐ The learner has refined the discussions.
- ☐ Prior knowledge has been revised/augmented in the discussions and conclusions.
- ☐ The revised draft is suitable for meaningful peer review.
- ☐ Evidences have been included in the discussions and conclusions.
- ☐
- ☐

Total number of (✓):

Sensitivity

- ☐ The learner is able to accept constructive feedback.
- ☐ The learner is able to shift perspective and incorporate feedback as needed.
- ☐ The revised draft is inclusive and respectful towards diverse perspectives and needs.
- ☐
- ☐

Total number of (✓):

Creativity

- ☐ The learner is able to respond to feedback in innovative ways.
- ☐ The revised draft includes novel ways of data collection.
- ☐ The learner is able to explore different ways to present the revised draft to the peer.
- ☐
- ☐

Total number of (✓):

Brief comments and pedagogical interventions recommended:

25

Problem-Based Inquiry

Page 8

Peer reviews the revised draft created by the learner and then ticks the applicable statements.

Peer counts the number of ticks for each ability and writes the total in the circle.

Stage 3

Peer Feedback

Tick (✓) statements that apply.

Awareness

- ☐ My peer presented a revised draft that was clear enough to review.
- ☐ There was a good fit between the research problem and the approach to data collection.
- ☐ The revised draft of the interview was appropriate and easy to understand.

Total number of (✓):

Sensitivity

- ☐ My peer was able to receive my feedback in an open and respectful manner.
- ☐ My peer was willing to modify the revised draft based on my suggestions.
- ☐ The wording of the interview was respectful of the respondents' emotions and concerns.

Total number of (✓):

Creativity

- ☐ My peer was willing to consider alternate methods of data collection.
- ☐ My peer was willing to consider alternate groups of respondents as a source of data.
- ☐ My peer was able to think different ways of motivating the respondents to answers.

Total number of (✓):

Leave some words of appreciation/encouragement for your peer.

26

Peer is encouraged to leave some words of appreciation/encouragement for the learner and any other feedback they would like to share.

Problem-Based Inquiry

Page 9

Teacher counts the total of statements ticked for all stages and completes the table.

Learner counts the total of statements ticked for stages 1 and 3 and completes the table.

Peer counts the total of statements ticked and completes the table.

Overview

Tabulate all the feedback for the research task on this page.

Teacher Assessment

1. For **Stages 1, 2, and 3**, write the **total** number of statements you ticked (✓).

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

Awareness

☐
 Beginner
(0-5)

☐
 Proficient
(6-10)

☐
 Advanced
(11-16)

Sensitivity

☐
 Beginner
(0-5)

☐
 Proficient
(6-10)

☐
 Advanced
(11-16)

Creativity

☐
 Beginner
(0-5)

☐
 Proficient
(6-10)

☐
 Advanced
(11-16)

Learner Reflection

1. For **Stages 1 and 2**, write the **total** number of statements the learner has ticked (✓).

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Total			

2. Add the total here.

Awareness

☐
 Beginner
(0-2)

☐
 Proficient
(3-4)

☐
 Advanced
(5-6)

Sensitivity

☐
 Beginner
(0-2)

☐
 Proficient
(3-4)

☐
 Advanced
(5-6)

Creativity

☐
 Beginner
(0-2)

☐
 Proficient
(3-4)

☐
 Advanced
(5-6)

Peer Feedback

1. For **Stage 3**, write the **total** number of statements the peer has ticked (✓).

	Awareness	Sensitivity	Creativity
Stage 3			

2. Tick the final performance level based on the score.

Awareness

☐
 Beginner
(0-1)

☐
 Proficient
(2)

☐
 Advanced
(3)

Sensitivity

☐
 Beginner
(0-1)

☐
 Proficient
(2)

☐
 Advanced
(3)

Creativity

☐
 Beginner
(0-1)

☐
 Proficient
(2)

☐
 Advanced
(3)

Overview

Tabulate all the feedback for the research task on this page.

Teacher Assessment

- For Stages 1, 2, and 3, write the **total** number of statements you ticked (✓).
3. Tick the final performance level based on the final score.

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

Awareness	Beginner (0-5)	Proficient (6-10)	Advanced (11-16)
Sensitivity	Beginner (0-5)	Proficient (6-10)	Advanced (11-16)
Creativity	Beginner (0-5)	Proficient (6-10)	Advanced (11-16)

Learner Reflection

- For Stages 1 and 2, write the **total** number of statements the learner has ticked (✓).
3. Tick the final performance level based on the final score.

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Total			

2. Add the total here.

Awareness	Beginner (0-2)	Proficient (3-4)	Advanced (5-6)
Sensitivity	Beginner (0-2)	Proficient (3-4)	Advanced (5-6)
Creativity	Beginner (0-2)	Proficient (3-4)	Advanced (5-6)

Peer Feedback

- For Stage 3, write the **total** number of statements the peer has ticked (✓).
2. Tick the final performance level based on the score.

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3			

Awareness	Beginner (0-1)	Proficient (2)	Advanced (3)
Sensitivity	Beginner (0-1)	Proficient (2)	Advanced (3)
Creativity	Beginner (0-1)	Proficient (2)	Advanced (3)

Based on the total score for each ability (Awareness, Sensitivity, Creativity) for all three stakeholders, the teacher ticks the final performance level.

Problem-Based Inquiry

Page 10

Teacher writes some final comments and feedback for the learner.

Learner completes the post-project reflection template and responds to the prompts/questions. It also includes feedback for the teacher.

Post-inquiry reflections

Final comments by the teacher (if any):

Think about how you did in this research task.

Learner Reflection

What did I learn in this problem-based inquiry?	What was the most enjoyable part of the inquiry?
Three strengths I demonstrated in this inquiry	What was the least enjoyable part of the inquiry?
Three areas of improvement I identified this inquiry	
Some questions I still have...	How could your teacher modify this inquiry to make it more interesting?

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Problem-Based Inquiry

Page 11

Teacher uses an appropriate selection of these parameters on in all three stages.

Assessment Parameters for Problem-Based Inquiry		
*These assessment parameters are only illustrative. Please adapt them as per the research task and the classroom dynamics.		
Awareness		
Stage 1	Stage 2	Stage 3
<ul style="list-style-type: none"> The learner demonstrates understanding of what would constitute supporting evidence for a proposal. The learner considers the merits of alternative groups as sources of input for the questionnaire/interview. The learner considers significant constraints (time/access/respondents' attitudes) when drafting the questionnaire/interview. The learner uses background knowledge and understanding of the context to effectively frame and limit the topics of inquiry. 	<ul style="list-style-type: none"> The learner demonstrates understanding of the possible limitations of data collected from a particular group in the questionnaire/ interview. The learner demonstrates understanding of possible problems with the reliability and credibility of responses to the questionnaire/ interview. The learner shows understanding of how to obtain meaningful data from the questionnaire/interview by asking clear, unambiguous questions. The learner demonstrates the ability to distinguish between essential and non-essential peer feedback. 	<ul style="list-style-type: none"> The learner acknowledges results of the questionnaire/ interview that go against the recommended course of action. The learner presents findings in a clear and easily understood manner. The learner demonstrates ability to discern more meaningful data or responses. The learner demonstrates ability to articulate connections between particular findings and recommendations.
Sensitivity		
Stage 1	Stage 2	Stage 3
<ul style="list-style-type: none"> The learner demonstrates consideration of possible emotional impacts of the questionnaire/interview. The learner demonstrates understanding of the different impacts of policy proposals on different groups. The learner avoids overly intrusive questions on potentially sensitive topics. The learner adapts the questionnaire to accommodate diverse communication styles. 	<ul style="list-style-type: none"> The learner adopts a professional tone appropriate to the topic of inquiry. The learner demonstrates ability to adapt the approach of the questionnaire/ interview to the needs of the respondents. The learner responds to negative feedback in a constructive manner. The learner shows the ability to acknowledge their own personal biases and how they might affect the task. 	<ul style="list-style-type: none"> The learner avoids skewing the possible results of the questionnaire/interview by avoiding emotionally charged wording. The learner conducts interviews in a professional manner. The learner responds appropriately to expressions of emotion during interviews. The learner shows understanding of positive and negative consequences of proposals.

Problem-Based Inquiry

Page 12

Teacher uses an appropriate selection of these parameters on in all three stages.

Creativity		
Stage 1	Stage 2	Stage 3
<ul style="list-style-type: none">• The learner generates novel ideas, solutions, or approaches to the problem or issue.• The learner demonstrates the ability to take into account multiple perspectives on the issue.• The learner applies innovative approaches to the wording of the questionnaire/interview.• The learner shows willingness to use multiple media for collecting data.	<ul style="list-style-type: none">• The learner shows the ability to go beyond feedback offered in peer review.• The learner adopts an active approach in peer feedback, encouraging constructive critiques of the draft.• The learner shows willingness to alter the approach to the problem in the face of valid concerns raised by the peer.• The learner demonstrates ability to shift strategies in the event that the initial approach proves unproductive.	<ul style="list-style-type: none">• The learner shows understanding of less obvious insights to be gained from the data.• The learner responds flexibly and effectively to unexpected responses to the questionnaire/interview.• The learner recognizes situations when the responses to the questionnaire/interview require a shift in approach to the problem or issue.• The learner demonstrates ability to articulate multiple, even contradictory, implications from the data.

Part D: Observation Template for Classroom Interactions

The third template of the Holistic Progress Card at the Secondary Stage focuses on different classroom interactions that happen across content areas. These interactions are usually held over the course of **one classroom period of 60 minutes or a block period of 120 minutes**. It is also possible for the teachers to do the prep work for some interaction types over many periods. However, the general suggestion is to use these templates for classroom interactions of short durations.

While there is a wide range of classroom interactions that can be done, the template includes some key interaction types. There's additional space if the teacher would like to add an alternate interaction type.

The key interaction types listed in the observation template are:

Classroom discussion: – A classroom discussion is an informal, interactive conversation among students, which is somewhat moderated by the teacher. Usually, there is an overarching topic or theme to the classroom discussion, which is decided by the teacher, based on the subject areas/areas. The purpose of a classroom discussion is to develop communication skills and express their opinions on a stated topic or theme.

Organised debate: – An organised debate is a more formal discussion where individuals or teams present arguments for or against a specific proposition. Rules are set down to ensure every team gets to present their arguments and defend their position. Time limits are also set in place to ensure fair distribution of speaking time. The purpose of an organized debate is to develop public speaking and research and critical thinking skills and encourage learners to think about different perspectives on a prompt, theme, or topic.

Simulation/role play: – A simulation or role play involves learners taking on specific characters or roles to enact a scenario. This interaction type enables learners to experience real-life situations, albeit in a controlled environment. Learners get to demonstrate their understanding of concepts in different subject areas. They also develop skills like problem-solving, collaboration, and the ability to think on one's feet.

Lab experiment: – A lab experiment is a practical activity, usually in a laboratory, that involves collecting data, making observations, and drawing conclusions based on scientific methods. This interaction type helps reinforce theoretical concepts through practical application and develop skills like scientific reasoning, data analysis and independent critical thinking.

Digital Learning: - Teachers might offer learners the opportunity to use the Internet to do some preliminary research and know more about a particular topic/theme; using that information, they might summarise it/present their opinions in the form of a monologue or dialogue. E.g, Learners watch a video related to a topic they've read about in class and do a short video presentation about it.

The teacher might also do other types of classroom interactions, for which space is provided. An example of that is given below.

Dramatic presentation: – A dramatic presentation is a theatrical rendition of a piece of information or a story and can be presented through forms of performance like monologues, skits, or plays. The purpose of this interaction type is to enable learners to present or convey information or a message creatively. By participating in this interaction type, learners develop their presentation skills and get opportunities to express themselves in a creative and engaging manner.

Each interaction type mentioned above, and many others used by teachers target different goals and cater to a wide range of learners and their learning strategies. Using a good mix of interaction types ensures a dynamic and engaging learning environment. At the same time, it's important to note that some interaction types are more suited to certain subject areas. The table below gives an illustrative list of subject areas for each interaction type.

Classroom interaction type	Content areas where the interaction type works well	
Classroom discussion	History Geography Political Science Psychology Sociology Anthropology Archaeology Philosophy	Development Economics Media and Journalism Sustainability and Climate Change Indian Knowledge Systems Legal Studies
Organised debate	Political Science Economics Development Economics	Sociology Anthropology Legal Studies
Simulation/role play	Sociology Anthropology Archaeology Biology Computational Biology Earth Sciences	Business Studies Sustainability and Climate Media and Journalism Family and Community Sciences Indian Knowledge Systems
Lab experiment	Biology Chemistry Physics Modern Physics	Computational Biology Earth Sciences Mathematics Psychology

Dramatic presentation

Literature (Indian and World)

Fine Arts

Indian Classical Music

Folk Painting

Folk Music

Graphic Design

Contemporary Music

Motion Pictures

Theatre

Photography

Puppetry

Textile Designing

Sculpture

* Please note, this list is only illustrative and not a definitive list of possible combinations in any classroom.

This is how the **Observation Template for Classroom Interactions** looks.

Page 1

PART D
Observation Template for Classroom Interactions

Tick (✓) the type of classroom interaction:

<input type="checkbox"/> Classroom discussion	<input type="checkbox"/> Organized debate	<input type="checkbox"/> Simulating/role play
<input type="checkbox"/> All experiences	<input type="checkbox"/> Digital learning	

Subject(s)
(Can be more than one)

Curricular goal(s)
(Can be more than one)

Competency(ies)
(Can be more than one)

Pedagogies
(Tick (✓) all that apply)

<input type="checkbox"/> At/through art	<input type="checkbox"/> Sport-integrated
<input type="checkbox"/> Try/learn	<input type="checkbox"/> Technology integrated
<input type="checkbox"/> Skill-based learning	<input type="checkbox"/> Devises/Theme-based
<input type="checkbox"/> Indian Knowledge System approaches	
<input type="checkbox"/> Any other	

Topic/Theme/Project/Question/Problem/Challenge/Planned final output

Duration

Prior Preparation / Planning / Review / Retain

Materials needed (if applicable)

31

Page 2

Teacher Assessment

Awareness
Based on the type of interaction, choose five assessment parameters from page 36. Tick (✓) as per the learner's performance.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total number of (✓):				

Sensitivity
Based on the type of interaction, choose five assessment parameters from page 36. Tick (✓) as per the learner's performance.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total number of (✓):				

Creativity
Based on the type of interaction, choose five assessment parameters from page 36. Tick (✓) as per the learner's performance.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total number of (✓):				

Brief comments and pedagogical interventions recommended:

32

Page 3

Learner Reflection

Tick (✓) all statements that apply:

Awareness

<input type="checkbox"/> I was sufficiently prepared for the activity.
<input type="checkbox"/> I demonstrated a clear understanding of the key concepts involved.
<input type="checkbox"/> I changed my approaches for the changing dynamics of the activity.

Total number of (✓):

Sensitivity

<input type="checkbox"/> I actively considered different perspectives during the activity.
<input type="checkbox"/> I acknowledged the feelings and opinions of my peers.
<input type="checkbox"/> I gave constructive feedback to a classmate/peer.

Total number of (✓):

Creativity

<input type="checkbox"/> I approached challenges with a willingness to explore risks or solutions.
<input type="checkbox"/> I demonstrated flexibility in my thinking.
<input type="checkbox"/> I actively sought inspiration from different sources to improve my contribution.

Total number of (✓):

Leave your status of appreciation/encouragement for yourself.

33

Page 4

Peer Feedback

Tick (✓) all statements that apply:

Awareness

<input type="checkbox"/> My peer was sufficiently prepared for the activity.
<input type="checkbox"/> My peer demonstrated a clear understanding of the key concepts involved.
<input type="checkbox"/> My peer changed for this approach as per the changing dynamics of the activity.

Total number of (✓):

Sensitivity

<input type="checkbox"/> My peer actively considered different perspectives during the activity.
<input type="checkbox"/> My peer acknowledged the feelings and opinions of my/their peers.
<input type="checkbox"/> My peer gave constructive feedback to a classmate/peer.

Total number of (✓):

Creativity

<input type="checkbox"/> My peer approached challenges with a willingness to explore risks or solutions.
<input type="checkbox"/> My peer demonstrated flexibility in his/her thinking.
<input type="checkbox"/> My peer actively sought inspiration from different sources to improve his/her contribution.

Total number of (✓):

Leave your status of appreciation/encouragement for your peer.

34

Overview
Tabulate all the feedback for the classroom interaction on this page.

Teacher Assessment

Write some words of appreciation for the learner about their performance.

Tick (✓) the final performance level based on the score.

Parameter	Beginner (0-5)	Intermediate (6-10)	Advanced (11-15)
Assessment	Beginner (0-5)	Intermediate (6-10)	Advanced (11-15)
Sensitivity	Beginner (0-5)	Intermediate (6-10)	Advanced (11-15)
Creativity	Beginner (0-5)	Intermediate (6-10)	Advanced (11-15)

Learner Reflection

Write some words of appreciation for yourself.

Tick (✓) the final performance level based on the score.

Parameter	Beginner (0-5)	Intermediate (6-10)	Advanced (11-15)
Assessment	Beginner (0-5)	Intermediate (6-10)	Advanced (11-15)
Sensitivity	Beginner (0-5)	Intermediate (6-10)	Advanced (11-15)
Creativity	Beginner (0-5)	Intermediate (6-10)	Advanced (11-15)

Peer Feedback

Write some words of appreciation for your peer about their performance.

Tick (✓) the final performance level based on the score.

Parameter	Beginner (0-5)	Intermediate (6-10)	Advanced (11-15)
Assessment	Beginner (0-5)	Intermediate (6-10)	Advanced (11-15)
Sensitivity	Beginner (0-5)	Intermediate (6-10)	Advanced (11-15)
Creativity	Beginner (0-5)	Intermediate (6-10)	Advanced (11-15)

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Assessment Parameters for Classroom Interactions

These statements are not intended to be complete list. You may create your own or adapt these according to the type of classroom, interaction and the classroom dynamics.

Assessment:

- Identifies and articulates relevant issues within the context of the interaction.
- Produces valid positions, content, data, or findings relevant to the topic or problem.
- Shows ability to clearly and concisely present positions, findings, or results in oral or written form.
- Shows ability to collect, preserve and present relevant supporting data or other supporting materials.
- Demonstrates a clear understanding of key concepts relevant in the topic of the interaction.
- Acknowledges and addresses counterarguments effectively.
- Acknowledges the global perspectives relevant to the topic of the interaction.
- Evaluates the reliability and credibility of information sources.
- Displays knowledge of interdisciplinary connections relevant to the topic of the interaction.
- Integrates knowledge from multiple sources to enhance the topic of the interaction.
- Shows understanding of historical or contextual factors influencing the topic of the interaction.
- Presents clear supporting evidence for claims.
- Demonstrates a clear understanding of the purpose of the interaction.
- Presents material relevant to the interaction in an organized and systematic manner.
- Shows ability to explain apparent contradictions in supporting data or materials.

Sensitivity:

- Adopts a communication strategies appropriate to the audience.
- Is willing and able to share knowledge to improve the effort of the group.
- Facilitates an inclusive and supportive environment for all participants.
- Takes on an appropriate share of the work involved in the interaction.
- Integrates the wider social implications of the subject, issue or problem.
- Responds empathetically to personal experiences shared in the interaction.
- Adapts approach to the peer/group dynamics that develop during the interaction.
- Responds empathetically to the viewpoints of others.
- Recognizes and respects diverse communication styles.
- Adopts a tone appropriate for the given format.
- Handles disagreements or conflicts appropriately.
- Encourages and values contributions from all participants.
- Acknowledges the emotional content of the interaction.
- Employs emotional appeals and strategies as appropriate to the interaction.
- Accepts constructive criticism and uses them to improve the interaction.
- Responds appropriately to expressions of emotion by other members of the group.

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Creativity

- Generates novel ideas, solutions, or approaches to the interaction.
- Constructs original arguments supported by evidence.
- Applies novel or unusual evidence in support of positions or claims.
- Applies imaginative approaches to problem solving.
- Utilizes varied media resources to support key points as appropriate.
- Demonstrates a willingness to take risks.
- Adapts and modifies ideas in response to peer feedback.
- Demonstrates willingness to explore unconventional approaches and to seek new solutions.
- Goes beyond material provided and offers innovative responses.
- Encourages other group members to take novel approaches to the interaction.
- Combines knowledge of disparate subject areas in effective ways.
- Relates issues to relevant personal experiences as appropriate.

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Observation Template for Classroom Interactions Page 1

The flow of the observation template for classroom interactions is given below.

Teacher chooses the interaction type.

Teacher chooses the subject or multiple subjects that this interaction type covers.

Teacher chooses the curricular goals and competencies they want to focus on in this interaction type.

PART D

Observation Template for Classroom Interactions

Tick (✓) the type of classroom interaction.

<input type="checkbox"/> Classroom discussion	<input type="checkbox"/> Organised debate	<input type="checkbox"/> Simulation/role play
<input type="checkbox"/> Lab experiment	<input type="checkbox"/> Digital learning	<input type="checkbox"/> _____

Subject(s)
 (Can be more than one)

Curricular goal(s)
 (Can be more than one)

Competency(-ies)
 (Can be more than one)

Pedagogies
 (Tick (✓) all that apply.)

<input type="checkbox"/> Art-integrated	<input type="checkbox"/> Sports-integrated
<input type="checkbox"/> Toy-based	<input type="checkbox"/> Technology-integrated
<input type="checkbox"/> Skill-based learning	<input type="checkbox"/> Drama/Theatre-integrated
<input type="checkbox"/> Indian Knowledge Systems approaches	
<input type="checkbox"/> Any other _____	

**Topic/theme/
prompt/question/
problem/challenge/
planned final output**

Duration

**Prior Preparation / Planning
/ Review / Recap**

Materials needed (if applicable)

31

Teacher chooses the pedagogies/ approaches this interaction type uses/integrates.

Teacher identifies the topic/theme/ prompt/question/ problem/challenge/ planned final output.

Teacher also identifies the duration of the interaction type.

PART D

Observation Template for Classroom Interactions

Tick (✓) the type of classroom interaction.

<input type="checkbox"/> Classroom discussion	<input type="checkbox"/> Organised debate	<input type="checkbox"/> Simulation/role play
<input type="checkbox"/> Lab experiment	<input type="checkbox"/> Digital learning	<input type="checkbox"/> _____

Subject(s)
(Can be more than one)

Curricular goal(s)
(Can be more than one)

Competency(-ies)
(Can be more than one)

Pedagogies
(Tick (✓) all that apply.)

<input type="checkbox"/> Art-integrated	<input type="checkbox"/> Sports-integrated
<input type="checkbox"/> Toy-based	<input type="checkbox"/> Technology-integrated
<input type="checkbox"/> Skill-based learning	<input type="checkbox"/> Drama/Theatre-integrated
<input type="checkbox"/> Indian Knowledge Systems approaches	
<input type="checkbox"/> Any other _____	

Topic/theme/ prompt/question/ problem/challenge/ planned final output

Duration

Prior Preparation / Planning / Review / Recap

Materials needed (if applicable)

31

Learners are encouraged to recap what they know about the topic/theme/ prompt and prepare accordingly.

Learners also write down the materials needed and any additional notes they might have.

Observation Template for Classroom Interactions Page 2

Teacher refers to the assessment parameters on page 6 and identifies five parameters each for awareness, sensitivity, and creativity. The assessment parameters are clearly aligned to the interaction type.

Teacher ticks the assessment parameters as per the learner's performance.

Teacher writes the total number of statements ticked per ability in the box.

Teacher Assessment	
Awareness	<p>Based on the type of interaction, choose five assessment parameters from page 36. Tick (✓) as per the learner's performance.</p> <div> <input type="checkbox"/> _____ <input type="checkbox"/> _____ </div> <div> <input type="checkbox"/> _____ <input type="checkbox"/> _____ </div> <div> <input type="checkbox"/> _____ <input type="checkbox"/> _____ </div> <div> <div>Total number of (✓):</div> <input type="text"/> </div>
Sensitivity	<p>Based on the type of interaction, choose five assessment parameters from page 36. Tick (✓) as per the learner's performance.</p> <div> <input type="checkbox"/> _____ <input type="checkbox"/> _____ </div> <div> <input type="checkbox"/> _____ <input type="checkbox"/> _____ </div> <div> <input type="checkbox"/> _____ <input type="checkbox"/> _____ </div> <div> <div>Total number of (✓):</div> <input type="text"/> </div>
Creativity	<p>Based on the type of interaction, choose five assessment parameters from page 36. Tick (✓) as per the learner's performance.</p> <div> <input type="checkbox"/> _____ <input type="checkbox"/> _____ </div> <div> <input type="checkbox"/> _____ <input type="checkbox"/> _____ </div> <div> <input type="checkbox"/> _____ <input type="checkbox"/> _____ </div> <div> <div>Total number of (✓):</div> <input type="text"/> </div>
<p>Brief comments and pedagogical interventions recommended:</p> <div></div>	

Teacher writes
some comments.

Observation Template for Classroom Interactions Page 3

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- ☐ I was sufficiently prepared for the activity.
- ☐ I demonstrated a solid understanding of the key concepts covered.
- ☐ I changed my approach as per the changing dynamics of the activity.

Total number of (✓):

Sensitivity

- ☐ I actively considered different perspectives during the activity.
- ☐ I acknowledged the feelings and opinions of my peers.
- ☐ I gave constructive feedback in a considerate manner.

Total number of (✓):

Creativity

- ☐ I approached challenges with a willingness to explore unique solutions.
- ☐ I demonstrated flexibility in my thinking.
- ☐ I actively sought inspiration from different sources to improve my contribution.

Total number of (✓):

Leave some words of appreciation/encouragement for yourself.

33

Learner reads the statements and ticks all that apply.

Learner writes the total number of statements ticked per ability in the box.

Learner writes a note of appreciation for himself.

Observation Template for Classroom Interactions Page 4

Peer reads the statements and ticks all that apply.

Peer writes the total number of statements ticked per ability in the box.

Peer Feedback

Tick (✓) all statements that apply.

Awareness

☐ My peer was sufficiently prepared for the activity.
☐ My peer demonstrated a clear understanding of the key concepts covered.
☐ My peer changed her/his approach as per the changing dynamics of the activity.

Total number of (✓):

Sensitivity

☐ My peer actively considered different perspectives during the activity.
☐ My peer acknowledged the feelings and opinions of her/his peers.
☐ My peer gave constructive feedback in a considerate manner.

Total number of (✓):

Creativity

☐ My peer approached challenges with a willingness to explore unique solutions.
☐ My peer demonstrated flexibility in her/his thinking.
☐ My peer actively sought inspiration from different sources to improve her/his contribution.

Total number of (✓):

Leave some words of appreciation/encouragement for your peer.

34

Peer writes a note of appreciation for the learner.

Observation Template for Classroom Interactions Page 5

Teacher looks at the total number of ticks per ability marked by them and choose the appropriate performance level (Beginner, Proficient, Advanced) accordingly.

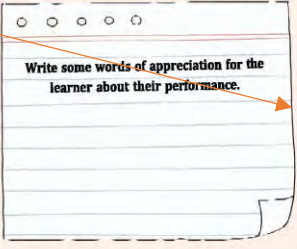
Teacher looks at the total number of ticks per ability marked by the student and choose the appropriate performance level accordingly.

Teacher looks at the total number of ticks per ability marked by the peer and choose the appropriate performance level accordingly.

Overview

Tabulate all the feedback for the classroom interaction on this page.

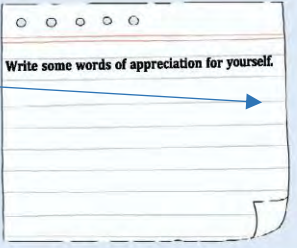
Teacher Assessment



Tick (✓) the final performance level based on the score.

	Beginner (0-1)	Proficient (2-3)	Advanced (4-5)
Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

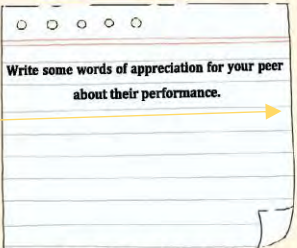
Learner Reflection



Tick (✓) the final performance level based on the score.

	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Peer Feedback



Tick (✓) the final performance level based on the score.

	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creativity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Teacher writes a note of appreciation for the learner.

Student is encouraged to write a note of appreciation for themselves based on their performance.

Peer is encouraged to write a note of appreciation for the student based on their performance.

Overview
 Tabulate all the feedback for the classroom interaction on this page.

Teacher Assessment

Write some words of appreciation for the learner about their performance.

Tick (✓) the final performance level based on the score.

Awareness	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2-3)	<input type="checkbox"/> Advanced (4-5)
Sensitivity	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2-3)	<input type="checkbox"/> Advanced (4-5)
Creativity	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2-3)	<input type="checkbox"/> Advanced (4-5)

Learner Reflection

Write some words of appreciation for yourself.

Tick (✓) the final performance level based on the score.

Awareness	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> Advanced (3)
Sensitivity	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> Advanced (3)
Creativity	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> Advanced (3)

Peer Feedback

Write some words of appreciation for your peer about their performance.

Tick (✓) the final performance level based on the score.

Awareness	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> Advanced (3)
Sensitivity	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> Advanced (3)
Creativity	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2)	<input type="checkbox"/> Advanced (3)

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Observation Template for Classroom Interactions Page 6

Teacher uses an appropriate selection of these parameters or ones they construct themselves.

Assessment Parameters for Classroom Interactions

These statements are not intended to complete list. You may create your own or adapt these according to the type of classroom interaction and the classroom dynamics.

Awareness

- Identifies and articulates relevant issues within the context of the interaction
- Produces valid positions, content, data, or findings relevant to the topic or problem
- Shows ability to clearly and concisely present positions, findings, or results in oral or written form
- Shows ability to collect, preserve and present relevant supporting data or other supporting materials
- Demonstrates a clear understanding of key concepts relevant to the topic of the interaction
- Acknowledges and addresses counterarguments effectively
- Acknowledges the global perspectives relevant to the topic of the interaction
- Evaluates the reliability and credibility of information sources
- Displays knowledge of interdisciplinary connections relevant to the topic of the interaction
- Integrates knowledge from multiple sources to enhance the topic of the interaction
- Shows understanding of historical or contextual factors influencing the topic of the interaction
- Presents clear supporting evidence for claims
- Demonstrates a clear understanding of the purpose of the interaction
- Presents material relevant to the interaction in an organized and systematic manner
- Shows ability to explain apparent contradictions in supporting data or materials

Sensitivity

- Adopts communication strategies appropriate to the audience
- Is willing and able to share knowledge to improve the effort of the group
- Facilitates an inclusive and supportive environment for all participants
- Takes on an appropriate share of the work involved in the interaction
- Recognizes the wider social implications of the subject, issue or problem
- Responds empathetically to personal experiences shared in the interaction
- Adapts approach to the peer/group dynamics that develop during the interaction
- Responds empathetically to the viewpoints of others
- Recognizes and respects diverse communication styles
- Adopts a tone appropriate for the given format
- Handles disagreements or conflicts appropriately
- Encourages and values contributions from all participants
- Acknowledges the emotional content of the interaction
- Employs emotional appeals and strategies as appropriate to the interaction
- Accepts constructive critiques and uses them to improve the interaction
- Responds appropriately to expressions of emotion by other members of the group

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Teachers are encouraged to use these assessment parameters as a framework. They can tweak the existing parameters or add more of their own.

Observation Template for Classroom Interactions Page 7

Creativity

- Generates novel ideas, solutions, or approaches to the interaction
- Constructs original arguments supported by evidence
- Applies novel or unusual evidence in support of positions or claims
- Applies imaginative approaches to problem-solving
- Utilizes varied media resources to support key points as appropriate
- Demonstrates a willingness to take risks
- Adapts and modifies ideas in response to peer feedback
- Demonstrates willingness to abandon unpromising approaches and to seek new solutions
- Goes beyond material provided and offers innovative responses
- Inspires other group members to take novel approaches to the interaction
- Combines knowledge of disparate subject areas in effective ways
- Relates issues to relevant personal experiences as appropriate

Part E

Learning through Online Courses

“Online course” refers to approved online courses taken by the learner during the year.

PART E

Learning through Online Courses

Online Course			
	Course	Number of Hours	Completed (✓)
(a)			
(b)			
(c)			
(d)			
(e)			
(f)			
(g)			
(h)			
(i)			
(j)			
TOTAL HOURS			

Part F: Time Inventory

This section of the Holistic Progress Card is intended to provide some insight into the time spent by learners on various parts of different activities that contribute to their evaluation. While absolute precision is probably not possible, making a time inventory can serve to remind learners of their accomplishments and of the importance of various steps of the process for Group project and Problem-Based Inquiry. It can also remind learners and teachers of significant investments of time in other important activities. It is recommended that the inventory be filled out by the teacher with input from the learner as various activities are completed

PART F

Number of Hours Spent by the Learner on the Following Activities:

S. No.	Steps	Number of Hours Spent
1.	Group Project Work	
	a) Research prompt/question/ problem/challenge/ planned final output	
	b) Guiding questions	
	c) Stage 1 (Brainstorming and ideation)	
	d) Stage 2 (Drafting, feedback, and revision)	
	e) Stage 3 (Final submission)	
	Total Hours	
2.	Problem-Based Inquiry (Individual Work)	
	a) Project prompt/question/problem/challenge /planned final output	
	b) Hypothesis	
	c) Guiding questions	
	d) Evidence collection to support/negate hypothesis	
	e) Analysis and synthesis	
	f) Discussions	
	g) Conclusion	
	Total Hours	
3.	Classroom interactions	
	a) Classroom discussion	
	b) Organised debate	
	c) Simulation/roleplay	
	d) Lab experiment	
	e) Digital Learning	
	Total Hours	

“Skill training”
refers to organised
training received by
the learner outside
the classroom.

4. Learning outside the classroom (Skill training)				
	Skill	Number of Hours	Pursuing	Completed (✓)
a)				
b)				
c)				
d)				
Total Hours				

Student's Competency Profile

This section of the Holistic Progress Card is intended provide the opportunity to evaluate the learner's progress in various significant competencies that form part of the traditional academic curriculum as well as other important qualities. The teacher should fill this out at the end of each year based on her observation of the learner in HPC-related activities and projects as well as other observations of the learner. NOTE: In years after Grade 9, the teacher should transcribe the evaluations from previous years' cards to see the learner's progress. B=Beginner. P=Proficient. A=Advanced.

Student's Competency Profile

ABILITIES	Performance Level Descriptors											
	GRADE - 9			GRADE - 10			GRADE - 11			GRADE - 12		
1. AWARENESS	B	P	A	B	P	A	B	P	A	B	P	A
a. Proficiency in language R1, R2, R3												
b. Oral communication												
c. Written communication												
d. Health and nutrition literacy												
e. Physical education, fitness, wellness, and sports												
f. Digital literacy												
g. Knowledge of India												
h. Environmental literacy (including awareness of water and resource, conservation, sanitation and hygiene, etc.)												
i. Knowledge of critical issues (including current affairs and facing local communities, States, the country, and the world, etc.)												

ABILITIES	Performance Level Descriptors											
	GRADE - 9			GRADE - 10			GRADE - 11			GRADE - 12		
2. SENSITIVITY	B	P	A	B	P	A	B	P	A	B	P	A
a. Collaboration and teamwork												
b. Ethical and moral reasoning												
c. Knowledge and practice of human and Constitutional values												
d. Gender sensitivity												
e. Citizenship skills and values												
f. Fundamental duties												
3. CREATIVITY												
a. Scientific temper and evidence-based thinking												
b. Creativity and innovativeness												
c. Sense of aesthetics and art												
d. Critical thinking												
e. Problem-solving												
f. Skills training												
g. Coding and computational thinking												

Exemplars

PART B

Group Project Work

Subject(s)

Science, Mathematics, Language(R1)

(Can be more than one)

Curricular goal(s)

(Can be more than one)

CG-8: Evaluates the economic development of a country in terms of its impact on the lives of its people and nature. **(Social Science)**

CG-6: Analyses and interprets data using statistical concepts (such as measures of central tendency, standard deviations) and probability. **(Mathematics)**

CG-1: Uses language for effective communication through writing in various forms (essays, letters, articles, discussions, interviews, public speeches, etc.), including new media (email, audio, and visual material) **-(English)**

Competency(-ies)

(Can be more than one)

C -8.5: Appreciates the connection between economic development and the environment, and the broader indicators of Societal well-being beyond GDP growth and income. **(Social Science)**

C-6.2: Applies concepts from probability to solve problems on the likelihood of everyday events. **(Mathematics)**

C-1.3: Writes for real-life situations (invitations, speeches, condolence messages, notice, creative slogans, advertisements, etc.) and for school newsletter/ magazine/journal **(English)**

Pedagogies

(Tick (✓) all that apply.)

☐

Art-integrated

☐

Sports-integrated

☐

Toy-based

☒

Technology-integrated

☒

Skill-based learning

☐

Drama/Theatre-integrated

☐

Indian Knowledge Systems approaches

☐

Any other _____

Project prompt/question/problem/challenge/planned final output

India reached the \$3 trillion economy milestone in 2021. Meanwhile, the contribution of the primary sector has reduced, and the contribution of the secondary and tertiary sectors has increased over time in the Indian economy. With the increase in GDP, the societal well-being also got affected. Conduct a survey, focusing on the steps taken towards the environment (whether positive, negative or neutral) by the people in your locality, each month for the past year. Take into account their monthly income, which will be considered as economic development for this project. Find out what else can be concluded from your data and suggest measures to balance it. Collect data from 20 households in your locality and find out if there is any relation between the income of the people and the steps taken towards the environment. Based on your findings, suggest some measures on how to convince people to take care of the environment.

Guiding questions

- ◆ What is the relation between the sectors of the economy and the environment?
- ◆ What are the components of societal well-being?
- ◆ Why is it important to care for the environment along with economic development?
- ◆ What is the reason behind the impact on the components of societal well-being along with the increase in sectors of the economy?
- ◆ Why is it important for the people in your locality to take care of the environment?



What do I know?

Sectors of the economy and their relation with the environment.
Effect of economic development on the environment.
Pro-environment activities.

What do I need to find out?

Popular sports events/programmes that support people with disabilities
Data available about opportunities, funding/sponsorship available
More information about challenges and types of challenges
What are some possible solutions?



Stage 1

Project schedule

Day 1: Use guiding questions to learn the information. Refer to sources on the website, magazines, books, etc.

Day 2: Continue gathering information using guiding questions.

Day 3: Design the format of questions and the form of their analysis.

Day 4: Continue designing the format of questions and the form of their analysis.

Day 5: Components of the survey questions, like age, range of income, whether planted a tree or not, whether the person follows proper garbage disposal or not

Day 6: Continue preparing the survey questions.

Day 7: Collection of data from 10 out of 20 houses

Day 8: Collection of data from the remaining 10 houses

Day 9: Interpretation of the collected data

Day 10: Interpretation and report presentation

Resources needed
Internet Access
Books magazines
Stationery for data collection
Transport facilities

Roles of group members

Member 1: Collects the information and shares the findings with the team members
Member 2: Collects the data
Member 3: Collection of data and preparing the necessary resources for the data collection
Member 4: Presentation of the report
 *The major work is distributed and assigned to members; however, all the members are involved in all kinds of project work.

Possible barriers to doing the project

- ◆ Difficulty in finding the resources for information
- ◆ Not sure how to approach the question framing part
- ◆ Difficulty in the method of interpreting the data
- ◆ Difficulty in data collection
- ◆ How to find out the relation between income and environment

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- ☒ I understand the purpose of the project.
- ☒ I could read and understand the resource material.
- ☒ I talk about things I know that are needed for the project.
- ☒ I identify challenges my group might face during the project.
- ☐ I could enumerate and describe the steps (start to finish) required to do the project.

Total number of (✓):

4

Sensitivity

- ☒ I listen to my group's ideas and respect them.
- ☒ I try to make sure group decisions are taken collectively.
- ☒ I try to make sure that my peers understand all aspects of the project.
- ☐ I can meaningfully relate to the objectives of the project.
- ☒ I feel joyous in contributing to the project.

Total number of (✓):

4

Creativity

- ☒ I think of different ways to approach the task.
- ☒ I brainstorm about project execution and presentation.
- ☒ I think of different resources to be used in the project.
- ☐ I come up with innovative solutions to mitigate the challenges.
- ☐ I can think of new ideas to relate the output of the project in daily life.

Total number of (✓):

3

Stage 1

Teacher Assessment

Tick (✓) statements that apply.

Awareness

- ☒ Guiding questions created by the learner demonstrate a clear understanding of project goals and objectives.
- ☒ The learner identifies potential challenges and proposes solutions.
- ☒ The learner develops a plan for project execution.
- ☒ The learner can communicate project ideas and plans to other group members.
- ☐ The learner can successfully identify existing content knowledge and gaps in their understanding.

Total number of (✓):

4

Sensitivity

- ☒ The learner actively seeks input from all group members during planning.
- ☒ The learner tries to support fair distribution of tasks and responsibilities including all genders.
- ☒ The learner ensures that decisions are made collaboratively.
- ☒ The learner actively maintains a shared understanding with the group.
- ☐ The learner can handle different opinions in the group respectfully.

Total number of (✓):

4

Creativity

- ☒ The learner can brainstorm about project execution and presentation.
- ☐ The learner demonstrates curiosity in proposing sources of material beyond conventional resources.
- ☒ The learner demonstrates initiative in proposing solutions to possible barriers.
- ☐ The learner can provide creative input to decide the roles of group members.
- ☒ The learner can go beyond the defined features of the project prompt/task and add a unique element to it.

Total number of (✓):

3

Brief comments and pedagogical interventions recommended:

Interestingly, you have understood the project's assignment, gathered the related data, and disseminated the findings with your peers. It's good that you have identified the barriers in the project and discussed them with your peers and created a draft for your upcoming plans. You must also work closely with your peers and listen carefully to their proposals.

Stage 2

Teacher Assessment

Tick (✓) statements that apply.

Awareness

- ☒ The learner shows evidence of sufficient engagement in the process of project work.
- ☒ The learner can present a draft of the work done as per the project schedule.
- ☐ The learner can demonstrate thorough research skills on the project task/topic.
- ☒ The learner can identify possible areas of improvement in the draft.
- ☒ The learner is aware of different team members' contributions to the project so far.
- ☐ The product created demonstrates the application of knowledge gained.

Total number of (✓):

4

Sensitivity

- ☐ The learner participates in group discussions respectfully.
- ☐ The learner responds appropriately to other group members' emotions during the project.
- ☒ The learner attempts to build a positive emotional atmosphere within the group.
- ☒ The learner demonstrates some understanding of the social relevance of the project.
- ☐ The learner refrains from expressing negative emotions during group work.
- ☒ The learner participates enthusiastically and diligently in the project.

Total number of (✓):

3

Creativity

- ☒ The learner demonstrates flexibility with respect to project roles.
- ☒ The learner displays willingness to consider different sources of information, tools, or materials.
- ☒ The learner takes initiative to complete the project tasks.
- ☐ The learner builds on the unique elements introduced earlier, or incorporates them at this stage.
- ☐ The learner shows evidence of having considered and selected some ideas from the brainstorming stage.
- ☒ The product created is innovative and useful to the community.

Total number of (✓):

4

Brief comments and pedagogical interventions recommended:

It's good that you have presented a blueprint of your task. The draft is well prepared; however, you need to sit with your group again and focus on each aspect of the given prompt. You need to focus on the societal well-being part and find out what role it plays in a person's life. It is a project work, and you must take a collaborative stance, hence you should respect everyone's opinion.

Stage 3

Based on the contents of the final output of the project, write a rubric for each ability and achievement level. Tick (✓) as per the learner's performance.

	Beginner 5	Proficient 10	Advanced 15
Awareness	<p>The learner can grasp that economic development and well-being are necessary for a person and a country. However, he/she is not able to explain the relation, as in why it is necessary. Performs a basic level task, such as internet searches, but is not able to figure out what to do with the searches, but is not able to figure out what to do with the search. The survey questions prepared by the students are not aligned with the income-environment link is too general. The data collected by the student contains inconsistencies or incomplete responses.</p> <p><input type="checkbox"/></p>	<p>The learner can explain the relation between societal well-being and economic development; however, the learner is not able to apply this information as the task requires. For instance, the learner needed help on how physical health is linked to economic development. Survey questions are some what aligned; they reflect an attempt to capture income and environmental actions. The collected data is mostly complete and relevant. However, some inconsistencies can be seen regarding monthly data collection.</p> <p><input checked="" type="checkbox"/></p>	<p>The learner demonstrates a thorough and contextual understanding of India's economic transition and its impact on the environment and well-being and the learner rightly understands the objective and can put the perspective as per the task. The survey questions are focused, purposeful, and reflect understanding of economic- environmental interlinkages. The data is complete, well organised and covers all 20 households, demonstrating consistency over the months.</p> <p><input type="checkbox"/></p>

Sensitivity	<p>The Learner appreciates the basic benefits of the environment, such as providing shade and fruits. The learner shows concern about till health and deforestation. The learner dominates and ignores others' views or avoids participation, uses impolite or dismissive tone; lacks the ability which is required to work in a group. During data collection, the learner is behaving casually and not even exchanging greetings with the household members.</p>	<p>The learner highlights the importance of a healthy environment, physical health, gender equality, and ethical behaviour in society. The learner is helping the peers wherever they are facing issues. The learner is cooperative; listens and contribute, maintains a respectful tone, and follows basic etiquette. While data collection, the learner is respectful towards the household members.</p>	<p>The learner shows respect and patience; communicates with maturity and understanding, actively supports and encourages peers; promotes collaboration and inclusiveness. While collecting data, the learner shows respect and patience; communicates with maturity and understanding with the household members.</p> <p>The learner sensitised the peers by saying that economic development is of no use if plants are not there to give us oxygen.</p>
Creativity	<p>The learner can solve the basic operations, which are explicitly mentioned in the given task. The learner needs step-by-step guidance to complete a task. For instance, the learner is not curious to look for task. For instance, the learner is not curious to look for tasks- related things unless told to do so. The learner lacks visual elements or clarity, showing little connection to environmental behaviour, and giving copied or unrealistic suggestions.</p>	<p>The learner is constantly exploring the collected data and trying to pitch the idea to the peers and to the teacher, such as the usage of basic charts (bar, pie, etc). The learner shows efforts in interpreting patterns and drawing some conclusions, introduces some original survey questions and thoughtful suggestions.</p>	<p>The learner demonstrates innovative thinking in data collection (interactive methods, infographics); Proposes creative, actionable, and well-reasoned solutions for change. The analysis shows a clear connection (or lack thereof) between income levels and environment behaviour. Based on the data collected and out of the task purview, the learner developed a checklist of habits one should have to lead a quality of life. He/she requested that the peers & school students follow it.</p>

Stage 3

Learner Reflection

Tick (✓) statements that apply.

Awareness

- ☒ I could identify areas where my understanding of the project has improved.
- ☒ I could explain how my work contributed to the overall project.
- ☐ I was able to improve the project based on my own and my peers' review.

Total number of (✓): 2

Sensitivity

- ☒ I was able to build a positive emotional atmosphere within the group.
- ☒ I could reflect on my strengths and areas for improvement.
- ☒ I could understand the social relevance of the project.

Total number of (✓): 3

Creativity

- ☒ I was able to make creative contributions to the project.
- ☒ I was able to take initiative to complete the project.
- ☐ I was able to use different materials, tools, and resources during the project.

Total number of (✓): 2

Peer Feedback

Tick (✓) all statements that apply.

Awareness

- ☒ My peer showed improved understanding of the project.
- ☒ My peer could explain how her/his work contributed to the overall project.
- ☒ My peer was able to improve the project based on her/his own and their peers' review.

Total number of (✓): 3

Sensitivity

- ☒ My peer helped to build a positive emotional atmosphere within the group by valuing everyone's opinions.
- ☒ My peer could reflect on her/his strengths and areas for improvement.
- ☒ My peer could understand the social relevance of the project.

Total number of (✓): 3

Creativity

- ☒ My peer was able to make creative contributions to the project.
- ☒ My peer was able to take the initiative to help complete the project.
- ☒ My peer was able to use different materials, tools, and resources during the project.

Total number of (✓): 3

Overview

Tabulate all the feedback for the group project on this page.

Teacher Assessment

- For **Stages 1 and 2**, write the **total** number of statements you ticked (✓).
- For **Stage 3**, write the numeric value that corresponds to the **achievement level** (beginner, proficient, advanced) for **each ability** (awareness, sensitivity, creativity) you chose for the final product.
- Tick the **final performance level** based on the final score.

For **Stage 3**, write the numeric value that corresponds to the **achievement level** (beginner, proficient, advanced) for **each ability** (awareness, sensitivity, creativity) you chose for the final product.

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1	4	4	3
Stage 2	4	3	4
Stage 3	10	15	5
Total	18	22	12

- Add the total here.

Awareness	<input type="checkbox"/> Beginner (5-11) <input checked="" type="checkbox"/> Proficient (12-18) <input type="checkbox"/> Advanced (19-25)
Sensitivity	<input type="checkbox"/> Beginner (5-11) <input type="checkbox"/> Proficient (12-18) <input checked="" type="checkbox"/> Advanced (19-25)
Creativity	<input type="checkbox"/> Beginner (5-11) <input checked="" type="checkbox"/> Proficient (12-18) <input type="checkbox"/> Advanced (19-25)

Learner Reflection

- For **Stages 1 and 3**, write the **total** number of statements the learner has ticked (✓).
- For **Stage 3**, write the numeric value that corresponds to the **achievement level** (beginner, proficient, advanced) for **each ability** (awareness, sensitivity, creativity) you chose for the final product.
- Tick the **final performance level** based on the final score.

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1	4	4	3
Stage 3	2	3	2
Total	8	8	8

- Add the total here.

Awareness	<input type="checkbox"/> Beginner (0-3) <input type="checkbox"/> Proficient (4-6) <input checked="" type="checkbox"/> Advanced (7-8)
Sensitivity	<input type="checkbox"/> Beginner (0-3) <input type="checkbox"/> Proficient (4-6) <input checked="" type="checkbox"/> Advanced (7-8)
Creativity	<input type="checkbox"/> Beginner (0-3) <input type="checkbox"/> Proficient (4-6) <input checked="" type="checkbox"/> Advanced (7-8)

Peer Feedback

- For **Stage 3**, write the total number of statements the peer has ticked (✓).
- Tick the **final performance level** based on the score.

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3	3	3	3

Awareness	<input type="checkbox"/> Beginner (0-1) <input type="checkbox"/> Proficient (2) <input checked="" type="checkbox"/> Advanced (3)
Sensitivity	<input type="checkbox"/> Beginner (0-1) <input type="checkbox"/> Proficient (2) <input checked="" type="checkbox"/> Advanced (3)
Creativity	<input type="checkbox"/> Beginner (0-1) <input type="checkbox"/> Proficient (2) <input checked="" type="checkbox"/> Advanced (3)

Post-project reflections

Final comments by teacher (if any):

The learner's most important contribution to the project was in improving the teamwork skills, listening to the group and being able to work collectively, helping the group to arrive at the same conclusion.

To perform better in future projects, the learner should work on thinking outside the box. You have been a great help to your peers; however, you should read carefully and try to apply it in real real-life scenario.

Learner Reflection

Think about how you did on this project.



What did I learn from this project?

I learned that societal well-being is necessary along with economic development.

As human beings, we should develop a habit of conserving the environment.

What was the most enjoyable part of the project?

Working with a group
Collection of data from home to home

Three strengths I demonstrated in this project

Teamwork, Honesty, Awareness

Two areas of improvement I identified in this project

Developing curiosity, problem-solving

What were the challenges I faced doing the project?

Sometimes I was not able to understand what was going on, especially with the analysis.

While searching on the internet, I was unable to find out which data source is reliable.

Some questions I still have...

How to convince people to develop a habit of protection and conservation of the environment?

How to get people to feel the same way about economic development and societal well-being?

How could your teacher modify this project to make it more interesting?

The teacher could give different regions for data collection.

The teacher could add some other domains as well, such as gender, age, profession etc.

PART C

Problem-Based Inquiry (Individual Work)

Subject(s)
(Can be more than one)

Social Science, Language R1

Curricular goal(s)

(Can be more than one)

CG-1: Understands and analyses the important phases in Indian history and draws insights to understand present-day India. **(Social Science)**

CG-1: Uses language for effective communication through writing in various forms (essays, letters, articles, discussions, interviews, public speeches, etc.), including new media (email, audio, and visual material) **-(English)**

Competency(-ies)
(Can be more than one)

C-1.3: Traces aspects of continuity and change in different phases of history across the Indian subcontinent (including cultural Trends, social and religious trends and reforms, and economic and transformation- **(Social Science)**

C-1.3: Writes for real-life situations (invitations, speeches, condolence, messages, notices, creative slogans, advertisements, etc.) and for school newsletter/magazine/journal **(English)**

Pedagogies

(Tick (✓) all that apply.)

- | | |
|--------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Art-integrated | <input type="checkbox"/> Sports-integrated |
| <input type="checkbox"/> Toy-based | <input checked="" type="checkbox"/> Technology-integrated |
| <input checked="" type="checkbox"/> Skill-based learning | <input type="checkbox"/> Drama/Theatre-integrated |
| <input type="checkbox"/> Indian Knowledge Systems approaches | |
| <input type="checkbox"/> Any other _____ | |

Research prompt/question/problem/challenge/planned final output

The Silk Road was a major network for facilitating the exchange of goods and ideas. Find out the primary products that originated from the Indian subcontinent and were exported to the various nations along the Silk Road. Prepare a research report on how this exchange might have fostered economic growth within India. Also, find out how the Silk Route is being used in present-day India and in the neighbouring countries.

Hypothesis

Through the Silk Route, India exported lots of precious stones and high-quality clothes. India also imported spices and terracotta objects, and precious woods. Currently, this route acts as a major trade network in India.

Guiding questions

- ◆ What is the Silk Road?
- ◆ Why was it an important route?
- ◆ Through which nations did this route pass?
- ◆ What was the significance of this route?
- ◆ What were the products that India exported and imported?
- ◆ How did India culturally benefit from via the Silk Road?

Evidence collection to support/negate hypothesis

Collection of information about the Silk Route from ancient history textbooks, online articles, etc.

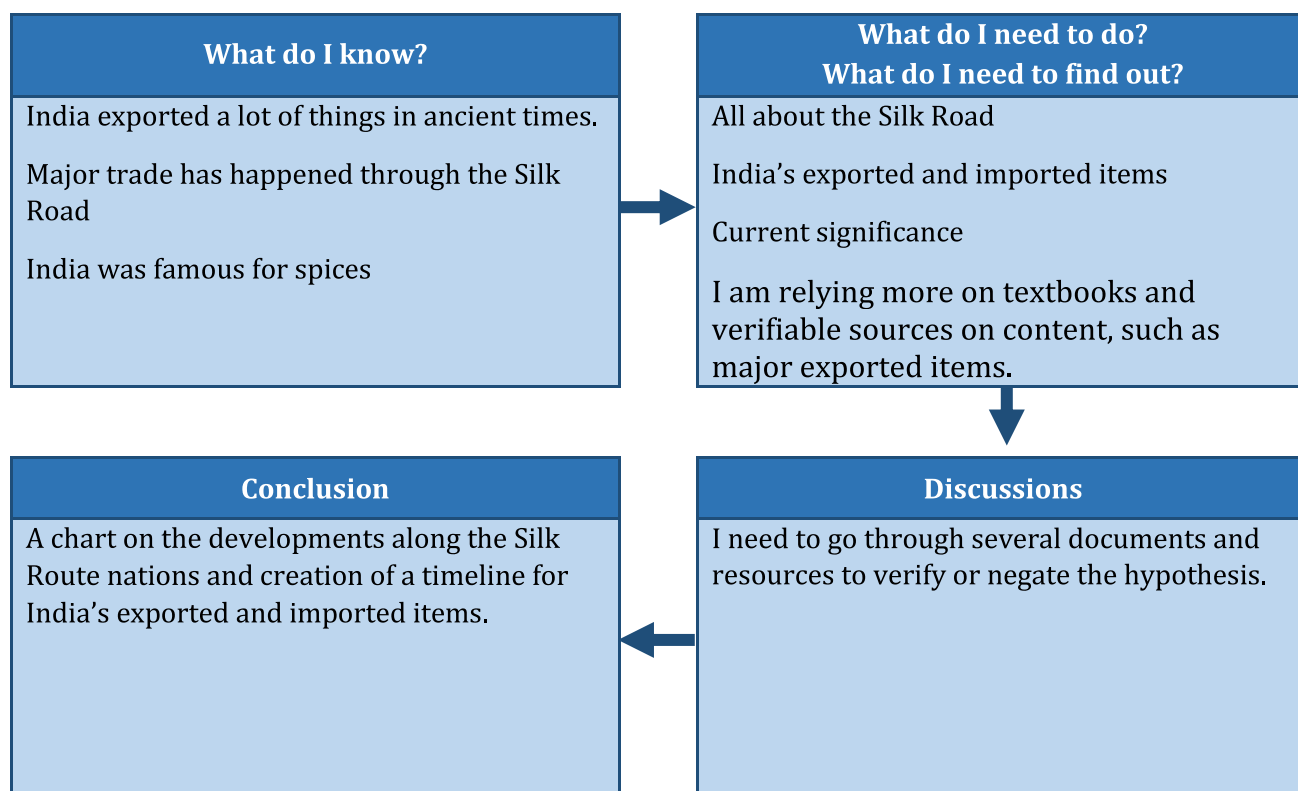
Gathering information about famous products exported and imported via the Silk Road.

Analysis and Synthesis

To find out the extent of the Silk Route and its functioning. How it developed and which major nations benefited from it.

To cross-verify the facts with the given hypothesis by referencing authentic sources, such as evidence of ancient Indian products found in nations which was linked with silk route.

What is the current significance of this route?



Research task schedule	<div> Day 1: Brainstorm about the problem & make a list of problem I need to find out. </div> <div> Day 2: Gathering information about the silk Road </div> <div> Day 3: Gathering information about the silk Road </div> <div> Day 4: Searching for the trade items in ancient times to and from India </div> <div> Day 5: Gathering information on major nations on the Silk Road. </div> <div> Day 6: Gathering information on major nations on the Silk Road </div> <div> Day 7: Analysing all the information gathered concerning the given hypothesis </div> <div> Day 8: Analysing all the information gathered concerning the given hypothesis </div> <div> Day 9: Report Writing </div> <div> Day 10: Presentation of the report </div>
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Stage 1

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 28-29** for **Stage 1**.

Step 2: Tick (✓) **parameters** that the learner fulfils.

Awareness

- ☒ The learner has conceptual understanding.
- ☒ There is alignment between research problem and questionnaire.
- ☐ The learner has identified potential challenges.
- ☒ Identifies and articulates relevant issues within the context of the interaction
- ☒ Produces valid positions, content, data, or findings relevant to the topic or problem

Total number of (✓):

4

Sensitivity

- ☒ The learner understands the larger social purpose of the task.
- ☒ The questionnaire has inclusive and accessible wording.
- ☐ There is clear understanding of who the stakeholders are and their needs/concerns.
- ☐ Facilitates an inclusive and supportive environment for all participants
- ☒ Adopts communication strategies appropriate to the audience

Total number of (✓):

3

Creativity

- ☒ The learner considers alternative methods of collecting findings.
- ☐ The learner considers alternative groups of respondents as a source of data.
- ☐ The learner thinks of different ways to motivate respondents to answer.
- ☒ Applies imaginative approaches to problem-solving
- ☒ Utilises varied media resources to support key points as appropriate

Total number of (✓):

3

Brief comments and pedagogical interventions recommended:

The draft of the project you have developed looks promising. Refer to the internet searches to make things easy. You can refer to specific articles and gather information related to your project.

Stage 1

Learner Reflection

Tick (✓) statements that apply.

Awareness

- ☒ I understood the purpose of the research project.
- ☒ I was able to draft a questionnaire that fits the purpose of the research project.
- ☒ I was able to find out things I did not know that would help me complete the research project.

Total number of (✓):

3

Sensitivity

- ☒ I understood the larger social purpose of the research project.
- ☒ I used my knowledge of social relationships to choose the respondents.
- ☒ I considered people's possible emotional reactions and needs when drafting the questionnaire.

Total number of (✓):

3

Creativity

- ☒ I was able to consider different possible groups of respondents to use for my data.
- ☒ I considered various ways to motivate the respondents to provide data.
- ☒ I was able to consider different methods of collecting data.

Total number of (✓):

3

What problems did I face in Stage 1?

Gathering information, as there is no single place where I can find all the information. Additionally, there is information available, some is conflicting, so finding a reliable source is difficult.



How did I solve them? What help do I still need?

Visited a website/book after discussing it with my teacher

Stage 2

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 28-29** for **Stage 2**.

Step 2: Tick (✓) **parameters** that the learner fulfils.

Awareness

- ☒ The learner collected data and presented it in a comprehensive way.
- ☒ The learner clearly translated data into understandable findings.
- ☐ The learner proposed practical recommendations in alignment with the findings.
- ☒ Presents material relevant to the interaction in an organised and systematic manner
- ☒ Shows ability to explain apparent contradictions in supporting data or materials

Total number of (✓): 4

Sensitivity

- ☒ Data collection and analysis was conducted in a fair and impartial way.
- ☒ The learner clearly articulated the social impact of the recommendations.
- ☐ The learner handled discrete information of the respondents in a confidential and respectful manner.
- ☒ Responds empathetically to the viewpoints of others
- ☒ Recognises and respects diverse communication styles

Total number of (✓): 4

Creativity

- ☒ The learner considered possible drawbacks/unintended consequences of the recommendations.
- ☒ The learner presented the findings and recommendations in an engaging format.
- ☒ The learner proposed innovative yet realistically grounded recommendations.
- ☐ Demonstrates willingness to abandon unpromising approaches and to seek new solutions
- ☒ Goes beyond **the** material provided and offers innovative responses

Total number of (✓): 4

Brief comments and pedagogical interventions recommended:

The learner presented a brief of the collected information from different sources and smartly arranged it as per the guiding questions. Following the guiding questions, the learner has able to establish/negate some parts of the hypothesis.

Stage 2

Learner Reflection

Tick (✓) statements that apply.

Awareness

- ☒ I was able to identify and address the challenges that I had earlier anticipated.
- ☒ I was able to collect data from a sufficient number of respondents.
- ☒ I was able to refine and improve the draft through the course of the project.

Total number of (✓): 3

Sensitivity

- ☒ I was aware of my personal biases while collecting and analyzing data.
- ☒ I used inclusive and accessible terminology in the questionnaire.
- ☒ I handled discrete information of the respondents in a confidential and respectful manner.

Total number of (✓): 3

Creativity

- ☒ I was able to consider various strategies to collect data from the respondents.
- ☒ I was able to adjust my approach when needed and address unexpected challenges.
- ☒ I was able to explore various ways to present my findings and recommendations in an engaging way.

Total number of (✓): 3

Leave some words of appreciation/
encouragement for
yourself.



**I am good at finding things or building things
from scratch.**

Stage 3

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 28-29** for **Stage 3**.

Step 2: Tick (✓) **parameters** that the learner fulfils.

Awareness

- ☒ The learner has refined the discussions.
- ☒ Prior knowledge has been revised/augmented in the discussions and conclusions.
- ☒ The revised draft is suitable for meaningful peer review.
- ☒ Evidences have been included in the discussions and conclusions.
- ☒ Integrates knowledge from multiple sources to enhance the topic of the interaction
- ☒ Shows understanding of historical or contextual factors influencing the topic of the interaction

Total number of (✓):

6

Sensitivity

- ☒ The learner is able to accept constructive feedback.
- ☒ The learner is able to shift perspective and incorporate feedback as needed.
- ☐ The revised draft is inclusive and respectful towards diverse perspectives and needs.
- ☐ Is willing and able to share knowledge to improve the effort of the group
- ☒ Facilitates an inclusive and supportive environment for all participants

Total number of (✓):

3

Creativity

- ☒ The learner is able to respond to feedback in innovative ways.
- ☐ The revised draft includes novel ways of data collection.
- ☐ The learner is able to explore different ways to present the revised draft to the peer.
- ☒ Generates novel ideas, solutions, or approaches to the interaction
- ☒ Constructs original arguments supported by evidence

Total number of (✓):

3

Brief comments and pedagogical interventions recommended:

The learner shows a good understanding of the historical aspects of India

Stage 3

Peer Feedback

Tick (✓) statements that apply.

Awareness

- ☒ My peer presented a revised draft that was clear enough to review.
- ☒ There was a good fit between the research problem and the approach to data collection.
- ☒ The revised draft of the interview was appropriate and easy to understand.

Total number of (✓): 3

Sensitivity

- ☐ My peer was able to receive my feedback openly and respectfully.
- ☒ My peer was willing to modify the revised draft based on my suggestions.
- ☒ The wording of the interview was respectful of the respondents' emotions and concerns.

Total number of (✓): 2

Creativity

- ☐ My peer was willing to consider alternate methods of data collection.
- ☒ My peer was willing to consider alternate groups of respondents as a source of data.
- ☒ My peer was able to think different ways of motivating the respondents to answers.

Total number of (✓): 2

Leave some words of appreciation/encouragement for your peer.



My friend made a good blueprint of the given task and has a good hold of historical aspects.

Overview

Tabulate all the feedback for the research task on this page.

Teacher Assessment

- For **Stages 1, 2, and 3**, write the **total** number of statements you ticked (✓).
3. Tick the **final performance level** based on the final score.

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1	4	3	3
Stage 2	4	4	4
Stage 3	6	3	3
Total	14	10	10

- Add the total here.

Awareness	<input type="checkbox"/> Beginner (0-5)	<input type="checkbox"/> Proficient (6-10)	<input checked="" type="checkbox"/> Advanced (11-15)
Sensitivity	<input type="checkbox"/> Beginner (0-5)	<input checked="" type="checkbox"/> Proficient (6-10)	<input type="checkbox"/> Advanced (11-15)
Creativity	<input type="checkbox"/> Beginner (0-5)	<input checked="" type="checkbox"/> Proficient (6-10)	<input type="checkbox"/> Advanced (11-15)

Learner Reflection

- For **Stages 1 and 2**, write the **total** number of statements the learner has ticked (✓).
3. Tick the **final performance level** based on the final score.

	Self		
	Awareness	Sensitivity	Creativity
Stage 1	3	3	3
Stage 2	3	3	3
Total	6	6	6

- Add the total here.

Awareness	<input type="checkbox"/> Beginner (0-2)	<input type="checkbox"/> Proficient (3-4)	<input checked="" type="checkbox"/> Advanced (5-6)
Sensitivity	<input type="checkbox"/> Beginner (0-2)	<input type="checkbox"/> Proficient (3-4)	<input checked="" type="checkbox"/> Advanced (5-6)
Creativity	<input type="checkbox"/> Beginner (0-2)	<input type="checkbox"/> Proficient (3-4)	<input checked="" type="checkbox"/> Advanced (5-6)

Peer Feedback

- For **Stage 3**, write the **total** number of statements the peer has ticked (✓).
2. Tick the **final performance level** based on the score.

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3	3	2	2

Awareness	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2)	<input checked="" type="checkbox"/> Advanced (3)
Sensitivity	<input type="checkbox"/> Beginner (0-1)	<input checked="" type="checkbox"/> Proficient (2)	<input type="checkbox"/> Advanced (3)
Creativity	<input type="checkbox"/> Beginner (0-1)	<input checked="" type="checkbox"/> Proficient (2)	<input type="checkbox"/> Advanced (3)

Post-inquiry reflections

Final comments by teacher (if any):

The learner shows interest and passion and while executing the research work. The learner was easily able to interpret the gathered information and nicely arranged as per the format so that hypothesis can be accepted or negated. However, while carrying out research work, the learner should remember that there is always a limitation on every research study, hence the learner should follow the finding and interpret it in the direction of the guiding questions.

Think about how you did in this research task.

Learner Reflection



What did I learn in this problem-based inquiry?

I got to know the richness of ancient Indian culture, and the products we used to export, the percentage of world trade which we were handling, things we learned about other cultures of the world.

What was the most enjoyable part of the inquiry?

Reading about the ancient people and their ways of living, the lifestyle of the people of that time.

Three strengths I demonstrated in this inquiry

Critical thinking, problem solving, analytical thinking

Three areas of improvement I identified this inquiry

Patience, writing skills, presentation

What was the least enjoyable part of the inquiry?

Gathering of information as the often the contents were contradictory

Some questions I still have...

Was life of ancient Indian people easy as compared to this day?
I wonder how people used to travel via roads of that time?

How could your teacher modify this inquiry to make it more interesting?

To find out the nearby areas which have/had a connection with the silk route.

Assessment Parameters for Problem-Based Inquiry

*These assessment parameters are only illustrative. Please adapt them as per the research task and the classroom dynamics.

Awareness		
Stage 1	Stage 2	Stage 3
<ul style="list-style-type: none"> • The learner demonstrates understanding of what would constitute supporting evidence for a proposal. • The learner considers the merits of alternative groups as sources of input for the questionnaire/interview. • The learner considers significant constraints (time/access/respondents' attitudes) when drafting the questionnaire/interview. • The learner uses background knowledge and understanding of the context to effectively frame and limit the topics of inquiry. 	<ul style="list-style-type: none"> • The learner demonstrates understanding of the possible limitations of data collected from a particular group in the questionnaire/ interview. • The learner demonstrates understanding of possible problems with the reliability and credibility of responses to the questionnaire/ interview. • The learner shows understanding of how to obtain meaningful data from the questionnaire/interview by asking clear, unambiguous questions. • The learner demonstrates the ability to distinguish between essential and non-essential peer feedback. 	<ul style="list-style-type: none"> • The learner acknowledges results of the questionnaire/ interview that go against the recommended course of action. • The learner presents findings in a clear and easily understood manner. • The learner demonstrates ability to discern more meaningful data or responses. • The learner demonstrates ability to articulate connections between particular findings and recommendations.

Sensitivity		
Stage 1	Stage 2	Stage 3
<ul style="list-style-type: none"> • The learner demonstrates consideration of possible emotional impacts of the questionnaire/interview. • The learner demonstrates understanding of the different impacts of policy proposals on different groups. • The learner avoids overly intrusive questions on potentially sensitive topics. • The learner adapts the questionnaire to accommodate diverse communication styles. 	<ul style="list-style-type: none"> • The learner adopts a professional tone appropriate to the topic of inquiry. • The learner demonstrates ability to adapt the approach of the questionnaire/ interview to the needs of the respondents. • The learner responds to negative feedback in a constructive manner. • The learner shows the ability to acknowledge their own personal biases and how they might affect the task. 	<ul style="list-style-type: none"> • The learner avoids skewing the possible results of the questionnaire/interview by avoiding emotionally charged wording. • The learner conducts interviews in a professional manner. • The learner responds appropriately to expressions of emotion during interviews. • The learner shows understanding of positive and negative consequences of proposals.

Creativity		
Stage 1	Stage 2	Stage 3
<ul style="list-style-type: none"> • The learner generates novel ideas, solutions, or approaches to the problem or issue. • The learner demonstrates the ability to take into account multiple perspectives on the issue. • The learner applies innovative approaches to the wording of the questionnaire/interview. • The learner shows willingness to use multiple media for collecting data. 	<ul style="list-style-type: none"> • The learner shows the ability to go beyond feedback offered in peer review. • The learner adopts an active approach in peer feedback, encouraging constructive critiques of the draft. • The learner shows willingness to alter the approach to the problem in the face of valid concerns raised by the peer. • The learner demonstrates ability to shift strategies in the event that the initial approach proves unproductive. 	<ul style="list-style-type: none"> • The learner shows understanding of less obvious insights to be gained from the data. • The learner responds flexibly and effectively to unexpected responses to the questionnaire/interview. • The learner recognizes situations when the responses to the questionnaire/interview require a shift in approach to the problem or issue. • The learner demonstrates ability to articulate multiple, even contradictory, implications from the data.

PART D

Observation Template for Classroom Interactions- 9th

Tick (✓) the type of classroom interaction.

- | | | |
|----------------------------------------------------------|-------------------------------------------|-----------------------------------------------|
| <input checked="" type="checkbox"/> Classroom discussion | <input type="checkbox"/> Organised debate | <input type="checkbox"/> Simulation/role play |
| <input type="checkbox"/> Lab experiment | <input type="checkbox"/> Digital learning | <input type="checkbox"/> _____ |

Subject(s)
(Can be more than one)

Social Science

Curricular goal(s)
(Can be more than one)

CG-5: Understand the Indian Constitution and explore the
Essence of Indian democracy and the characteristics
Of a democratic government

Competency(-ies)
(Can be more than one)

C-5.2: Appreciates fundamental constitutional values and identifies their significance for the prosperity of the Indian nation. **(Social Science)**

C - 5.3: Explains that fundamental rights are the most basic human rights and they flourish when people also perform their fundamental duties. **(Social Science)**

Pedagogies
(Tick (✓) all that apply.)

- | | |
|--------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Art-integrated | <input type="checkbox"/> Sports-integrated |
| <input type="checkbox"/> Toy-based | <input checked="" type="checkbox"/> Technology-integrated |
| <input checked="" type="checkbox"/> Skill-based learning | <input type="checkbox"/> Drama/Theatre-integrated |
| <input type="checkbox"/> Indian Knowledge Systems approaches | |
| <input type="checkbox"/> Any other _____ | |

**Topic/theme/
prompt/question/
problem/challenge/
planned final output**

1. What are the constitutional values, and how do they influence the people of India?
2. What is the role of the judiciary in our country?
3. What is the relation between fundamental rights and the Supreme Court?
4. What can we learn from the fundamental duties mentioned in the Constitution of India?

Duration

40 minutes

Prior Preparation / Planning / Review / Recap	Materials needed (if applicable)
Gather information about the judiciary Study about fundamental rights Study about the Supreme Court of India Understanding the link between fundamental rights and the Supreme Court	Notes News Articles Internet searches Recent developments

Teacher Assessment

Awareness	Based on the type of interaction, choose five assessment parameters from page 36. Tick (✓) as per the learner's performance.	
<input checked="" type="checkbox"/>	Produces valid positions, content, data, or findings relevant to the topic or problem	<input checked="" type="checkbox"/> Demonstrates a clear understanding of key concepts relevant to the topic of the interaction
<input checked="" type="checkbox"/>	Acknowledges and addresses counterarguments effectively	<input type="checkbox"/> Display knowledge of interdisciplinary connections relevant to the topic of the interaction
<input checked="" type="checkbox"/>	Present material relevant to the interaction in an organised and systematic manner	Total number of (✓): 4

Sensitivity	Based on the type of interaction, choose five assessment parameters from page 36. Tick (✓) as per the learner's performance.	
<input checked="" type="checkbox"/>	Adopts communication strategies appropriate to the audience	<input checked="" type="checkbox"/> Recognises the wider social implications of the subject, issue or problem
<input checked="" type="checkbox"/>	Responds empathetically to the viewpoints of others	<input checked="" type="checkbox"/> Handles disagreements or conflicts appropriately
<input type="checkbox"/>	Adopts a tone appropriate for the given format	Total number of (✓): 3

Creativity	Based on the type of interaction, choose five assessment parameters from page 36. Tick (✓) as per the learner's performance.	
<input checked="" type="checkbox"/>	Utilises varied media resources to support key points as appropriate	<input checked="" type="checkbox"/> Applies imaginative approaches to problem-solving
<input checked="" type="checkbox"/>	Inspires other group members to take novel approaches to the interaction	<input type="checkbox"/> Relates issues to relevant personal experiences as appropriate
<input checked="" type="checkbox"/>	Adapts and modifies ideas in response to peer feedback	Total number of (✓): 4

Brief comments and pedagogical interventions recommended:

Judiciary plays a vital role in Indian democracy. The learner also provided examples of 2-3 judgments that say that the Supreme Court is the guardian of the citizens' fundamental rights. However, the learner needs to work on the aspect when somebody disagrees or has a conflicting opinion. The learner must maintain a calm composure while having academic discussions and not be hostile towards his/her peers.

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- ☒ I was sufficiently prepared for the activity.
- ☒ I demonstrated a solid understanding of the key concepts covered.
- ☒ I changed my approach as per the changing dynamics of the activity.

Total number of (✓): 3

Sensitivity

- ☒ I actively considered different perspectives during the activity.
- ☐ I acknowledged the feelings and opinions of my peers.
- ☒ I gave constructive feedback in a considerate manner.

Total number of (✓): 2

Creativity

- ☒ I approached challenges with a willingness to explore unique solutions.
- ☒ I demonstrated flexibility in my thinking.
- ☒ I actively sought inspiration from different sources to improve my contribution.

Total number of (✓): 3

Leave some words of appreciation/encouragement for yourself.



**I believe I had a fruitful discussion, and I did well.
I am good at analysing things and then relating them to real life.**

Peer Feedback

Tick (✓) all statements that apply.

Awareness

- ☒ My peer was sufficiently prepared for the activity.
- ☒ My peer demonstrated a clear understanding of the key concepts covered.
- ☒ My peer changed her/his approach as per the changing dynamics of the activity.

Total number of (✓):

3

Sensitivity

- ☒ My peer actively considered different perspectives during the activity.
- ☐ My peer acknowledged the feelings and opinions of her/his peers.
- ☒ My peer gave constructive feedback in a considerate manner.

Total number of (✓):

2

Creativity

- ☒ My peer approached challenges with a willingness to explore unique solutions.
- ☒ My peer demonstrated flexibility in her/his thinking.
- ☒ My peer actively sought inspiration from different sources to improve her/his contribution.

Total number of (✓):

3

Leave some words of appreciation/encouragement for your peer.



You did good, just do not be hyper during discussions.

Overview

Tabulate all the feedback for the classroom interaction on this page.

Teacher Assessment

Write some words of appreciation for the learner about their performance.

Tick (✓) the **final performance level** based on the score.

Awareness	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2-3)	<input checked="" type="checkbox"/> Advanced (4-5)
Sensitivity	<input type="checkbox"/> Beginner (0-1)	<input checked="" type="checkbox"/> Proficient (2-3)	<input type="checkbox"/> Advanced (4-5)
Creativity	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2-3)	<input checked="" type="checkbox"/> Advanced (4-5)

Learner Reflection

Write some words of appreciation for yourself.

Tick (✓) the **final performance level** based on the score.

Awareness	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2)	<input checked="" type="checkbox"/> Advanced (3)
Sensitivity	<input type="checkbox"/> Beginner (0-1)	<input checked="" type="checkbox"/> Proficient (2)	<input type="checkbox"/> Advanced (3)
Creativity	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2)	<input checked="" type="checkbox"/> Advanced (3)

Peer Feedback

Write some words of appreciation for your peer about their performance.

Tick (✓) the **final performance level** based on the score.

Awareness	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2)	<input checked="" type="checkbox"/> Advanced (3)
Sensitivity	<input type="checkbox"/> Beginner (0-1)	<input checked="" type="checkbox"/> Proficient (2)	<input type="checkbox"/> Advanced (3)
Creativity	<input type="checkbox"/> Beginner (0-1)	<input type="checkbox"/> Proficient (2)	<input checked="" type="checkbox"/> Advanced (3)

Assessment Parameters for Classroom Interactions

These statements are not intended to complete list. You may create your own or adapt these according to the type of classroom interaction and the classroom dynamics.

Awareness

- Identifies and articulates relevant issues within the context of the interaction
- Produces valid positions, content, data, or findings relevant to the topic or problem
- Shows ability to clearly and concisely present positions, findings, or results in oral or written form
- Shows ability to collect, preserve and present relevant supporting data or other supporting materials
- Demonstrates a clear understanding of key concepts relevant to the topic of the interaction
- Acknowledges and addresses counterarguments effectively
- Acknowledges the global perspectives relevant to the topic of the interaction
- Evaluates the reliability and credibility of information sources
- Displays knowledge of interdisciplinary connections relevant to the topic of the interaction
- Integrates knowledge from multiple sources to enhance the topic of the interaction
- Shows understanding of historical or contextual factors influencing the topic of the interaction
- Presents clear supporting evidence for claims
- Demonstrates a clear understanding of the purpose of the interaction
- Presents material relevant to the interaction in an organised and systematic manner
- Shows ability to explain apparent contradictions in supporting data or materials

Sensitivity

- Adopts communication strategies appropriate to the audience
- Is willing and able to share knowledge to improve the effort of the group
- Facilitates an inclusive and supportive environment for all participants
- Takes on an appropriate share of the work involved in the interaction
- Recognises the wider social implications of the subject, issue or problem
- Responds empathetically to personal experiences shared in the interaction
- Adapts approach to the peer/group dynamics that develop during the interaction
- Responds empathetically to the viewpoints of others
- Recognises and respects diverse communication styles
- Adopts a tone appropriate for the given format
- Handles disagreements or conflicts appropriately
- Encourages and values contributions from all participants
- Acknowledges the emotional content of the interaction
- Employs emotional appeals and strategies as appropriate to the interaction
- Accepts constructive critiques and uses them to improve the interaction
- Responds appropriately to expressions of emotion by other members of the group

Creativity

- Generates novel ideas, solutions, or approaches to the interaction
- Constructs original arguments supported by evidence
- Applies novel or unusual evidence in support of positions or claims
- Applies imaginative approaches to problem-solving
- Utilises varied media resources to support key points as appropriate
- Demonstrates a willingness to take risks
- Adapts and modifies ideas in response to peer feedback
- Demonstrates willingness to abandon unpromising approaches and to seek new solutions
- Goes beyond the material provided and offers innovative responses
- Inspires other group members to take novel approaches to the interaction
- Combines knowledge of disparate subject areas in effective ways
- Relates issues to relevant personal experiences as appropriate

PART E

Learning through Online Courses

Online Course			
	Course	Number of Hours	Completed (✓)
a)			
b)			
c)			
d)			
e)			
f)			
g)			
h)			
i)			
j)			
TOTAL HOURS			

PART F

Number of Hours Spent by the Learner on the Following Activities:

S.No.	Steps	Number of Hours Spent
1. Group Project Work		
	a) Research prompt/question/ problem/challenge/ planned final output	
	b) Guiding questions	
	c) Stage 1 (Brainstorming and ideation)	
	d) Stage 2 (Drafting, feedback, and revision)	
	e) Stage 3 (Final submission)	
	Total Hours	
2. Problem-Based Inquiry (Individual Work)		
	a) Project prompt/question/problem/challenge /planned final output	
	b) Hypothesis	
	c) Guiding questions	
	d) Evidence collection to support/negate hypothesis	
	e) Analysis and synthesis	
	f) Discussions	
	g) Conclusion	
	Total Hours	
3. Classroom Interactions		
	a) Classroom discussion	
	b) Organised debate	
	c) Simulation/roleplay	
	d) Lab experiment	
	e) Digital Learning	
	Total Hours	

4. Learning in the Community (Skill Training)				
	Skill	Number of Hours	Pursuing	Completed (✓)
a)				
b)				
c)				
d)				
Total Hours				

Student's Competency Profile

ABILITIES	Performance Level Descriptors											
	GRADE - 9			GRADE - 10			GRADE - 11			GRADE - 12		
1. AWARENESS	B	P	A	B	P	A	B	P	A	B	P	A
a. Proficiency in language R1, R2, R3												
b. Oral communication												
c. Written communication												
d. Health and nutrition literacy												
e. Physical education, fitness, wellness, and sports												
f. Digital literacy												
g. Knowledge of India												
h. Environmental literacy (including awareness of water and resource, conservation, sanitation and hygiene, etc.)												
i. Knowledge of critical issues (including current affairs and facing local communities, States, the country, and the world, etc.)												

ABILITIES	Performance Level Descriptors											
	GRADE - 9			GRADE - 10			GRADE - 11			GRADE - 12		
2. SENSITIVITY	B	P	A	B	P	A	B	P	A	B	P	A
a. Collaboration and teamwork												
b. Ethical and moral reasoning												
c. Knowledge and practice of human and Constitutional values												
d. Gender sensitivity												
e. Citizenship skills and values												
f. Fundamental duties												
3. CREATIVITY												
a. Scientific temper and evidence-based thinking												
b. Creativity and innovativeness												
c. Sense of aesthetics and art												
d. Critical thinking												
e. Problem-solving												
f. Skills training												
g. Coding and computational thinking												

Credit Distribution at the Secondary Stage

The credit structure for the Secondary Stage (Grades 9 to 12) has been aligned with the National Credit Framework (NCrF), ensuring that students' academic and applied learning is acknowledged comprehensively. Each grade features a carefully balanced distribution of credits across subject-specific learning, MOOCs, and project-based learning. Credit points are calculated by multiplying the assigned credits with the NCrF level for the respective grade.

Grades 9 and 10

In Grades 9 and 10, students earn a total of 40 credits per grade. Out of these, 32 credits have been earmarked for subject-specific learning. These 32 credits are further divided between formative and summative assessments. In Grade 9, 70% of the subject-specific credits are allotted to formative assessment (22.4 credits), and 30% to summative assessment (9.6 credits), placing a strong emphasis on continuous and classroom-based feedback. In Grade 10, the division is equal, with formative and summative assessments each carrying 16 credits (50:50 ratio), offering a balanced approach between ongoing and end-of-term assessments.

In addition to subject-specific learning, Grade 9 includes a census-based assessment (2 credits), MOOCs (2 credits), and projects and research work (4 credits). Grade 10 does not have a census-based assessment but allocates 4 credits each to MOOCs and project/research components. At NCrF Level 2.5 (Grade 9) and Level 3 (Grade 10), students can accumulate up to 100 and 120 credit points, respectively.

Grades 11 and 12

With increased academic depth, both Grades 11 and 12 carry a total of 44 credits each. As per the National Credit Framework (NCrF), students are expected to earn a minimum of 40 credits per academic year. The National Curriculum Framework for School Education (NCF-SE) specifies that 36 of these should be subject-specific credits in both grades.

In Grade 11, 36 credits are allocated to subject-specific assessments, with 40% (14.4 credits) assigned to formative assessment and 60% (21.6 credits) to summative assessment. In addition, 4 credits each are designated for MOOCs and projects/research work, bringing the total to 44 credits. At NCrF Level 3.5, students can earn up to 154 credit points.

In Grade 12, the same 36-credit subject-specific structure is followed, but the weightage shifts to 30% (10.8 credits) for formative and 70% (25.2 credits) for summative assessment. MOOCs and projects/research contribute 4 credits each, totalling 44 credits. With the NCrF level advancing to Level 4, students in Grade 12 can accumulate up to 176 credit points.

This credit distribution not only ensures academic rigor but also promotes self-paced digital learning and experiential research, in line with the National Education Policy (NEP) 2020.

Grade 9					
Criteria	Credits			NCrF Level	Credit Points
Subject-specific Learning	Formative Assessment	22.4 (70% of 32 credits)		2.5	56
	Summative Assessment	Subject-specific	9.6 (30% of 32 Credits)	2.5	24
		Census-based Assessment	2 Credits	2.5	5
MOOCs	2 Credits			2.5	5
Projects & Research	4 Credits			2.5	10
Total Credits	40			Total Credit Points	100

Grade 10				
Criteria	Credits		NCrF Level	Credit Points
Subject-specific Learning	Formative Assessment	16 (50% of 32 Credits)	3	48
	Summative Assessment	16 (50% of 32 Credits)	3	48
MOOCs	4 Credits		3	12
Projects & Research	4 Credits		3	12
Total Credits	40		Total Credit Points	120

Grade 11				
Criteria	Credits		NCrF Level	Credit Points
Subject-specific Learning	Formative Assessment	14.4 (40% of 36 Credits)	3.5	50.4
	Summative Assessment	21.6 (60% of 36 Credits)	3.5	75.6
MOOCs	4 Credits		3.5	14
Projects & Research	4 Credits		3.5	14
Total Credits	44		Total Credit Points	154

Grade 12				
Criteria	Credits		NCrF Level	Credit Points
Subject-specific Learning	Formative Assessment	10.8 (30% of 36 Credits)	4	43.2
	Summative Assessment	25.2 (70% of 36 Credits)	4	100.8
MOOCs	4 Credits		4	16
Projects & Research	4 Credits		4	16
Total Credits	44		Total Credit Points	176

Core Team

Ministry of Education

Sanjay Kumar, *Secretary*, Department of School Education and Literacy (DoSEL), Ministry of Education (MoE)
Vipin Kumar, *Additional Secretary*, DoSEL, MoE upto 26.10.2024
Anil Kumar Singhal, *Additional Secretary*, DoSEL, MoE w.e.f. 26.10.2024
Anandrao V. Patil, *Additional Secretary*, DoSEL, MoE
Archana Sharma Awasthi, *Joint Secretary*, DoSEL, MoE
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National Council for Educational Research and Training (NCERT)

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Central Board of Secondary Education (CBSE)

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

Navodaya Vidyalaya Samiti (NVS)

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

Kendriya Vidyalaya Sangathan (KVS)

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

Other Institutes/Organizations

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

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The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes the need for transparency and accountability in financial reporting. The second part outlines the various methods used to collect and analyze data, including surveys, interviews, and focus groups. The third part presents the results of the study, showing a clear trend towards increased participation in community programs over the past five years. The final part concludes with recommendations for future research and implementation strategies.

The data collected from the surveys and interviews indicates a significant increase in the number of participants in the community programs. This growth is attributed to several factors, including improved outreach efforts and the introduction of new program offerings. The findings suggest that the current strategies are effective, but further research is needed to identify the most impactful interventions.

In conclusion, the study highlights the importance of ongoing evaluation and adaptation in community development work. By staying informed of the latest research and best practices, organizations can better serve the needs of the community and achieve their goals.