HOLISTIC PROGRESS CARD IMPLEMENTATION GUIDE FOR TEACHERS

CENTRAL BOARD OF SECONDARY EDUCATION

SUMMARY

The National Education Policy (NEP) 2020 lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities - both the ' foundational capacities 'of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. To close the gap in achievement of learning outcomes, classroom transactions will shift, towards competency-based learning and education. The assessment tools (including assessment "as", "of", and "for" learning) will also be aligned with the learning outcomes, capabilities, and dispositions as specified for each subject of a given class.

The Holistic Progress Card (HPC) signals a paradigm shift moving towards active, learner centric and experiential learning pedagogies that involve the learner in activities and projects related to their context and their interests such as gardening, art work, puppetry, playing indoor and outdoor games, toy based pedagogy, storytelling, etc.

The Holistic Progress Card aims to mark shift in assessment from one that is summative - primarily testing rote memorization skills, to one that is more regular and formative - more competency-based, promoting learning and development for our students, and evaluating higher-order skills, such as analysis, critical thinking, and conceptual clarity. The primary purpose of assessment will indeed be for learning; it will help the teacher and student, and the entire schooling system, continuously revise teaching-learning processes to optimize learning and development for all students.

The Central Board of Secondary Education (CBSE) has created a prototype of the HPC for Classes 1, 2, and 3. This is being piloted. The present document provides details about the concept, features, structure, assessment strategies related to the HPC. This document will also facilitate teachers to conduct competency based assessment in their class, a holistic view of a child's progress. It is important for teachers to go through these guidelines before they plan activities for children. These guidelines will help them to understand the role of the HPC and the role of teachers to implement the same.

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I. Background

As part of Transforming Assessment for Student Development, the para 4.35 of the National Education Policy (NEP) 2020 recommends preparation of Holistic Progress Card (HPC) to provide a 360 degree, multidimensional report of progress, that reflects in detail the progress as well as the uniqueness of each learner in the cognitive, affective, socio-emotional, and psychomotor domains. It will include self-assessment and peer assessment, and progress of the child in project-based and inquiry-based learning, quizzes, role plays, group work, portfolios, etc., along with teacher assessment. The HPC will form an important link between home and school and will be accompanied by parent-teacher meetings in order to actively involve parents in their children's holistic education and development. The progress card would also provide teachers and parents with valuable information on how to support each student in and out of the classroom. AI-based software could be developed and used by students to help track their growth through their school years based on learning data and interactive questionnaires for parents, students, and teachers, in order to provide students with valuable information on their strengths, areas of interest, and needed areas of focus, and to thereby help them make optimal career choices.

II. NIPUN BHARAT Guidelines:

Foundational Learning is the basis of all future learning for a child. Not achieving basic foundational skills of being able to read with comprehension, writing and doing basic mathematics operations leaves the child unprepared for the complexities of the curriculum beyond grade 3. Towards this, the Department of School Education and Literacy has launched a National Mission called "National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN Bharat)." The vision of the NIPUN Bharat guidelines is to create an enabling environment to ensure universal acquisition of foundational literacy and numeracy, so that every child achieves the desired learning competencies at the end of Grade 3.

III. HPC and NIPUN BHARAT Inter-Relation:

Children come to school from different backgrounds and contexts. As a result, children have differences in readiness for school when they begin preschool or kindergarten. There are differences in the levels of language skills, visual-motor skills, and social readiness. Children having varied levels of oral language development, second language learners, diversity in home atmosphere may result in different types of learners having different learning needs. The traditional learning system may not be able to meet the needs of all the children, and so

Niepid.nic.in. (2022). Retrieved 7 April 2022, from https://niepid.nic.in/nep_2020.pdf

an alternative to the traditional learning system is the competency-based learning as highlighted in NIPUN Bharat guidelines. Competency based learning is focused on student learning outcomes, and is characterized by the following:

- Explicit learning outcomes are defined which are the pathways for competency acquisition.
- The pedagogy is based on activities, experiences, integration of arts/sports/technology, etc. and connecting the learnings to real-life situations, so that the child learns to apply knowledge.

Primarily, formative assessment is used, and skills or concepts are assessed in multiple contexts to ensure that both deep understanding and applications are acquired by children.

According to Section 6.2 of the NIPUN Bharat Guidelines*, "The foundational years of education has three developmental goals that comprise prime learning areas' such as physical and motor development, socio-emotional development, language and literacy, cognitive development (mathematical understanding and numeracy as well as understanding the world), spiritual and moral development, art and aesthetic development which are interrelated and interdependent. Development in these learning areas make children competent to deal with complex life situations and all these areas have been subsumed into three major goals."

The details of the three developmental goals are as follows:

DG1	Developmental Goal 1: Health and Wellbeing (HW)	This goal continues to provide experience for health and wellbeing, physical and motor development, socio-emotional development, nutrition, hygienic practices and safety from FY1-FY6.
DG2	Developmental Goal 2: Effective Communicators (EC)	Once the foundations of language and literacy are laid during the preschool stage (3-6 years), this goal leads to subject—first/second language for example, Hindi/state language/English.
DG3	Developmental Goal 3: Involved Learners (IL)	Children become involved learners and connect with their immediate environment.

*Diksha.gov.in. (2022). Retrieved 7 April 2022, from https://diksha.gov.in/assets/docs/nipunbharat.pdf

Key Competencies and Developmental Goals:

The key competencies of each goal are highlighted in NIPUN Bharat guidelines. These competencies have been drawn from the documents 'Pre-school Curriculum' and 'Learning Outcomes' developed by the National Council of Educational Research and Training (NCERT). Also, the perspectives of language and mathematical thinking, design learning etc. as envisaged in the NEP 2020 has been taken care of.
The developmental goals have been further divided into six levels corresponding to the 3 years of ECCE followed by 3 years of schooling.

Understanding the linkage between developmental goals, competency and learning outcomes (LOs):

- **Developmental Goals:** Developmental Goals comprise 'prime learning areas' such as physical and motor development, socio-emotional development, language and literacy, cognitive development (mathematical understanding and numeracy as well as understanding the world), spiritual and moral development, art and aesthetic development which are interrelated and interdependent. These prime learning areas are subsumed in the three developmental goals of foundational learning.

- **Competency:** Each developmental goal consists of competencies. Competencies are statements that specify what children will know, be able to do, or be able to demonstrate when they have completed or participated in a course or program.

- **Learning Outcomes:** LOs are essentially evidence of having acquired competencies. LOs are statements that describe the knowledge, skills, and attitudes that students should acquire by the end of a particular assignment, class, course or program, and help students understand why that knowledge and those skills will be useful to them. There may be more than one outcome defined for a given competency. Coded Learning Outcomes for all DGs are given in the Annexure 1 of NIPUN Bharat Guidelines.

> Further, section 6.2 of the NIPUN Bharat Guidelines states that Assessment is the process which is integrated with the **teaching-learning processes** and principally aimed at **empowering the teacher** to see the individual child as well as collective impact of the classroom transactions and attaining the desired learning outcomes and Competencies as intended in the in the three developmental goals mentioned earlier. For this purpose, HPC has been conceptualised in the **Chapter 6, section 6.7 of the NIPUN BHARAT Guidelines for School Based Assessment.**

IV. Salient Features of Holistic Progress Cards (HPC)

Holistic Progress Card (HPC) aims to provide a 360-degree, multidimensional report of progress, that reflects in detail the progress as well as the uniqueness of each learner in the cognitive, affective, socio-emotional, and psychomotor domains as well as in acquiring of life and learning skills, and values. This progress report will be based on self, peer, teacher and parent assessment of various skills and competencies acquired by the child. Assessment of children on all the essential aspects of their growth and development will be compiled in the form of a Holistic Progress Card.

Questions propping in mind before designing an HPC
- Grades do not give a clear picture of student learning. What are the substitutes?
- What do parents, teachers and students want to know from a progress card?
- What are the various ways in which the school can communicate progress?
- Performance is never static, it has to be measured over a period of time.
- How can parents know the uniqueness in their child?
- How does the progress report provide feedback for the student, so as to facilitate progress in learning?
- How can the progress be a log of performance and conversation with parents and students?
- Is it possible to help parents see the connections and possibilities of the direction in which the student is growing?
- How can the teacher`s burden to fill in progress reports be decreased?

All above questions/premise can be answered by the HPC that will be:
- A pedagogical tool
- A process through which both the teachers and the parents will equally participate for the student achievement of competencies
- A tool to enable society to participate in a student's development and progress

Features of the HPC:
- Participatory, Inclusive, and based on learner centric approach
- Assess the task and not the learner: HPC will be a tool to assess the ability of the child to complete according to defined competencies and skills continuously.
- Builds on self-awareness and self-esteem: The HPC communicates the strengths and areas of improvement with participation and discussion between the teacher, the child and where possible, the parent.
- Goal setting: The HPC includes opportunities for the child in consultation with the teacher to set future goals thus providing direction to both, teacher and the child in terms of future action.

CBSE has developed a Prototype of Holistic Progress Card, after extensive deliberations and consultations with UNICEF, NCERT and various experts in the filed of Foundation Literacy and Numeracy.

TO BE NOTED

- Holistic progress card reports many unique competencies which **are not just academic**.
- It provides disaggregated reporting, unlike a single score or letter grade in a subject area.
- A comprehensive list of age/grade-wise outcomes is given in the Foundation Literacy and Numeracy Framework, NIPUN which are expected to be covered during classroom sessions.
- For the purpose of reporting the progress of a student, selected competencies that represent the critical areas of instruction and development are highlighted in this card along with each developmental goal.
- These goals are to be met with the use of activity-based and experiential learning pedagogy.
- These competencies are yearlong competencies.
- Parent, Peers, and self-assessment is used to report 360-degree progress.
- Painting, drawing, clay-work, toy-making, projects and inquiry-based learning, student portfolios, quizzes, group work, role plays, etc., can be used to assess student progress since indicators/learning outcomes are more comprehensive.
- Pictorial evidence of the child's work is represented in the portfolio section. This will essentially present the child's work in the task assigned.
- For the purpose of representation, of the level in the card, schools must select any non-hierarchical and neutral icons such as flower, tree smiley etc.
- HPC can be implemented for three/ four terms, as chances to scaffold and guide children's learning becomes better at the foundational stage.
- The evidence is gathered through the activities designed to culminate in an HPC, which is an individualized and comprehensive reporting of a student's progress.

Points to be Noted Specifically!

- *Teachers should plan in advance which activities they will conduct for the purpose of reporting.*
- *A few experiential activities or projects may be sufficient to address a wide range of competencies.*
- *They will need to identify the relevant competencies that are being addressed through the activity so that these can be reported.*

An elaborate description of all sections of the HPC prototype is given below.

Note on Assessment

Note on assessment is for teachers, it mentions brief guidelines about the implementation of the HPC. It is important for teachers to go through these guidelines before they plan activities for children. These guidelines will help them to understand the role of HPC and the role of teachers to implement the same.

Section 1: A Glimpse Of Myself and A Glimpse of my Family

What it is: A glimpse of myself and my family is a tool that gives children an opportunity to pay attention to themselves and their immediate surroundings. It also helps them to present how they see themselves through drawings or pictures. It is a way to promote self-reflection in a child.

THINGS TO KEEP IN MIND AND TEACHER PREPARATION
Role of Teachers

Materials to carry in the classroom:
- A plain sheet for the students
- Basic stationery materials like colors, pens, pencils. Other craft materials are optional.

Instructions for the teacher to give in the class:
- "We are going to draw ourselves and our family members, present ourselves using drawing and pasting", can be a suggestive beginning.
- Ask them to think about what all are the elements that make us look a certain way: wait for them to give responses, e.g., eyes, hair, face, nose, lips, body type, etc.
- Add and ask them to think, what makes us different which may not be visible in our physical appearance: teacher is recommended to give examples from their lives to get children to start thinking: for example: my interest in cooking, or the way I speak (voice), the things I enjoy doing or I am good at makes me different and defines me.
- Similarly, teacher is recommended to give examples to draw family members: for example: grandparents or parents playing together with children, or eating together.
- Now, ask them how they would like to present themselves. With drawing how they look or with something they like doing? Tell them it is okay to use any.

Points to consider for teachers:

DO NOT interpret the child's picture. Be open to everything and anything that the child draws even if it is not representing a glimpse of themselves and family in a literal sense. Encourage and motivate a child to be as creative as possible. Create a space for children with materials like glue sticks, pebbles, sticks, colors etc. to use. The intention is to make the drawing a space for a child to access their creative sides and use their fine motor skills while they represent themselves.

Reflection of the 'Glimpse of Myself and Family"

Through observation:

1. Look for engagement level - how much the child is engaging in the activity.
2. How well are they using creative elements like colors, or things from their environment to add to their paper?
3. Their use of fine motor skills and gross motor skills while they are attempting the activity.

Through dialogue:

Engage in a dialogue to understand what they have drawn or pasted, ask them to describe or elaborate what the drawing depicts.

Section 2: All About Me

What it is: It is a tool that gives an impression of a child's understanding of themselves. Will invite a student to develop self-awareness and awareness of their presence in the environment. This tool activity has various elements such as children sharing their birthday, height-weight, friend's name, parent's names, their likes, and their favorite game/food/colour/animal etc, which contribute to develop understanding about self.

THINGS TO KEEP IN MIND AND TEACHER PREPARATION

Role of Teachers

Materials to carry in the classroom:

- The format given is just a sample. Teachers can use the same format or can modify the format considering the space required or to add more details if needed.
- Have several print outs handy of the 'All about me' sheet to distribute amongst all students present in the class.
- Dry colors: crayons, sketch pens.

Points to consider for teachers:

- The teacher needs to be open-minded and encourage the students to think one by one of each element in the worksheet.
- Be mindful that all students may not be aware of what their date of birth is, or what their height or weight. It is important and critical to keep the context of the child in mind and invite them to think about using metaphors and explain.
- Give relevant examples for the students to start thinking about their likes and favorites.
- Note that many students may not be able to spell things or names correctly, the teachers are suggested to be inclusive and supportive by either helping the child one on one or just to let go of the spellings as it is not the intention of the tools for assessment.
- Children can be invited to use the language of their choice and for drawing can also be given as an option for expressing and filling the sheet. For example: drawing a ball or bat or badminton in your favorite sport, and instead of writing the favorite color, the color can be used as a highlight in the space

For example:
How tall I am in relation to this door in the classroom or draw a scale in the classroom to measure each child's height on that wall.

Instructions for the teachers to give:

- Today we will be getting to know ourselves better and more.
- I will be distributing a worksheet to you, and we will explore what all this worksheet is asking about us.
- This worksheet will be asking us about our parents, friends, our likes, and a few things that are favorite to us.
- Pick up your pencils, pens, and colors.

Reflection of the 'All about me'

- Observe the engagement levels of the children.
- Notice how easily they were able to identify their friends' names, or their likes. (Offer support and brainstorm with them in case you see them struggling).
- Assess them for their comprehension, their awareness about self, and their engagement with the exercise.

Section 3: Checklist/ Observation of developmental goals

What it is: It is a competency-based assessment tool that will allow teachers to assess the students on certain learning outcomes. The items included in this assessment form revolve around the following developmental goals as stated in NIPUN Bharat Guidelines, focusing on the holistic development of a child.

Developmental Goal 1: Children Maintain Good Health and Wellbeing (HW)

The key competencies under Developmental Goal 1 are: Awareness of self, Managing Emotions, interacting with others, Empathy, Problem solving, Self –Regulation, Prosocial Behavior, Health and Hygiene, Motor Skills, and Participation.

Developmental Goal 2: Children Become Effective Communicators (EC)

The key competencies under Developmental Goal 2 are: Building relationships, Building & managing conversation, Sound Symbol Association, First Language Skills, Second language Acquisition

Developmental Goal 3: Children become involved learners and connect with their immediate environment (IL)

The key competencies under Developmental Goal 3 are: Information processing, Curiosity, Problem solving, Sensory Development, Environmental Awareness, Sequencing and Concept Formation, Numeracy, Financial Literacy, Concept Formation, Technology Skills.

THINGS TO KEEP IN MIND AND TEACHER PREPARATION
Role of Teachers

- Teacher to note that the key components mentioned under each goal are the ones the students are being assessed on.
- It will be difficult to cover all LOs in a Progress Card, hence only the most critical competencies and relevant LOs have been kept in the sample. Schools can adapt or modify as per their requirement.
- The teacher can either create opportunities in the classroom in the form of activities and can also observe in their academic and co-curricular classes, whether and how much the above-mentioned competencies are being reflected in their student's way of being.
- Each parameter is explained in the HPC, be aware of the school context and the context of the student coming from while assessing them. For example -language barriers, culture difference, previous school experience etc.

- Make sure that the level of attainment is well explained and understood by teachers when the student is being assessed on a particular competency.
- Keep an open eye on a child's behavior, and monitor the smallest of change that reflects meeting the competencies at any level.
- The mindset with which the teacher is to assess the student is with an open mindset keeping the developmental age, and the child's special needs in mind.
- The competencies are year-long expectations and so should be observed in a progress and continuous manner.
- Teachers can plan to observe one or two competency per week or can also pick competency based on the activities & timetable of the class.
- It is important to know that the competencies are not specific to class subjects and can be observed throughout the school environment.
- For every competency, teachers need to keep a record of the number of children making good progress on the competency and those children who require further support. This may also include the reason for further support.
- When a child is at the beginner level, it would be desirable that a teacher includes a narrative of how she/he will support the child and what parental support is needed.
- Once a teacher sees improvement in the attainment of the LO, the teacher can herself decide to move onto the next learning outcome

Section 4: Self-assessment and Peer-assessment

What it is: It is a tool that enables a student to look at themselves and see how much they have grown and moved ahead in all the activities that they have been a part of. It also includes an understanding of the engagement level by a student's peers in the activities which involve a level of teamwork or working in a group.

THINGS TO KEEP IN MIND AND TEACHER PREPARATION
Role of Teachers

Materials to carry in the classroom:
Printouts of the self and peer assessment sheet.

Points to consider for teachers:
- This sheet should not be filled randomly in one sitting. It can be stretched for 2-3 months depending on the activities that are done and based on observations and discussions with the student.
- For smaller students, the teacher can fill in the sheet themselves after a discussion with the child, based on the activities conducted.
- Encourage the students to answer the questions on their own and honestly.
- Children may not remember with passage of time. Reflection must be done immediately after the activity is over. The teacher must factor in the time for reflection as part of the main activity as part of the planning for assessment.

Instructions for the teacher to give:
- We have just completed this (..) activity. Let us now write/draw what we learnt in this, what we enjoyed, what was difficult or what you did not enjoy.

Give them the sheet and ask them to write/draw their response to the activity undertaken based on what they remember.

Assessment of the 'Self and peer assessment'

Observe the students during the activities and see how engaged they are, and which activities are making them happy. Once the students have filled in their assessments, compare their answers to your observations

Section 5: Parent Feedback

What it is: It is feedback that is taken from the parents keeping in mind their children's performance over a period, due to different activities that are being done with the students. It is to look at certain behavioral changes that the parent might have observed in their children in their home environment.

THINGS TO KEEP IN MIND AND TEACHER PREPARATION
Role of Teachers

Materials to carry in the classroom:
- Printouts of the parent feedback form.

Points to consider:
- This sheet can be given to the parents either via the students or during the PTA meetings.
- It should not be given at the beginning but at the end of Term 1. The parents can then fill it at the end of Term 1, Term 2 and then again at the end of Term 3. Schools can try to get feedback after each term. Date should be mentioned for each feedback. Feedback for each of the three terms is recommended, feedback for at least two terms can be made essential.
- All the parents might not be open to a form of learning like that of life skills which is different from academics (basic math, science, and languages) or may not be able to mention about their child's liking, support required by child or reason for child's particular behavior. Teachers should be patient and take them along by giving examples, explaining the policy framework and the need for it.

Instructions for the teacher to give:
- When you meet the parents, give this feedback sheet and give them the perspective for the same. Mention its need and its origin from the policy.
- Say that they would need to fill it at the end of each term and anything from their own perspective about how things have changed can be mentioned.
- They could also mention the stories and anecdotes that the children share once they come back home.
- The parents should observe both positive and areas of improvement for their children.

Assessment of the 'Parent Feedback'

Go through the answers and observations made by the parents. Compare it to the observations that you have made for the students and look for similarities and differences. Try to look for the reasons for the differences between home and classroom in discussion with the parents and suggest alternatives to address the same.

Section 6: Portfolio

What it is: A collection of photos and other resources of work done by the students during and after the activities.

THINGS TO KEEP IN MIND AND TEACHER PREPARATION
Role of Teachers

Materials to carry in the classroom:
- Phone for photos

Points to consider for teachers:
- Keep taking pictures and other resources as and when the activities are happening or just over. Save them and keep them handy.
- Ask the students to save any art and craft work or other documentation they might have for the activities they have done and not throw them away.
- Create a portfolio for the same for each student.
- The teacher can decide on the number of photos she would like to provide in the HPC. In case of an online tool, the soft copies of the photos can be pasted. In case of print outs (hard copies), teachers can decide on the number of the printed copies for photos. Portfolio section is for both teachers and parents to look at the child's work and engagement in the classroom.

Assessment of Portfolio

Choose the best 3 photos or documentation which are based on the three Development Goals for each student.

VI. Role of Principal

As a part of the HPC Implementation phase, Principals will attend the Orientation programme that will share about the scope and objective of HPC and their role as school leader to support, be in-charge and oversee the entire HPC process.

The Principal will also play a pivotal role in engaging and advocating the importance of the HPC to the school management. This buy-in will be crucial for a "Whole School" approach towards HPC with understanding of the importance, and need and urgency for competency-based assessment. It is important that School Management and all the stakeholders (Principals, Teachers including HoDs, Administrators and Coordinators, and parents) are made aware about competency based assessment as key education reform aims to strengthen the capacity of schools to deliver high-quality competency-based learning.

Some of the essential points to be considered by school heads are:
- To provide logistic support to teachers for the implementation of HPC online or offline.
- To provide mentoring and guidance to teachers for the implementation of HPC.
- To create space for parents to learn and participate in their child's overall development.
- To create a smooth transition for children from ECCE years to Class 1.
- To maintain HPC for each child and to make it easily accessible for parents.
- The Principal shall use data to track progress toward achievement of the goal, giving particular attention to improvements that will support the school's most vulnerable students.

VII. Task Based Assessment

Each section of HPC helps in *competency-based assessment* which can be achieved through *task based assessment*. One activity or one task can help in learning more than one learning outcome.

- *For example,* during a circle time, if child is narrating about his/her previous day(Sunday), listening to this narration can help one to understand the skills like:
- Sequencing: Is the narration of the activities in order for e.g starting from morning, brushing my teeth, having milk....etc.
- Vocabulary development: Is a child using actions, sounds or words to narrate a story.
- Acquisition of first language or second: Is a child using one language to narrate the incident or a combination of two languages.
- Self-expression: Is a child able to express themselves using a particular language?
- Connection with immediate environment: Does the child mention other family members, friends in the story?

- One task can help to assess multiple competencies and LOs across all goals.
- Multiple tasks or activities should be planned wherein a child is having enough opportunity to experience the competencies aimed for.
- Teachers should plan the task to provide space for child experience or develop each learning outcome as determined for a particular grade.
- This would help to understand a child's conceptual learning of the skill as well as application of the skill.
- For the *purpose of reporting*, assessment can be done any time in a term, teachers need not wait for the end of the term.
- The information collected as a part of the HPC is used to plan the teaching-learning strategies and help to modify the ongoing activities to ensure that it meets the needs of ALL children.
- HPC invites intervention rather than evaluation.

Suggestive list of activities for Task based Assessment:

- Nature walk
- Sports- running, hopping etc.
- Seriation - seriation of sticks
- Musical movement
- Miming
- Role play
- Art based activity- drawing, paintings, puppet making, using clay dough etc.
- Story telling
- Circle time

VIII. Integrating Tasks with Competencies and Learning Outcomes Across the Three Developmental Goals:

A sample is given below:

Task based Activity : Making Salad from local fruits and vegetables

I Development Goal 1: Health and Well-Being

Selected relevant Key Competencies: Motor Skills, Health & Hygiene			
Selected relevant Coded Learning Outcomes from the drop down	Beginners	Progressing	Proficient
HW 4.13 a: Maintains hygiene and cleanliness and healthy eating practices independently			
HW 4.13 b: Identifies locally available food items and avoids wastage of food.			
HW 4.18 a: Displays fine motor skills with accuracy and control, engages art integrated			
HW 4.18 b: Uses coordinated movements for using scissors, knives etc			

II Development Goal 2: Effective Communication

Selected relevant Key Competencies: Talking and Listening, Writing with purpose			
Selected relevant Coded Learning Outcomes from the drop down	Beginners	Progressing	Proficient
ECL 1 4.3 a: Connects personal experience and talks about them in their own language.			
ECL 1 4.7 Talks about birds, animals, food, vegetables etc. in surroundings (home, school neighborhood) & writes a few words about them by using invented spelling / conventional writing)			
ECL 1 4.8 Attempts to sound to words			
ECL 2 4.12 Labels the objects such as furniture/mat/blackboards/ reading area, etc.			

III Development Goal 3: Involved Learners

Selected relevant Key Competencies: Numeracy, Shapes, Concept Formation, Sensory Development			
Selected relevant Coded Learning Outcomes from the drop down	Beginners	Progressing	Proficient
IL 4.1 Notices and describes finer details of objects such as colors, sounds, their surface, animals, birds in the immediate surroundings.			
IL 4.2 Identifies common objects, plants, animals, signs on the boards in the immediate neighborhood.			
IL 4.9 Counts objects up to 20, concretely and pictorially.			
IL 4.13 Compares two numbers up to 20 and uses vocabulary like bigger than or smaller than.			
IL 4.27 Observes, extends, and creates patterns of shapes, numbers and musical / sound patterns. For example, arrangement of shapes/objects/numbers etc.			

Points to consider for teachers:

- Multiple Task or activities should be planned wherein a child has enough opportunity to experience the competencies aimed for.
- Task/Activities should be designed in such way that it assess multiple competencies together.
- Teachers should plan the task to provide space for children to experience or develop each learning outcome as determined for a particular grade.
- Based on the observation, teachers needs to assess the child's progress of learning at different levels: Beginner, Progressing, and Proficient.

Beginner	Progressing	Proficient
The student is at the beginning stage of target competency and needs a great deal of support and handholding.	The student is able to meet some part of target competency independently but needs some (occasional) support and handholding.	The student is able to meet target competency independently, without any support.

IX. Establish Monitoring and Evaluation:

The HPC's Implementation vision is for children to experience deep learning in the classroom where they can acquire the skills and competence, enhancing their holistic development further supporting them to thrive in any circumstance. This can be achieved by modifying the teaching pedagogy in the best interest of children.

To monitor the ongoing implementation process, various mechanisms will be established to ensure smooth implementation of the HPC. This would include:
- Visits to school
- Observation of sessions
- Discussion with teachers and principals
- Attending teacher-parents meeting
- Community of Practice (CoP)

To further evaluate the scope of the HPC to be able to track a child's progress and revise teaching-learning strategies to optimise learning and development for all students, research study will be conducted to measure the scope of the HPC.

Baseline:

Baseline study will be conducted to understand the current situation or the child's progress status. This will establish a point from which further modifications or changes in the teaching strategies will be made. It will provide a critical reference point for assessing changes and impact. Using the HPC, this study will be conducted by the end of Term 1. This will help us to understand:
- Scope of the HPC as a tool to measure the holistic progress of a child. (Students' HPC will be collected to further understand the progress of children across Term 1.)
- Challenges faced by teachers during implementation and support needed to teachers.

Midline:

Midline study will be conducted post the submission of HPC by the end of Term 2. This will help us to understand:
- Any change in the child's progress status as compared to Term 1
- Scope of the HPC as a tool to measure holistic progress of a child. (Students' HPC will be collected to further understand the progress of children across the term.)
- Scope of the HPC as a tool to modify teaching pedagogy
- Challenges faced by teachers during implementation and support needed to teachers.

Endline:

Endline study will be conducted post term 3. This will help us to understand:

- Any change in the child's progress status based on the results of Terms 1 and 2.
- Scope of the HPC as a tool to measure holistic progress of a child. (Students' HPC will be collected to further understand the progress of children across the term.)
- Scope of the HPC as a tool to modify teaching pedagogy based on term 1 and 2 results.
- Challenges faced by teachers during implementation.

Based on the findings, a report will be generated to understand the scope of the HPC and accordingly changes will be made in the tool for further roll out in schools.

Teachers will also participate in in-depth interviews giving their responses as a mixed-bag of close-ended and open-ended questions. Teachers will be probed to review the current assessment process and system in Classes 1, 2, and 3 and share their understanding of the HPC for improvement and opportunities in classrooms.

On the basis of this assessment, we will design a work plan for mentoring teachers in specific domains through CoP and providing peer support through training and workshops for Teacher Professional Development (TDP) to master the pedagogical skills and techniques to impart conceptual learning and competency-based learning supported by creation of integrated lesson plans that map to the competencies listed as per the Development Goals (DGs).