

HOLISTIC PROGRESS CARD FOR FOUNDATIONAL STAGE

An Implementation Guide For Teachers



Centre For Excellence In Assessment
Central Board of Secondary Education

HOLISTIC PROGRESS CARD(HPC) FOR FOUNDATIONAL STAGE

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ABBREVIATIONS

CGS	CURRICULUM GOALS
HPC	HOLISTIC PROGRESS CARD
FYL	FOUNDATIONAL YEAR LEARNING
FLN	FOUNDATIONAL LITERACY AND NUMERACY
LOS	LEARNING OUTCOMES
NEP 2020	NATIONAL EDUCATION POLICY 2020
NCFFS 2022	NATIONAL CURRICULUM FRAMEWORK FOR FOUNDATIONAL STAGE 2022

GLOSSARY OF TERMS

1. **BALVATIKA** – A one-year preparatory class before grade 1 for children aged 5 - 6 years; it can be in an anganwadi, a pre-school, primary school, or any other configuration.
 2. **CARE** – A behaviour expressing interest or concern towards something or someone; any activity that attempts to establish, maintain, and improve good relationships between people.
 3. **COGNITIVE** – Any mental activity relating to or involving the processes of thinking and reasoning.
 4. **COMPETENCIES** – These are learning achievement that are observable and can be assessed systematically.
 5. **CURRICULAR GOALS** – These are statements that give directions to curriculum development and implementation.
 6. **DEVELOPMENTAL OUTCOMES** – Behaviours that are results of the process of growth and maturation.
 7. **DOMAINS OF DEVELOPMENT** – The areas of growth and progress, namely, physical, emotional, social, cognitive, and language acquisition.
 8. **EARLY CHILDHOOD CARE AND EDUCATION** – The care and education of children from birth to eight years.
 9. **EARLY LANGUAGE** – Language learning in the first few years of a child's life where there is interest and emphasis in acquiring oral skills, practising pronunciation, intonation, and the joy of learning new sounds, words, and language rules.
 10. **EMOTIONAL INTELLIGENCE** – The ability to understand and manage one's own and others' emotions and respond positively to social norms.
 11. **EXPERIENTIAL LEARNING** – The process of teaching and learning through doing activities, through experiences approximating real-life situations.
 12. **FOUNDATIONAL LITERACY AND NUMERACY** – (FLN) – it is a child's ability to read basic written or textual material and solve basic maths problems such as addition and subtraction.
 13. **FOUNDATIONAL STAGE** – The stage of schooling for children aged 3 - 8 years.
 14. **FREE PLAY** – Child-led, child-directed play in a stimulating environment developed by the teacher.
 15. **HOLISTIC PROGRESS CARD (HPC)**– The record of a child's learning and progress in all domains of learning achievement and development.
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16. **HOME LANGUAGE** – The language(s) spoken amongst members in the home of the child
17. **HYPOTHESIS** – An idea that is suggested as the possible explanation for something but has not yet been found to be true or correct.
18. **INTEGRATED LEARNING** – A holistic approach to learning, focusing on the inter-relatedness of all curricular areas.
19. **LEARNING ACHIEVEMENTS** – This is the extent of progress towards attainment of learning outcomes and associated competencies in any domain.
20. **LEARNING OUTCOMES** – These are statements summarising the knowledge, skills, attitudes, and values that all children must possess and demonstrate upon the completion of a learning experience or sequence of learning experiences.
21. **MATHEMATICAL UNDERSTANDING** – This understanding entails knowing and making sense of the meaning and connotation of mathematical knowledge.
22. **MULTILINGUALISM** – It is the knowledge and active use of many languages other than the home language for communication in teaching and learning contexts.
23. **PHONOLOGICAL AWARENESS** – The ability to identify and distinguish sounds in a spoken word.
24. **POSITIVE LEARNING HABITS** – These are habits of learning that enable children to engage actively in formal learning environments like a school classroom.
25. **PREPARATORY STAGE** – The stage for children aged 8-11 years; for Grades 3-5.
26. **PRE-SCHOOL** – A school providing education for children aged 6 years and under.
27. **SAFETY** – It is the assessment of risk, and active protection of individuals from harm, danger, or injury.
28. **SELF-CARE** – Behaviours enacted in interest or concern towards one's own health, well-being, and growth.
29. **VOCABULARY** – It is knowing a body of words and the meaning of those words. In the context of language and literacy development, vocabulary also indicates the set of words that the child understands.

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I. Background

The National Education Policy (NEP), 2020 recommends pedagogical and curricular restructuring of school education as 5+3+3+4, to make it more responsive and relevant to the developmental needs and interest of learners at different stages of the development. The age group 3 to 8 years comprises the Foundational Stage. The National curriculum **NCFFS** (National Curriculum Framework for Foundational Stage), **2022** recommends age-appropriate pedagogy, curriculum and assessment.

The para 6.4.3 of NCFFS recommends HPC which is an individualized and comprehensive reporting of a child's progress based on evidence gathered through classroom activities over a period of time. **Holistic Progress Card (HPC)** aims to mark shift in assessment from one that primarily tests rote memorization skills, to one that is more regular and formative. Focus is now on the assessment which is competency-based, promoting learning and development of 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 so that the teachers and the entire schooling system can continuously revise the teaching-learning process for the holistic progress of students.

CBSE vide Circular No. Aff.08/2023 dated 17.03.2023, has adopted the NCFFS 2022 for all CBSE affiliated schools. Further, the National Council of Educational Research and Training (NCERT)/PARAKH has prepared the prototype for HPC at the Foundation Stage. On the basis of the recommendations of the NCFFS 2022 and the NCERT prototype, CBSE has realigned its HPC prototype. The school can adopt / adapt the HPC available at the CBSE website www.cbseacademic.nic.in.

The present document provides details about the concept, scope, structure, assessment and strategies related to the HPC. This document will also facilitate teachers to conduct competency-based assessment in their class for 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 importance of the HPC and their role in its implementation.

II. Scope of Foundational Stage

The foundational stage is conceived as five years of flexible, multi-level, activity-based learning for the students in the age group of 3-8 years. The overall aim at this stage is to attain optimal outcomes in the domain of physical and motor development; cognitive development; socio-emotional and ethical development; cultural and artistic development; and development of communication and early language literacy and numeracy (NEP 2020, Para 1.2).

The Foundational Stage for the children of ages between 3 to 8 years focuses on the need to nurture the unique capabilities of each child and promotes a multidisciplinary approach to education. It bridges the divide between the home environment of the child and the formal school environment.

The curriculum¹ is closely linked to the development domains of the child- Physical Development, Socio-emotional-ethical Development, Cognitive Development, Language and Literacy Development, and Aesthetic and Cultural Development.

The pedagogy at the foundational stage is largely play-based experiential learning that is inquiry and discovery based. Concrete materials — toys, puzzles and manipulatives etc comprise most of the content to provide knowledge and understanding of the relevant concept. Classrooms and outdoor environments are conceded as the most appropriate spaces for exploration. Children's literature is seen as an important source for language and literacy development. The pedagogy emphasises on the nurturing-caring relationships between the teacher and the children. The teacher needs to ensure a balance between self-paced individual learning to a more social group-based learning. The focus is on development of competencies using sports integrated and arts integrated learning experiences.

The focus of assessment shifts from summative testing of rote memorization skills to more regular and formative competency-based performances of tasks for conceptual clarity. The assessment tools are to be aligned accordingly.

The significance of family and community during the early years is one of the most powerful predictors of a child's development. The parent-child relationships and interactions can influence children's learning and development deeply in the early years. **The mother tongue** is emphasised for language and literacy development and to ease, and make learning more effective, learning in other domains as well

III. Foundational Stage: Aims, Curriculum Goals, Domains, Competencies & Learning Outcomes

Aims of Education:

Aims are educational vision statements that give broad direction to all deliberate efforts of educational systems. Aims of Education are usually articulated in education policy documents.

For example, NEP 2020 states that “The purpose of the education system is to develop good human beings capable of rational thought and action, possessing compassion and empathy, courage and resilience, scientific temper, and creative imagination, with sound ethical moorings and values. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by our Constitution.”

Curriculum Goals (CGs):

The circular goals are statements that give directions to curriculum development and implementation. They are derived from Aims and are specific to a Stage in education (e.g., the Foundational Stage).

National Curriculum Frameworks which guide the development of all curricula state the Curricular Goals. For example, in the NCF-FS, “Children develop effective communication skills for day-to-day interactions in two languages” is a Curricular Goal for the Foundational Stage.

The curriculum goals for the Foundational Stage have been articulated keeping in view the long Indian tradition of inquiry (for example, as evidenced in the concept of Pancha Kosha in Taittiriya upanishad) coupled with current research and understanding in the related disciplines of Development Biology, Psychology and Cognitive Neuroscience.

Domains:

Taking view of the **development pattern of children** in the age group of 3 - 8 years and how children learn at this stage, the curricular goals have been articulated for the five major **domains**:

1. The focus of **Physical Development** is to sharpen sensorial attention, exercising and coordination of different muscles, safety and development of healthy eating and hygiene habits.
2. The focus of **Socio-emotional and Ethical Development** is to develop the ability

understand and manage/regulate emotions, along with understanding other emotions helping develop cooperation, empathy and compassion in children.

3. The focus of **Cognitive Development** is to develop conceptual and mathematical understanding of the natural and social environment, logical thinking and problem solving etc.
4. The focus of **Language and Literacy Development** is to enable children to make meaning out of text and the world it represents; and development of effective communication skills.
5. In **Aesthetic and Cultural Development**, engagement with various arts like visual, music, movement and drama are done to encourage observation, reproducing and extending observed patterns. The focus is on the ability to imagine and free and creative expression of the children.

Along with the focus of these five domains, the teachers need to develop **Positive Learning Habits** that allow them to engage activity in the formal learning environment of the school subsequently. The attempt should be to encourage intentional action, mental flexibility, self- control and self-regulation as also to encourage observation and exploration.

Competencies:

Competencies are learning achievements that are observable and can be assessed systematically. These Competencies are derived from the Curricular Goals and are expected to be attained by the end of a Stage.

Competencies are articulated in Curriculum Frameworks. However, curriculum developers can adapt and modify the competencies to address specific contexts.

Examples of some of the Competencies derived for the Curricular Goal given as an example above - “Converses fluently and can hold a meaningful conversation” and “Understands oral instructions for a complex task and gives clear oral instructions for the same to others.”

Competencies are attained over a period of time. The competencies become the basis for more contextual learning outcomes.

Learning Outcomes:

Competencies are attained over a period of time. Therefore, interim markers of learning achievements are needed so that Teachers can observe and track learning and respond to the needs of learners continually.

These interim markers are Learning Outcomes (LOs). Thus, *Learning Outcomes are granular milestones of learning and usually progress in a sequence leading to attainment of a Competency.*

Learning Outcomes enable Teachers to plan their content, pedagogy, and assessment towards achieving specific Competencies. Teachers have the autonomy to define Learning Outcomes as appropriate to their classroom contexts, while maintaining the connection to the Competencies.

understand and manage/regulate emotions, along with understanding other emotions helping develop cooperation, empathy and compassion in children.

Curriculum Goal

E.g.: “children develop effective communication skills for day-to-day interactions in two languages

Competencies

E.g: “Converses fluently and can hold a meaningful conversation” and “Understands oral instructions for a complex task and gives clear oral instructions for the same to others”.

Learning outcomes

E.g. “Initiates conversations in daily life with peers and teachers in a variety of school settings”

IV. Assessment Guidelines

A. Assessment

Assessment closely integrated with curriculum and instruction, is embedded in the learning process and is an essential component of the teaching-learning cycle. The primary role of assessment is to enhance teaching and improve student learning.

Assessment is best described as a process by which information collected is used by teachers to identify learning needs of students and align instruction to improve classroom practice and by students to adjust their learning strategies.

Assessment is a lens for understanding learning, identifying invisible barriers and helping teachers to improve their teaching strategies.

In addition to its traditional focus on outcomes, assessment is beginning to focus on learning processes and experiences. The effort is also to make it more learner centric. A shift from **assessment of learning** towards **assessment for learning** and **assessment as learning** is transformational, and results in deep learning.

Effective purposeful assessment should inform students' their starting points, what they have mastered and what they need help on. It permits teachers to adapt their teaching to the needs of their students and plan accordingly in order to ensure that every student is able to reach his/her full potential. Assessment as learning is envisaged to empower learners to enable them to learn about themselves and regulate their own learning. It also encourages peer assessment, self-assessment and reflection.



Should inform students' their starting points, what they have mastered and what they need help on.

Permits teachers to adapt their teaching to the needs of their students

To plan in order to ensure that every student is able to reach their full

To empower learners to enable them to learn about themselves and regulate their own learning

It also encourages peer assessment, self- assessment and reflection

Assessment at the Foundational Stage

Assessment at the Foundational Stage is not to provide any grade and score on a child's performance but to understand a child's progress in various learning outcomes and competencies. Assessment of children on all the essential aspects of their growth and development will be compiled in the form of a Holistic Progress Card (HPC), which is descriptive and analytic rather than merely numerical.

Explicit tests and examinations are inappropriate assessment tools for this stage. Assessments are to be conducted largely in the form of qualitative observations by teachers.

NCFFS (2022) recommends that

- Assessment tools and processes need to be designed such that they are a natural extension of the learning experience for a child.
- Teachers need to design different kinds of assessment, for the same learning outcome and also for different learners
- Teachers must ensure that assessments enable recording and documentation of children's progress.
- Systematic record keeping of such assessments is considered an important professional responsibility of teachers.
- Care must be taken to ensure that assessment does not overly burden both the teachers and the students.

Teachers have the autonomy to design and judiciously choose appropriate tools for assessment and the periodicity in which assessment-related record is maintained.

Such assessments would enable teachers to

- Get an insight and an overall view of the learning achievement of children in a classroom.
- Consolidate learning - assessment tasks, and map the rate of progression of learning over a period of time for each child.
- identify the needs, preferences, and interests of the child and recognize early signals about possible developmental challenges or learning difficulties a child might be facing.
- Design the future course of action, select appropriate content and pedagogical approaches, plan appropriate additional learning experiences and create opportunities for children who are not learning adequately or with learning gaps in learning, and seek collaboration and coordination wherever possible.

V. What is a Holistic Progress Card (HPC)?

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.

The HPC maps the status of each child's learning for Foundational Literacy and Numeracy skills. It gives an overall description of an individual's performance over a period of time thus enabling teachers to identify the strengths, opportunities, barriers and skills or qualities that may be developed over a period of time.

Teachers need to ensure that

- Assessment at the foundational stage is participatory and inclusive.
- Self-assessment by learners and peer assessment are an integral part along with teacher assessment.
- Assessment incorporates the parents' feedback.

Remember the focus is to assess the task and not the learner.

Features of Holistic Progress Card (HPC)

- Presents a picture of a student's progress that provides evidence as well as an opportunity to the child to understand his/her growth over years.
 - Helps teachers gain a clear and comprehensive picture of children's learning and development so that they can plan appropriately across learning goals and help children achieve all the learning outcomes.
 - Communicates the strengths and areas of improvement for each child identified with participation and discussion between the teacher, the child and where possible, the parent.
 - Provides teachers and parents with valuable information on how to support each student in and out of the classroom.
-

- Help teachers to identify not only the gaps but also assist in solving multi-dimensional issues in schools ranging from child-teacher engagement, progress in learning, drop-out rate and barriers to learning.
- Provide a baseline level for each student in various learning outcomes and competencies before the beginning of each term/session.
- Provide opportunities for the child in consultation with the teacher to set future goals thus providing direction to both the teacher and the child in terms of future action.
- Build an important link between home and the school and should be accompanied by a parent teacher meeting in order to actively involve parents in children's holistic education and development.

VI. Methods and Tools of Assessment

HPC proposes the use of integrative pedagogy in order to track students' performance. The two broad methods of assessment that are appropriate at the Foundational Stage are observations of the child and analysing evidence gathered as part of their learning experience.

A. Observations of the Child²

Children show their understanding by doing, showing and telling. Observations can help Teachers see the child's achievement of different Competencies which children exhibit in many possible ways.

Observation over a period of time provides the Teacher with a comprehensive understanding of the child's learning.

Systematic observation for assessment involves the following steps:

1. Planning:

- Identify a few children for observation in the classroom.
- Determine which Curricular Goal needs to be observed.
- Make a list of the Competencies and Learning Outcomes to be observed.
- Determine the methodology and prepare the record sheet to record observations.

2. Gather Evidence:

- Find out a task/ activity where the selected Competencies or Learning Outcomes can be exhibited by children
- Keep recording exact observations as evidence.

3. Reflect and Assess:

- Read the evidence and records to track the progress of each child over a period of time.
- Plan and modify teaching pedagogy as required.

4. Anecdotal Records³

An anecdotal record is an attempt to record in detail a specific episode or event that is of particular interest or concern. It is an observation and recording of what children say and do while they are engaged in a particular activity.

²Please refer to the illustration in Annexure under sample of tools and methods, section 1 observation.

³Please refer to the illustration in Annexure under sample of tools and methods, section 6 sample of checklist.

5. Checklist

A checklist is a tool for identifying and recording whether a child has accomplished the listed learning outcomes. A checklist is easy to create and use.

- A checklist is based on a sequential approach to learning.
- Used when many learning outcomes are to be observed.
- A 'mix and match' approach that combines checklists with another data collection method is preferred.

A sample checklist for observation of language and literacy skills which can be used for an individual child and for a group of children is placed at Annexure⁴.

6. Event/ Frequency Sampling⁵

- Event Sampling allows a combination of anecdotal records and checklists.
- Each time a targeted event occurs, the Teacher may capture (in writing) as many details as possible from the beginning of the event until the end.
- Useful when Teachers want to redirect children's unacceptable behaviour or action.
- Recording to be in the form of a simple table.
- Details related to the event also to be included.
- Teachers can do 'time sampling,' to assess certain behaviour or actions at regular intervals to understand the intensity of the problem.

(e.g., if the Teacher wants to observe the aggressive behaviours of a child, she can record every 10 minutes for two days, during free play time of the same activity. She will get a clear sense of tantrums and conflicts of the child and understand their socio-emotional behaviour in a particular situation).

B. Artefacts⁶

An artefact in an early childhood classroom refers to an object created by a child during the teaching-learning process.

Key points:

- It provides a rich source of information about a child's strengths and abilities.
- It is helpful in looking at the child's work and seeing how their level of understanding of a particular Learning Outcome is affected.
- It could be any sample of work that the child is able to produce.

¹⁶. ⁵Please refer to the illustration in Annexure under sample of tools and methods, section 3 sample of event sampling.

⁶Please refer to the illustration in Annexure under sample of tools and methods, section 4 sample of

C. Task based Assessment⁷

HPC helps in competency-based assessment which is achieved through task based assessment. One task can help to assess multiple competencies and LOs across all goals.

Key points:

- Develop each learning outcome as determined for a particular grade.
- 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.
- Use information to plan the teaching-learning pedagogies. It also helps to modify the ongoing activities to ensure that it meets the needs of all children.

Activities to be done for achieving a competency:

- The teacher may assess multiple competencies across curriculum goals and domains through one activity.
- Various activities should be planned wherein a child can have ample opportunity to experience the competencies aimed. This would help to understand a child's deep learning, acquisition of the competency as well as its application.
- The competencies are to be acquired by children with teacher's guidance through activity-based and experiential learning pedagogy.

Competencies to be covered in a term:

- Teachers can decide on the number of competencies she/he would like to observe in the month based on number of children in the class. Also, a few competencies can vary among children, based on the need and progression of the child.
- Teachers can aim to a minimum of one competency for every curriculum goal across domains.
- Teachers can decide to observe one or two competencies to be assessed every week/month (e.g., listening/speaking skill, bonding with books, print awareness, math concepts, problem solving, creativity, peer relationships etc) based on the activities/timetable of the class.
- The competencies are year-long expectations and so should be observed in a progressive and continuous manner.

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:

⁷Please refer to the Annexure, section list of resources which has an example of Teaching Plan and Assessment.

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 language: 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?

VII. HPC in Practice

HPC reports many unique competencies which are not just academic. It communicates the strengths and areas of improvement with participation and discussion between the teacher, the child and where possible, the parent.

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

Section I: All About Me

What is it?

It provides a broader understanding of themselves. It includes various personal elements such as their birthday, height-weight, friend's name, place they live, parent's names, their likes, and their favourite game/food/colour/animal etc.

All about me

My name is _____

Things I like: _____

I live in _____

My birthday _____

My friends are _____

My favourite:

colours _____

foods _____

games _____

animals _____

TERM 1

My height is _____ hand spans.

My weight is _____ kgs.

TERM 2

My height is _____ hand spans.

My weight is _____ kgs.

Key points:

- Be open-minded and encourage the students to think of each element in this section.
- Keep the context of the child in mind and give relevant examples for the students to start thinking about their likes and dislikes.
- Be inclusive and supportive. Help the child one on one and to let go of the spellings as it is not the intention of the tools for assessment.
- Give freedom to use the language and drawing of their choice for expressing themselves.
- Talk about varied points given on the sheet to relate various elements meaningfully.

Section II: Glimpse of Myself and My family

What is it?

It gives children an opportunity to pay attention to themselves and their immediate surroundings. It helps them to explore and present how they see themselves through drawings or pictures. It is a way to promote self-awareness and self-reflection in a child.



Key points:

Glimpse of self and family will help them to see themselves through drawings/ pictures.

- Ask children to present themselves and their family using drawings and pasting materials.
 - Give examples to draw family members, e.g: grandparents or parents playing together with children, or eating together.
 - Make them think about what all are the elements that make us look a certain way: e.g., eyes, hair, face, nose, lips, body type, etc.
 - Encourage children to be as creative as possible
- Make the children understand themselves and be aware of their presence in the environment.

Section III: Competencies

Competencies	Term 1	Term 2
Curriculum Goal 1 - Children develop habits that keep them healthy & safe		
C-1.1: Shows a liking for and understanding of nutritious food and does not waste food		
C-1.2: Practices basic self-care and hygiene		
C-1.3: Understands unsafe situations and asks for help		
Curriculum Goal 2 - Children develop sharpness in sensorial perceptions		
C-2.1: Differentiates between shapes, colours, and their shades		
C-2.4: Differentiates multiple smells and tastes		
C-2.5: Develops discrimination in the sense of touch		
Curriculum Goal 3 - Children develop a fit and flexible body		
C-3.2: Shows balance, coordination and flexibility in various physical activities		
C-3.3: Shows precision and control in working with their hands and fingers		
C-3.4: Shows strength and endurance in carrying, walking and running		
Curriculum Goal 4 - Children develop emotional intelligence		
C-4.1: Starts recognising 'self' as an individual belong to a family and community		
C-4.2: Recognises different emotions and makes deliberate effort to regulate them appropriately		
C-4.3: Interacts comfortably with other children and adults		
C-4.6: Shows kindness and helpfulness to others (including animals, plants) when they are in need		

What is it?

This section documents assessment of various competencies arrived by the teacher through use of different assessment tools, to track the progress of the child against Competency that is defined for specific Curricular Goals.

The Curricular Goals for the Foundational Stage have been derived by giving consideration to the following domains:

- Physical development,
- Socio-emotional and ethical development
- Cognitive development
- Language and literacy development
- Aesthetic and cultural development⁸
- Positive Learning Habits

As the Curricular Goals are developmental, so are the Competencies and the Learning Outcomes. All the Learning Outcomes have a developmental trajectory across every age group through the foundational stage.

As learning between ages 3 to 8 is developmental, it happens at a varied pace for different children. All children will not achieve the same age-wise Learning Outcomes at the same time. Each Learning Outcome is observable and the Learning Outcomes need to be read as cumulative. The child's learning of the previous age group continues to be observed in later stages. For example, if the Learning Outcome for the age group 4-5 is 'eats without spilling' this is assumed to continue for the age group 5-6 onwards.

The competencies are to be interpreted with the following levels of attainment.

- **Beginner:** Tries to achieve the Competency and associated Learning Outcomes with a lot of support from teachers.
- **Progressive:** Achieves the Competency and associated Learning Outcomes with occasional/some support from teachers.
- **Proficient:** Achieves the Competency and associated Learning Outcomes on his/her own.

The level of attainment can be depicted by using any neutral icon such as flower, tree, smiley etc.

⁸ For detailed understanding of above mentioned domains, refer to NCF-FS, pages 225 to 274

Points to be considered for Teachers:

- Focus on and observe one or two competencies per week.
- Competencies can be picked based on the activities and timetable of the class.
- Keep a record of the number of children making progress for the competencies being assessed.
- Keep a record of those children who require further support, with reason, for the competencies being assessed.
- Include a narrative on what parental support is needed in a specific domain and how the child will be supported at the beginner level.
- Once a teacher sees improvement in the attainment of the competencies, she/ he can decide to move onto the next learning outcome
- Ensure that the level of attainment is well explained and understood.

Holistic Progress Card

This card is an individualised and a holistic representation of a student's progress. This is an exemplar card based on the National Curriculum Framework for Foundational Stage (NCFSS 2022), prepared for Foundational Stage (Age group 3-6yrs). CBSE affiliated schools may adopt / adapt the card as per their context.

Note for Teachers:

1. The curriculum goals are to be observed with the use of activity-based and experiential learning pedagogy by the teacher to enable a child to develop competencies.
2. The card is a combination of a child's own expression of self, teacher assessment and peer assessment.
3. The card provides disaggregated reporting unlike a single score or letter grade in a subject area. It is to be filled in at the end of each term.

The competencies are to be interpreted at various levels on the basis of the following description:

Level	Interpretation
Beginner	Tries to achieve the competency and associated Learning Outcomes with a lot of support from teachers.
Progressing	Achieves the Competency and associated Learning Outcomes with occasional/some support from teachers.
Proficient	Achieves the Competency and associated Learning Outcomes on his/her own.

The level of attainment can be depicted by using any neutral icon such as flower, tree, smiley, etc.



Section IV: Learner's Profile by The Teachers



What is it?

This narrative summary is a description of the child's learning. It gives qualitative information about the child's progress based on interpretation of multiple sources of information (e.g., anecdotal records, event samples, checklists, portfolios, worksheets).

It helps parents and other Teachers to know about the children's learning progress in an in-depth manner. It may cover the following:

- Developmental status and learning progress of a child.
- Interest of the child.
- Strengths of the child.
- Challenges and suggestions for improvement

Section V: Parent's feedback

What is it?

It is the feedback that is taken from the parents based on their child's performance over a period, in different activities. It is to look at certain behavioural changes that the parent might have observed in their children in their home environment.

Parent's feedback		
Aspect	Term 1	Term 2
My child enjoys participating in...		
My child can be supported for...		
I would also like to share ...		
Have I completed age appropriate vaccination schedule for my child?		

Key points:

- Sheets may be given to the parents either via the students or during the PTA meetings at the end of each term to get feedback.
- Mention the date for each feedback
- Explain why their feedback is sought to the parent.
- Ask parents to write from their own perspective about how things have changed in their child.
- Ask parents to mention stories and anecdotes that the children share once they come back home.
- Ask parents to observe both positive changes and areas of improvement for their children.
- Go through the answers and observations made by the parents.
- Compare it with 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 VI: Self-Assessment

What is it ?

It enables a child to be self-aware. It makes them understand how much they have progressed in all the activities.

Self-Assessment
Self reflection on inter-disciplinary activity done by the child. Example: Clay work, drawing, playing a game, colouring, puppet-making, model making, etc.

The teacher must help the children to fill this sheet:
(For young children, teachers may fill based on observation and discussion)

	Term 1	Term 2
1. Activities that I enjoy the most		
2. Activities that I find difficult to do		
3. Activities that I enjoy doing with my friends		

Key points:

- To be filled in over a period of time based on observations and discussions with the children.
- For younger children, the teacher can fill in the sheet themselves after a discussion with the child, based on the activities conducted.
- Observe the children during the activities and compare their answers to your observations

Section VII: Peer-Assessment

What is it ?

It gives an understanding of the engagement level of a child in the activities when working in a group.

Peer-Assessment

Peer feedback from classmate(s)
Collaborative game/activity such as colouring together, playing a game, etc. done in pairs/ groups

	Term 1	Term 2
1. Helps in completing task/activity.	☹️ 😐 😊	☹️ 😐 😊
2. Likes to play with others	☹️ 😐 😊	☹️ 😐 😊
3. Shares stationery (crayons/ glue/chalk) with classmates.	☹️ 😐 😊	☹️ 😐 😊

Key points:

- To be filled in over a period of time based on observations and discussions with the children.
- For younger children, the teacher can fill in the sheet themselves after an observation/discussion, based on the activities conducted.
- Observe the children during the activities and compare their answers to your observations
- In case of peer-assessment for younger children, it focuses on a child's perspective (feeling) about his/her classmate. This is not to be assessed with any specific developmental goals.

Section VIII Portfolio

What is it ?

A portfolio is the collection of work done by students in various experiential and interdisciplinary tasks done in class. It is a compilation of a child's work in the academic session term wise and also a tool for assessing a variety of skills not usually testable in a single setting of the traditional written paper and pencil tests.

Key points:

- It should be focused on to promote techniques such as annotation, identification of key words/topics/themes, summarization and organizations of ideas and content.
 - Evidence of the child's work and worksheet should be included in it which would help evaluate learner's progress.
 - Teachers may paste pictures, various artworks like clay work, drawing, colouring , puppet making, model -making, etc.
 - The teachers may also paste pictures of the child while engaged in activities like playing a game, role-play, dancing etc.
-

VIII. Documenting & Analysing Children's Responses for Effective Teaching-Learning

Assessment provides us several insights into children's learning. These insights help to plan and design classroom pedagogy that is better aligned with children's needs and interests. A teacher needs to analyse and interpret the evidence for further learning.

Documenting and Communicating Assessment

- Assessments are ongoing in the Foundational Stage.
- It is important to periodically aggregate, summarise and analyse all the assessments during a term.
- The school should maintain a folder for each child. The folder will contain all information about the child and the Teacher's narrative summary for each term/year.
- HPC should be used to communicate with the parents and families of the child in their learning journey.

Analysis of evidence

A. Prerequisites for analysing evidence

- To be unbiased and open-minded towards the children they teach
- To well-design and align the assessment to Competencies of the Foundational Stage.
- To be formally and informally integrated through the course of the day in the classroom and out-of-classroom activities.
- To have a system of collecting and documenting evidence of children's learning from various assessments (e.g., observations, worksheets, artwork).

B. Principles for analysing evidence

- To focus on what children know and can do for their assessment in a fair and accurate manner.
- To analyse evidence to judge the extent to which children have demonstrated understanding and acquisition of skills - beginner, progressing and proficient.
- To identify misconceptions or alternative conceptions,

- To identify gaps in children's learning
- To use multiple sources of evidence before making conclusions about a child's learning.

C. Acting upon the analysis

- To utilise the evidence gathered to plan or alter instructions for meeting children's needs.
- Revise or practice skills not learnt by most children
- Restructure learning experiences through use of alternate teaching strategies and methods.
- To identify children who need support for specific competencies. Accordingly give time and work with them to improve upon those competencies.



IX. Role of Principal and Teachers

Role of Principal

The most important role of a Principal is to create a supportive and empowering culture in school. They have to create an ethos where teachers think and talk about teaching and learning of children.

The Principal will play a pivotal role in engaging and advocating the importance of the HPC to all school stakeholders including the school management. They are expected to:

- Attend Orientation programmes regarding the scope and objective of HPC.
- Be in-charge, support and oversee the entire HPC process.
- Provide logistics support to teachers for the implementation of HPC.
- Provide mentoring and guidance to teachers for the implementation of HPC.
- Create space for parents to learn and participate in their child's overall development.
- Create a smooth transition for children from preschool years to Class 1.
- Maintain HPC for each child and to make it easily accessible for parents.
- Encourage teachers to use data to track progress towards achievement of the goal, giving particular attention to improvements that will support the school's most vulnerable students.

Role of Teachers

Teachers are critical to improve the quality of learning and assess the child in a just manner. All children learn by listening, watching, and connecting with the teacher in different ways. It becomes important for teachers to have pedagogic autonomy to plan and organise content, decide the sequence, and methods of teaching.

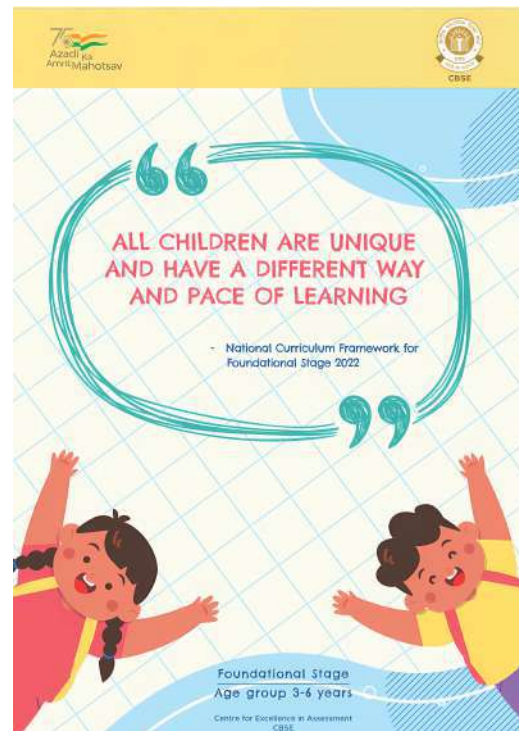
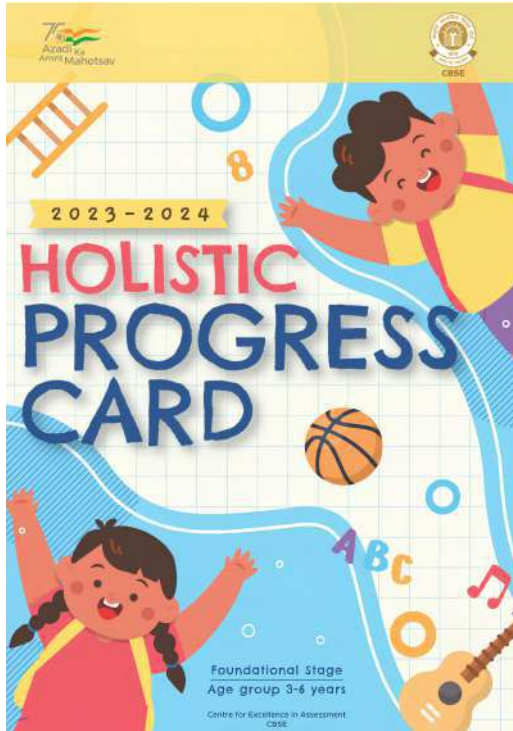
Remember to:

- Take pictures of activities and save them.
- Keep all resources as and when activities happen.
- Ask students to save their art and craft work.
- Take feedback from parents periodically.
- Display patience and explain policy frameworks to parents whenever required.

- Fill in assessment sheets based on observations and discussions with students over a period of time.
 - Fill sheets for smaller students to take their inputs (peer and self-assessments) after a discussion with the child.
 - Encourage students to answer honestly on their own.
 - Reflect and take notes immediately after an activity is over.
 - Be open minded and encourage students to think on their own.
 - Be inclusive and supportive.
 - Give freedom of expression to children.
 - Give examples to initiate thinking among children.
 - Be aware about the school context and the socio-cultural context of students while assessing them.
 - Create opportunities in the classroom in the form of activities to observe competencies.
 - Adopt/modify the most relevant LOs as per the requirement of the child.
 - Keep an open eye on a child's behaviour, and monitor the smallest of change that reflects meeting the competencies at any level.
 - Assess students with an open mindset, keeping the child's age and special needs in mind.
-

X. Annexures

Annexure 1: Prototype of Holistic Progress Card - Foundational Stage (Age group 3-6years)



Annexure 2: Prototype of Holistic Progress Card – Grades 1 and 2

Annexure 3: Competencies

I. Competencies (NCF_FS: Section 2.4)

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

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

Domain: Physical Development

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

Domain: Socio-Emotional and Ethical Development

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

Domain: Cognitive Development

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

Domain: Language and Literacy Development

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

Domain: Aesthetic and Cultural Development

CG-12

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

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

Domain: Positive Learning Habits

CG-13

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

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

Annexure 4: Sample of Tools and Methods

1. Observation

Some illustrative pointers for observation during a few common pedagogical processes are given below:

A. Story telling:

- i. Is the child getting involved in the story?
- ii. Is the child describing the pictures?
- iii. Is the child asking questions about different characters of the story?
- iv. Is the child connecting personal experiences with the events of the story?
- v. Is the child recalling familiar words from the story?
- vi. Is the child expressing likes or dislikes about the story?

B. Guided conversation:

- i. Is the child listening to others during Circle Time?
- ii. Is the child waiting for their turn to speak?
- iii. Is the child expressing their pleasure or displeasure while listening to others?
- iv. Is the child able to predict what is going to happen next?

C. Play - Free, Guided, or Structured:

- I. Is the child solving simple problems?
 - ii. Is the child able to use large and small muscles to engage with play material?
 - iii. Is the child able to express different emotions?
 - iv. Is the child able to respond appropriately to the emotions of others?
-

2. Sample of Anecdotal Record

Sample Anecdotal Observation Record	
Context: I teach a class of 4-5-year-olds. This is an observation I made of something that caught my attention while I was doing 'story time' with my children.	
Name: Devi	Age: 4.5 years
Date & Time of observation: DDMMYY, HH:MM	Setting/Area: Classroom
Purpose of observation: Emotional regulation	
<p>Observation:</p> <p>I read the story 'Rajesh hugs her sister' to my class. Devi got agitated and pushed around the children sitting beside her. After the story reading, I asked the children to draw a picture of their family. Devi did this but blackened out the boy in the picture using her crayon. I asked her about it, and she said 'That's my brother. I don't like him. He always teases me and takes my food. Mother and Father like him.'</p>	
<p>Interpretation:</p> <ul style="list-style-type: none"> • Devi seems to be having difficulty coping with her feelings for her brother. • She may not know how to communicate her feelings to her parents. • This was affecting her behaviour with other children too. 	
<p>Plan of action:</p> <ul style="list-style-type: none"> • Talk to Devi's parents about this. They may need to do few things at home - like making her brother and Devi play together, do some chores together share food, and explicitly assure her how they love her equally. • Give more attention to Devi's responses and attitudes in class towards stories and role play involving characters of parents and brothers; observe and record progress. 	

3. Sample of Event Sampling

Event Sample – Observation record

Context: This was a class of 4-5-year-olds. I had given group work to my children and recorded my observations. This led me to useful insights for further action.

Names of the children: Muthu, Chandri, Suryan, Karthik	Age: 4.5 years
Date & Time of observation: DDMMYY, HH:MM	Setting/ Area: Creative activity, outdoor
Purpose of observation: Children's group work	
Description of the incident	Interpretation
<ul style="list-style-type: none"> • I had given them a task to work in small groups of 3 or 4 and create a picture using twigs and leaves. They had to collect these from outside, and then come in and finish the task. • Muthu, Chandri, Suryan, and Karthik were in one group. Karthik touched the twigs and leaves but did not contribute towards completing the task. He ran around, disrupting other children. • Chandri and Muthu cooperated with each other and created a tree model from the twigs and leaves they collected. • Suryan seemed to enjoy the process but didn't contribute much. 	<ul style="list-style-type: none"> • These children are at different levels: • Karthik exhibits disruptive behaviour, is not able to focus on the task. I will need to work with him on this. • Suryan, while not disruptive, will need support to demonstrate appropriate social behaviour. • Muthu and Chandri can work well in groups, complete tasks.



I was specifically concerned about Karthik's disruptive behaviour. To understand it more, I decided to do a frequency-sample observation of Karthik e.g., observing him every 5 minutes in a period of 30 minutes every alternate day and interpreting his behaviour, how much time he is able to focus on a given task and understanding the cause of his behaviour. I recorded this in a simple checklist format.

I could then work on the solution along with his family, give him tasks based on interest, and appreciate him on completion of the tasks.


4. Sample of Artefacts

Student work as evidence

Developing fine motor skills is one of the learning outcomes for the 3-4-year-old children I work with. Artwork is one of the key methods I have been using to help children develop these skills. The artwork done by children at the beginning and towards the end of the term also serve as clear evidence of the progress they have made. This is a sample from one child's work. As you can see, there is progress in hand-eye coordination and fine motor skills over this period.

<i>Beginning of the term</i>	<i>Towards end of the term</i>
	

5. Sample of worksheets (Class7-



He in on she

playing eating sleeping jumping

catching mango fruits children

bench throwing ball

Make sentences or a story on picture in own words with the help of given words

Mana was a Playing ✓

Neeraj was Ball catching ✓

Hanshu was a eating a Mango ✓

Haldi was a Siting ✓

Haryshita was was a wa dancing ✓

6. Sample of Checklist

	Listening and speaking	Quarter1	Quarter2	Quarter3
1	Listens with attention to spoken conversation and stories			
2	Recites, repeats small poems, action songs and participates in music and rhythmic activities			
3	Able to follow 2 or 3-step instructions			
4	Responds to questions through sentences used appropriately			
5	Uses appropriate vocabulary and speaks complete sentences about an idea/object/picture/experience			
	Emergent reading			
6	<i>Print awareness</i> and meaning making - demonstrates awareness of print in the classroom and environment			
7	Able to associate and recognize their own name and one-to-one association of spoken words and written words			
8	<i>Bonding with books</i> - Demonstrates the ability to explore a range of age-appropriate books (e.g., picture books, rhyme books, story books)			
9	<i>Pretend reading</i> - Demonstrates interest and looks through books and tries to read them			
10	Able to comprehend and interpret the meaning of the print from picture books or story books			

Annexure 5: List of Resources

Illustrative Learning Outcomes

The illustrative learning outcomes are learning trajectories over the five years in the Foundational stage that lead to the achievement of the related competency.

Resources	Content/ Description	Link of the resources	Page numbers from NCF-FS
Learning Outcomes	These learning outcomes are mapped to the competencies as mentioned in the NCF- FS document under different domains.	https://ncert.nic.in/pdf/NCF for Foundational Stage 20 October 2022.pdf	225-274

Below is the table that comprises illustrative practices that can be referred to by the teachers in the classroom and demonstrate what is possible in the various contexts of our school system. The list is indicative and not exhaustive.

Resources	Content/ Description	Link of the resources	Page numbers from NCF-FS
Few examples of daily observations	This has examples of daily observations of the children based on competencies like participation in the activity, identifying letters with pictures, hand balancing.	https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf	281
Plan for Hindi language teaching	This includes weekly plan for teachers for teaching Hindi language in the classroom	https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf	285
Teacher-Student Relationship: Deepa's Diary	This is to refer to the teacher's note and observations of her students in the classroom. It is a free flowing structure and more like a reflection of a teacher in context of the students behaviours.	https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf	289
Teaching Plan and Assessment	This includes examples of activities that could be done with children sitting in a circle. It focuses on skills like logical, visual, interpersonal, intrapersonal, and musical.	https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf	290
Differentiated Learning for Mathematics in Grade 2	An illustration of activity based learning among different groups for teaching mathematics for grade 2 children.	https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf	301

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Tonk, Rajasthan

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Ms. Manshvi Palan - Manager, Dream a Dream

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