



Ministry of Education
Government of India

सत्यमेव जयते



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

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT



HOLISTIC PROGRESS CARD (HPC)

SECONDARY STAGE





शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



HOLISTIC PROGRESS CARD (HPC)

Secondary Stage



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PD BS

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Holistic Progress Card

HP C

Secondary
Stage

PART-A (1)

Name of the School:

Address of the School:

Village/Ward: BRC: CRC:

District: State: Pin Code:

--	--	--	--	--

UDISE+ Code:

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

Teacher Code:

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

GENERAL INFORMATION

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

Student Name:

Date of Birth: Gender:

APAAR ID:

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

UDID (only for CWD):

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

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

Photograph

Class Roll No.: Registration No. of Student Given by School: Section:

ATTENDANCE

Months	Jan	Feb	Mar	Apr	May	June	Jul	Aug	Sep	Oct	Nov	Dec	Total
No. of School Days													
No. of Days Present													
% of Attendance													
If attendance is low then reasons thereof													

Note: Establishing a benchmark for low attendance serves as a proactive, course-corrective measure under the RTE Act, (designed to trigger timely support for the child rather than punitive action).

INTEREST (I am interested in) *:

Reading ☐	Dancing or Singing or Playing a musical instrument ☐	Sport or Games ☐
Creative writing ☐	Gardening ☐	Yoga ☐
	Art ☐	Craft ☐
Participation at home ☐		Cooking ☐
Others ☐ Please specify		
.....		
.....		

* May choose more than one option

Learner's Physical Ability				
		Yes	Sometimes	Not Yet
Movement & Fitness	Runs 100 metres with appropriate effort, coordination and control.	☐	☐	☐
	Performs or appropriately attempts pull-ups, demonstrating upper-body strength and control.	☐	☐	☐
	Performs a high jump with appropriate coordination and a safe landing.	☐	☐	☐
	Performs a long jump with balance, coordination and a safe landing.	☐	☐	☐
Motor & Coordination Skills	Throws a ball with control, coordination and appropriate force.	☐	☐	☐
	Performs seven consecutive steps with balance, rhythm and coordination.	☐	☐	☐
	Performs seven consecutive jumps with balance and controlled landing.	☐	☐	☐
	Performs seven consecutive hops while maintaining balance and body control.	☐	☐	☐
	Performs seventy skips while maintaining rhythm and coordination.	☐	☐	☐
	Performs seventy rope skips while maintaining rhythm, coordination and control.	☐	☐	☐
Participates in Games/Sports & Other Activities	Participates actively in organised games/sports such as kho-kho, football, kabaddi/ net games such as badminton, volleyball/ field games such as cricket, athletics/ relays, or any structured/free play session), applying appropriate movement skills and following rules.	☐	☐	☐
	Participates in gymnastics, Yoga, or other physical activities, demonstrating balance, flexibility, coordination and body control.			

PLAY HABITS ASSESSMENT RUBRIC

(Aptitude & Interest in Games, Sports and Movement Activities)

Use for a learner's chosen sport/activity practised at a competitive level, e.g., a specific invasive game (football, kabaddi, basketball), net game (badminton, volleyball), field game (cricket, athletics), yoga, or any structured practice/match session.

Abilities	Beginner	Proficient	Advanced
Awareness	Has basic familiarity with the movement skills of a chosen sport/activity but is not yet consistent. Needs support to understand movement concepts, principles, or rhythmic drills that would improve performance. Rarely manipulates space and equipment effectively during play.	Exhibits reasonable proficiency in most movement and motor skills required for a chosen sport/activity. Applies some movement concepts and principles to refine skills, with occasional guidance. Manipulates space and equipment appropriately in most game situations.	Exhibits high proficiency in all movement and motor skills required to participate and excel in at least one sport, yoga, or physical activity. Independently applies complex movement concepts and principles to refine skills and explains their role (e.g., rhythmic drills) in improving performance. Consistently manipulates space and equipment effectively; uses this to develop a personal physical activity plan and charts tournament levels/participation criteria for their sport of choice.
Sensitivity	Rarely reflects on own or others' behaviour before, during or after physical activity. Needs frequent reminders to behave fairly and responsibly in tough or competitive situations. Struggles to accept defeat gracefully or stay modest after winning.	Reflects on own and others' behaviour with some support; recognises the importance of emotional/mental support for performance. Demonstrates fairness and responsible behaviour in tough situations most of the time. Usually accepts defeat gracefully and stays modest after a good performance.	Consistently reflects on and regulates own and others' behaviour before, during and after activity. Articulates why emotional/mental support matters and proactively provides it to teammates. Modifies or creates inclusive games/rules and safety protocols; shows fairness, modesty and grace in all situations. By Grades XI-XII, takes on leadership roles such as refereeing, umpiring, or mentoring younger students in fair play and safety.
Creativity	Uses only a single, pre-decided strategy during a game. Rarely adjusts approach when a strategy or move is not working and struggles to think of more than one way to respond to a play situation. Does not connect techniques or ideas learned in one game or sport to another.	Designs and tries more than one strategy for a game, with some support. Adjusts approach with some support when a strategy is not working and tries an unfamiliar game, position or role with encouragement. Connects a technique learned in one game to a related one, with guidance.	Independently designs and implements multiple strategies in a game, adapting them to the situation. Confidently shifts strategy mid-game in response to the opponent, feedback or changing conditions. Actively seeks out and tries new games, positions or formats out of genuine curiosity and synthesises techniques or tactics from different games/sports into one novel, coherent approach.

HEALTH HABITS ASSESSMENT RUBRIC

(Aptitude & Interest in Fitness and Well-being Practices)

Use for activities such as personal fitness-goal planning, yoga, strength/conditioning circuits, dance or gymnastics for self-expression, or a personal wellness plan review.

Abilities	Beginner	Proficient	Advanced
Awareness	Has limited ability to set a personal physical activity/fitness goal without help. Rarely assesses own progress in terms of effort, process or outcome. Has limited understanding of how heredity, environment or diet affect growth and performance.	Sets physical activity/fitness goals with some guidance and assesses progress in terms of effort and outcome. Plans and schedules exercises/warm-ups in consultation with a teacher. Recognises common bone/muscle injuries and basic first aid and identifies some factors affecting growth, with support.	Independently sets, monitors and adjusts personal fitness goals, assessing progress in terms of effort, process and outcome. Independently plans and schedules a personal exercise/warm-up routine. Evaluates how heredity, environment and diet affect growth; identifies and responds to common injuries; challenges misconceptions about adolescent growth.
Sensitivity	Rarely discusses how physical activity affects personal well-being or self-confidence. Shows limited awareness of the role of physical activity in social interaction or culture. Has limited appreciation for the aesthetic value of physical performance.	Discusses activities that bring personal satisfaction and recognises how activity affects self-confidence, with some prompting. Identifies diverse cultures through dance, physical activity, or local games. Shows growing appreciation for the aesthetic appeal of physical performances.	Examines and explains how physical activity improves self-confidence, self-esteem and mental health. Explains the role of physical activity in social interaction through history and culture. Appreciates and articulates the aesthetic appeal of physical performances; connects nutrition, exercise and mental health.
Creativity	Follows only teacher-designed fitness/wellness plans. Rarely explores dance, gymnastics or other forms of physical expression. Needs significant support to link activity choices to personal interests or goals.	Develops a personal physical activity plan with support and follows it with occasional reminders. Explores one or two forms of physical expression (e.g., dance, gymnastics) with encouragement. Begins to connect activity choices to personal interests or long-term goals.	Independently develops, follows and assesses a personal physical activity plan. Confidently expresses themselves through dance, gymnastics or other physical activities of choice. Connects physical activity choices to long-term personal goals, interests and well-being. By Grades XI-XII, helps organise school-level fitness/wellness events or facilitates circle-time sessions for younger students.

PART A (2)

Self-Assessment

(To be filled in the guidance of teacher)

Circle the most appropriate option.	
Last year, my performance at school was... 	My teachers thought my efforts last year were... 

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

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

Goals! My goal in school last year was... Why was the goal important to you?	What's the status of the goal? ☐ Accomplished ☐ Still working
---	--

One specific goal I would like to achieve in school by the end of this year: How will I know I have achieved this goal?	To achieve this goal, things I need to do: A week from now: 6 weeks from now: 6 months from now:
--	---

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

Goals!

My goal outside of school last year was...

What's the status of the goal?

☐

Accomplished

☐

Still working

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

To achieve this goal, things I need to do:

A week from now:

6 weeks from now:

6 months from now:

How will I know I have achieved this goal?

Things that will help me achieve this goal

My strengths/abilities

Support I get at home/in the community

Support I get at school

1.

1.

1.

2.

2.

2.

3.

3.

3.

Why does this goal matter to you?

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

PART A (3)

Time Management

Tick (✓) the most appropriate option.

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



My Time Habits

What time of the day
is best for you...

... to study?

... to play/exercise?

... to relax?

... to spend time with
friends and family?

How much time do
you spend on
schoolwork after
school?

How much time do
you spend on
physical fitness?

How much time do
you spend taking care
of your emotional
wellbeing?

What do you do to
improve your physical
and mental fitness?

How much time do
you spend on other
things? (With
friends, on your
phone, etc.)

Do you make to-do
lists for your daily
tasks? Why / Why
not?

One thing I would like to spend
more time on:

One thing I would like to spend
less time on:

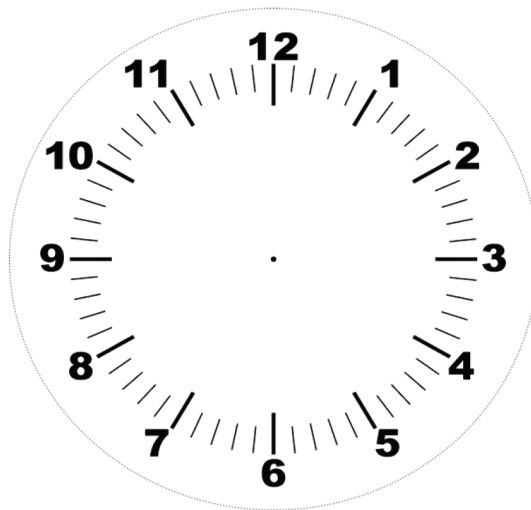
Time Map

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

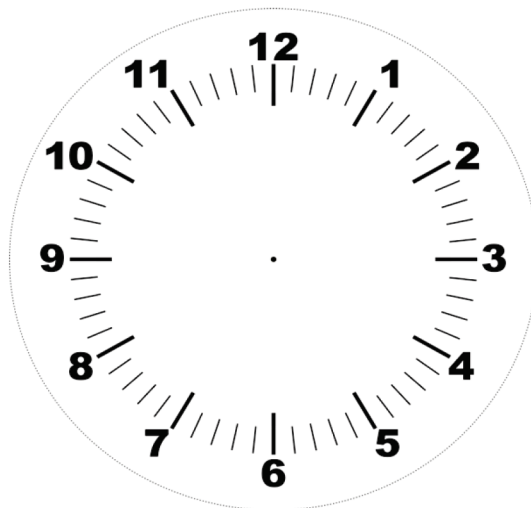
- Is there any activity you should be spending **more** time on?
- Is there any activity you should be spending **less** time on?

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

AM



PM



PART A (4)

Plans after School



The next big step of my life

After I finish school, I want to...

☐	☐	☐	☐
go to college for a general education	take up a skill training full time/part time	prepare for my next step for admission in a professional institute/college	Any other, please specify _____ _____ _____

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

College/Skill Institute/Professional Institute:

Course/Skill Training:

Type of Course:

☐ Certificate ☐ Diploma ☐ Degree

I plan to pursue a skill-based course. I would like to work...

☐ in a corporation or private business

☐ in my own business

☐ in my family business

☐ in government

☐ Any other _____

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

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



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

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

How do I feel about my future?

Circle as applicable.

Prepared



Excited



Confident



Curious



Why do you think so?

Parents' feedback

PART A (5)

Accomplishments Inventory

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

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

PART A (6)

Skills for Life

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

One important life skill you have learned at home, school or in the community	Experiences at home, school or in the community that helped you develop the skill

Why is this skill important to you?

What is another life skill you would like to develop and why do you think it will be important to you?

Plan to do Online Courses

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

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



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



PART B

Group Project Work

Subject(s)

(Can be more than one)

Curricular goal(s)

(Can be more than one)

Competency(-ies)

(Can be more than one)

Learning Outcomes

Pedagogies

(Tick (✓) all that apply.)

- | | |
|--|---|
| ☐ Art-integrated | ☐ Sports-integrated |
| ☐ Toy-based | ☐ Technology-integrated |
| ☐ Skill-based learning | ☐ Drama/Theatre-integrated |
| ☐ Cross cutting theme integrated | ☐ Experiential learning |
| ☐ Indian Knowledge Systems integrated | |
| ☐ Any other _____ | |

**Activity prompt/question/
problem/challenge/
planned final output/Activity**

Guiding questions

What do I know?

What do I need to find out?

Stage 1

Project schedule

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

Resources needed

Roles of group members

Possible barriers to doing the project

- ◆
- ◆
- ◆
- ◆

Learner Reflection

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Stage 1

Teacher Assessment

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Brief comments and pedagogical interventions recommended:

Stage 2

Teacher Assessment

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Brief comments and pedagogical interventions recommended:

Stage 3

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

	Beginner	5	Proficient	10	Advanced	15
Awareness		☐		☐		☐
Sensitivity		☐		☐		☐
Creativity		☐		☐		☐

Stage 3

Learner Reflection

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Peer Feedback

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Overview

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

Teacher Assessment

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

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

- Add the total here.

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

Learner Reflection

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

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 3			
Total			

- Add the total here.

Awareness	☐ Beginner (0-3)	☐ Proficient (4-6)	☐ Advanced (7-8)
Sensitivity	☐ Beginner (0-3)	☐ Proficient (4-6)	☐ Advanced (7-8)
Creativity	☐ Beginner (0-3)	☐ Proficient (4-6)	☐ Advanced (7-8)

Peer Feedback

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

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3			

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

Post-project Reflections

Final comments by the teacher (if any):

The learner's most important contribution to the project was...

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

Think about how
you did on this
project.



Learner Reflection

What did I learn from this project?

What was the most enjoyable part
of the project?

Three strengths I demonstrated in this
project

Two areas of improvement I identified
in this project

What were the challenges I faced doing the
project?

Some questions I still have...

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

PART C

Problem-based Inquiry (Individual Work)

Subject(s)

(Can be more than one)

Curricular goal(s)

(Can be more than one)

Competency(-ies)

(Can be more than one)

Learning Outcomes

Pedagogies

(Tick (✓) all that apply.)

☐

Art-integrated

☐

Toy-based

☐

Skill-based learning

☐

Cross cutting theme integrated

☐

Indian Knowledge Systems integrated

☐

Any other _____

☐

Sports-integrated

☐

Technology-integrated

☐

Drama/Theatre-integrated

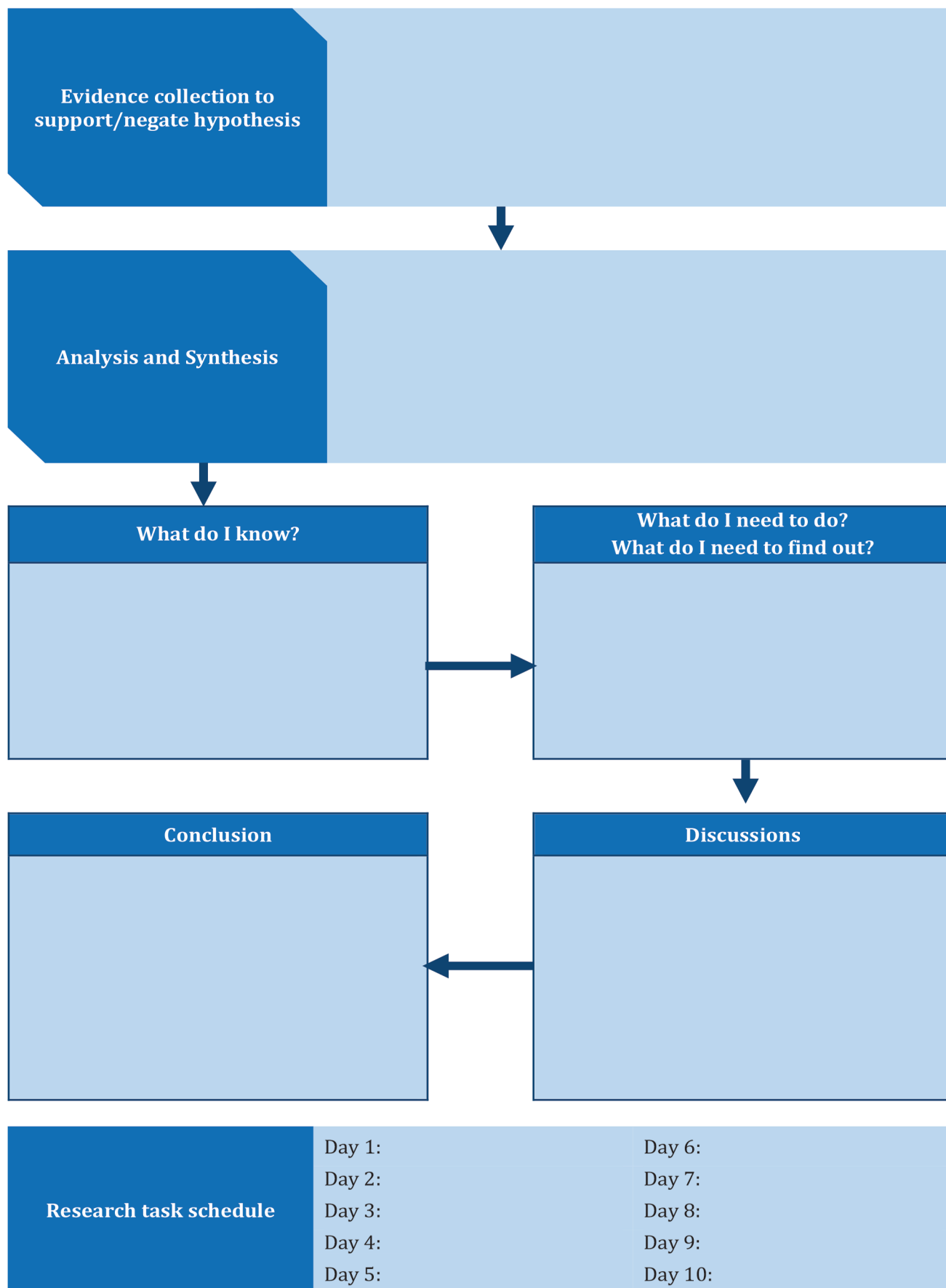
☐

Experiential learning

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

Hypothesis

Guiding questions



Stage 1

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 29–30** for **Stage 1**.

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

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Brief comments and pedagogical interventions recommended:

Stage 1

Learner Reflection

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

What problems did I face in Stage 1?

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



Stage 2

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 29–30** for **Stage 2**.

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

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Brief comments and pedagogical interventions recommended:

Stage 2

Learner Reflection

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Leave some words of appreciation/
encouragement for
yourself.

A large, light blue rounded rectangle with a thin blue border, intended for the learner to write their reflection or words of appreciation.

Stage 3

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 29–30** for **Stage 3**.

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

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Brief comments and pedagogical interventions recommended:

Stage 3

Peer Feedback

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Leave some words of appreciation/
encouragement for
your peer.



Overview

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

Teacher Assessment

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

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

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

Learner Reflection

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

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Total			

2. Add the total here.

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

Peer Feedback

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

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3			

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

Post-inquiry reflections

Final comments by the teacher (if any):

Think about how
you did in this
research task.



Learner Reflection

**What did I learn in this
problem-based inquiry?**

**What was the most enjoyable
part of the inquiry?**

**Three strengths I demonstrated
in this inquiry**

**What was the least enjoyable
part of the inquiry?**

**Three areas of improvement I identified
this inquiry**

Some questions I still have...

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

Assessment Parameters for Problem-based Inquiry

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

Awareness		
Stage 1	Stage 2	Stage 3
- The learner demonstrates understanding of what would constitute supporting evidence for a proposal. - The learner considers the merits of alternative groups as sources of input for the questionnaire/interview. - The learner considers significant constraints (time/access/respondents' attitudes) when drafting the questionnaire/interview. - The learner uses background knowledge and understanding of the context to effectively frame and limit the topics of inquiry.	- The learner demonstrates understanding of the possible limitations of data collected from a particular group in the questionnaire/ interview. - The learner demonstrates understanding of possible problems with the reliability and credibility of responses to the questionnaire/ interview. - The learner shows understanding of how to obtain meaningful data from the questionnaire/interview by asking clear, unambiguous questions. - The learner demonstrates the ability to distinguish between essential and non-essential peer feedback.	- The learner acknowledges results of the questionnaire/ interview that go against the recommended course of action. - The learner presents findings in a clear and easily understood manner. - The learner demonstrates ability to discern more meaningful data or responses. - The learner demonstrates ability to articulate connections between particular findings and recommendations.

Sensitivity		
Stage 1	Stage 2	Stage 3
- The learner demonstrates consideration of possible emotional impacts of the questionnaire/interview. - The learner demonstrates understanding of the different impacts of policy proposals on different groups. - The learner avoids overly intrusive questions on potentially sensitive topics. - The learner adapts the questionnaire to accommodate diverse communication styles.	- The learner adopts a professional tone appropriate to the topic of inquiry. - The learner demonstrates ability to adapt the approach of the questionnaire/ interview to the needs of the respondents. - The learner responds to negative feedback in a constructive manner. - The learner shows the ability to acknowledge their own personal biases and how they might affect the task.	- The learner avoids skewing the possible results of the questionnaire/interview by avoiding emotionally charged wording. - The learner conducts interviews in a professional manner. - The learner responds appropriately to expressions of emotion during interviews. - The learner shows understanding of positive and negative consequences of proposals.

Creativity		
Stage 1	Stage 2	Stage 3
• The learner generates novel ideas, solutions, or approaches to the problem or issue. • The learner demonstrates the ability to take into account multiple perspectives on the issue. • The learner applies innovative approaches to the wording of the questionnaire/interview. • The learner shows willingness to use multiple media for collecting data.	• The learner shows the ability to go beyond feedback offered in peer review. • The learner adopts an active approach in peer feedback, encouraging constructive critiques of the draft. • The learner shows willingness to alter the approach to the problem in the face of valid concerns raised by the peer. • The learner demonstrates ability to shift strategies in the event that the initial approach proves unproductive.	• The learner shows understanding of less obvious insights to be gained from the data. • The learner responds flexibly and effectively to unexpected responses to the questionnaire/interview. • The learner recognizes situations when the responses to the questionnaire/interview require a shift in approach to the problem or issue. • The learner demonstrates ability to articulate multiple, even contradictory, implications from the data.

PART D

Observation Template for Classroom Interactions

Tick (✓) the type of classroom interaction.

- | | | |
|---|---|---|
| ☐ Classroom discussion | ☐ Organised debate | ☐ Simulation/role play |
| ☐ Lab experiment | ☐ Digital learning | ☐ _____ |

Subject(s)
(Can be more than one)

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

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

Learning Outcomes

Pedagogies
(Tick (✓) all that apply.)

- | | |
|--|---|
| ☐ Art-integrated | ☐ Sports-integrated |
| ☐ Toy-based | ☐ Technology-integrated |
| ☐ Skill-based learning | ☐ Drama/Theatre-integrated |
| ☐ Cross cutting theme integrated | ☐ Experiential learning |
| ☐ Indian Knowledge Systems integrated | |
| ☐ Any other _____ | |

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

Duration

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

Materials needed (if applicable)

Teacher Assessment

Awareness

Based on the type of interaction, choose **five** assessment parameters from page 36–37. Tick (✓) as per the learner's performance.

☐	_____	☐	_____
☐	_____	☐	_____
☐	_____	Total number of (✓):	

Sensitivity

Based on the type of interaction, choose **five** assessment parameters from page 36–37. Tick (✓) as per the learner's performance.

☐	_____	☐	_____
☐	_____	☐	_____
☐	_____	Total number of (✓):	

Creativity

Based on the type of interaction, choose **five** assessment parameters from page 36–37. Tick (✓) as per the learner's performance.

☐	_____	☐	_____
☐	_____	☐	_____
☐	_____	Total number of (✓):	

Brief comments and pedagogical interventions recommended:

Learner Reflection

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Leave some words of appreciation/
encouragement for
yourself.



Peer Feedback

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Leave some words of appreciation/encouragement for your peer.



Overview

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

Teacher Assessment

○ ○ ○ ○ ○

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

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

Awareness	☐ Beginner (0-1)	☐ Proficient (2-3)	☐ Advanced (4-5)
Sensitivity	☐ Beginner (0-1)	☐ Proficient (2-3)	☐ Advanced (4-5)
Creativity	☐ Beginner (0-1)	☐ Proficient (2-3)	☐ Advanced (4-5)

Learner Reflection

○ ○ ○ ○ ○

Write some words of appreciation for yourself.

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

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

Peer Feedback

○ ○ ○ ○ ○

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

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

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

Assessment Parameters for Classroom Interactions

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

Awareness

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

Sensitivity

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

Creativity

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

PART E

Learning through Online Courses

Online Course			
S. No.	Course	Number of Hours	Completed (✓)
I.			
II.			
III.			
IV.			
V.			
VI.			
VII.			
VIII.			
IX.			
X.			
TOTAL HOURS			

PART F

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

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

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

Credit Distribution at the Secondary Stage

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

Grades 9 and 10

In Grades 9 and 10, students earn a total of 40 credits per grade. Out of these, 32 credits are earmarked for subject-specific learning, with an explicit inclusion of vocational skilling within both formative and summative assessments.

- Grade 9**

70% of subject-specific credits are allotted to formative assessment (21.9 credits + 0.5 vocational skilling) and 30% to summative assessment (9.1 credits + 0.5 vocational skilling), placing strong emphasis on continuous and classroom-based feedback. In addition to subject-specific learning, Grade 9 includes a census-based assessment (2 credits), MOOCs (2 credits), and projects/research work (4 credits, including 1 credit for vocational work). At NCrF Level 2.5, Grade 9 students can accumulate up to 100 credit points.

Grade 9						
Criteria		Credits			NCrF Level	Credit Points
Subject-specific Learning	1080 Hours of Learning	Formative Assessment	22.4 (70% of 32 credits) = 21.9 (rest) + 0.5 (Vocational Skilling)		2.5	56
		Summative Assessment	Subject-specific	9.6 (30% of 32 Credits) = 9.1(rest) + 0.5(Vocational Skilling)	2.5	24
			Census-based Assessment	2 Credits	2.5	5
MOOCs		2 Credits (1 credit = 15 hours)			2.5	5
Projects & Research		4 Credits (120 hours) (1 Credit for Vocational)			2.5	10
Total Credits		40			Total Credit Points	100

Grade 9					
Subject	Annual Hours	Credits Earned by Completing the HPC (70%)	National Credit Frame work Levels	Credit Points	Credit Point Earned by Learner
Language Education (R1)	70	1.63	2.50	4.08	
Language Education (R2)	70	1.63	2.50	4.08	
Language Education (R3)	70	1.63	2.50	4.08	
Mathematics Education	135	3.15	2.50	7.88	
Science Education	135	3.15	2.50	7.88	
Social Science Education	125	2.92	2.50	7.29	
Interdisciplinary Area	125	2.92	2.50	7.29	
Art Education	115	2.68	2.50	6.71	
Physical Education and Well-being	90	2.10	2.50	5.25	
Skill Education	110	0.58 (the other credit points corresponding to the hours have been assign to project work and MOOC courses)	2.50	1.46	

- Grade 10**

The division between formative and summative assessment is equal, with each carrying 15.5 credits + 0.5 vocational skilling (50:50 ratio). Beyond subject-specific credits, students complete MOOCs (4 credits) and projects/research (4 credits, including 1 credit for vocational work). At NCrf Level 3, Grade 10 students can accumulate up to 120 credit points.

Grade 10					
Criteria		Credits		NCrf Level	Credit Points
Subject-specific Learning	1080 Hours of Learning	Formative Assessment	16 (50% of 32 Credits) = 15.5 (rest) + 0.5 (Vocational Skilling)	3	48
		Summative Assessment	16 (50% of 32 Credits) = 15.5 (rest) + 0.5 (Vocational Skilling)	3	48
MOOCs		4 Credits		3	12
Projects & Research		4 Credit (1 Credit for Vocational)		3	12
Total Credits		40		Total Credit Points	120

Grade 10					
Subject	Annual Hours	Credits Earned by Completing the HPC (50%)	National Credit Frame work Levels	Credit Points	Credit Point Earned by Learner
Language Education (R1)	70	1.17	3.00	3.50	
Language Education (R2)	70	1.17	3.00	3.50	
Language Education (R3)	70	1.17	3.00	3.50	
Mathematics Education	135	2.25	3.00	6.75	
Science Education	135	2.25	3.00	6.75	
Social Science Education	125	2.08	3.00	6.25	
Interdisciplinary Area	125	2.08	3.00	6.25	
Art Education	115	1.92	3.00	5.75	
Physical Education and Well-being	90	1.50	3.00	4.50	
Skill Education	110	0.42(the other credit points corresponding to the hours have been assign to project work and MOOC courses)	3.00	1.25	

Grades 11 and 12

With increased academic depth, both Grades 11 and 12 carry a total of 44 credits each. As per the National Credit Framework (NCrF), students are expected to earn a minimum of 40 credits per academic year.

- Grade 11**

Of the 36 subject-specific credits, 40% (13.9 credits + 0.5 vocational skilling) are assigned to formative assessment, while 60% (21.1 credits + 0.5 vocational skilling) go to summative assessment. In addition, students complete MOOCs (4 credits) and projects/research (4 credits, including 2 credits for vocational work). At NCrF Level 3.5, Grade 11 students can earn up to 154 credit points.

Grade 11					
Criteria		Credits		NCrF Level	Credit Points
Subject-specific Learning	1080 Hours of Learning	Formative Assessment	14.4 (40% of 36 Credits) = 13.9 (rest) + 0.5 (Vocational Skilling)	3.5	50.4
		Summative Assessment	21.6 (60% of 36 Credits) = 21.1 (rest) + 0.5 (Vocational Skilling)	3.5	75.6
MOOCs		4 Credits		3.5	14
Projects & Research		4 Credits (2 Credits for Vocational)		3.5	14
Total Credits		44		Total Credit Points	154

- **Grade 12**

The subject-specific structure remains at 36 credits, but the weightage shifts to 30% (10.8 credits) for formative and 70% (25.2 credits) for summative assessment. MOOCs and projects/research contribute 4 credits each, bringing the total to 44 credits. At NCrf Level 4, Grade 12 students can accumulate up to 176 credit points.

Grade 12					
Criteria		Credits		NCrf Level	Credit Points
Subject-specific Learning	1080 Hours of Learning	Formative Assessment	10.8 (30% of 36 Credits) = 10.3 (rest) + 0.5 (Vocational Skilling)	4	43.2
		Summative Assessment	25.2 (70% of 36 Credits) = 24.7 (rest) + 0.5 (Vocational Skilling)	4	100.8
MOOCs		4 Credits		4	16
Projects & Research		4 Credits (2 Credits for Vocational)		4	16
Total Credits		44		Total Credit Points	176

Student's Competency Profile

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

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

Core Team

Ministry of Education

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

National Council for Educational Research and Training (NCERT)

Dinesh Prasad Saklani, *Director*, NCERT
Sridhar Srivastava, *Joint Director*, NCERT
Indrani Bhaduri, *CEO & Head*, PARAKH and *Head*, ESD, NCERT
Ranjana Arora, *Head of Department*, DCSD, NCERT
P.C. Agarwal, *RIE*, Bhubaneswar
Sunita Farkya, *Head of Department*, DESM, NCERT
Mily Roy Anand, *Head of Department*, DGS, NCERT
Mohd. Faruq Ansari, *Head of Department*, DEL, NCERT
V. S. Mehrotra, *PSSCIVE*, Bhopal, NCERT
Vinay Kumar Singh, *Head of Department*, DEGSN, NCERT
Vijayan. K., *DCSD*, NCERT
Ashita Raveendran, *PMD*, NCERT

Central Board of Secondary Education (CBSE)

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

Kendriya Vidyalaya Sangathan (KVS)

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

Navodaya Vidyalaya Samiti (NVS)

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

Other Institutes/Organizations

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

PRINCIPAL COORDINATOR

Indrani Bhaduri

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

PARAKH Technical Team

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

Technical Agency

Education Testing Service (ETS), Princeton, USA

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

