



Ministry of Education
Government of India

सत्यमेव जयते



HOW TO FILL THE HOLISTIC PROGRESS CARD (HPC) SECONDARY STAGE



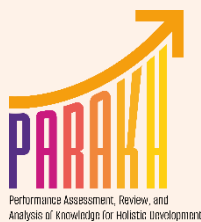
शिक्षा मंत्रालय
MINISTRY OF
EDUCATION



HOLISTIC PROGRESS CARD (HPC)

Secondary Stage

How to fill the HPC



ISBN 978-93-5292-869-9

How to fill the HPC

(Secondary Stage)

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Unpriced — Printed Digitally

Published at the PARAKH by National Council of Educational Research and Training,
Sri Aurobindo Marg, New Delhi 110016.

FOREWORD



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

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

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

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

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

Prof. Dinesh Prasad Saklani
Director, NCERT

PREFACE

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

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

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

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

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

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

Prof. Indrani Bhaduri
Head & CEO, PARAKH

Overview

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

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

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

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

To help learners work individually, a template for **Problem-Based Inquiry (Part C)** has been provided. Learners engage with a real-world issue or problem, wherein they gather

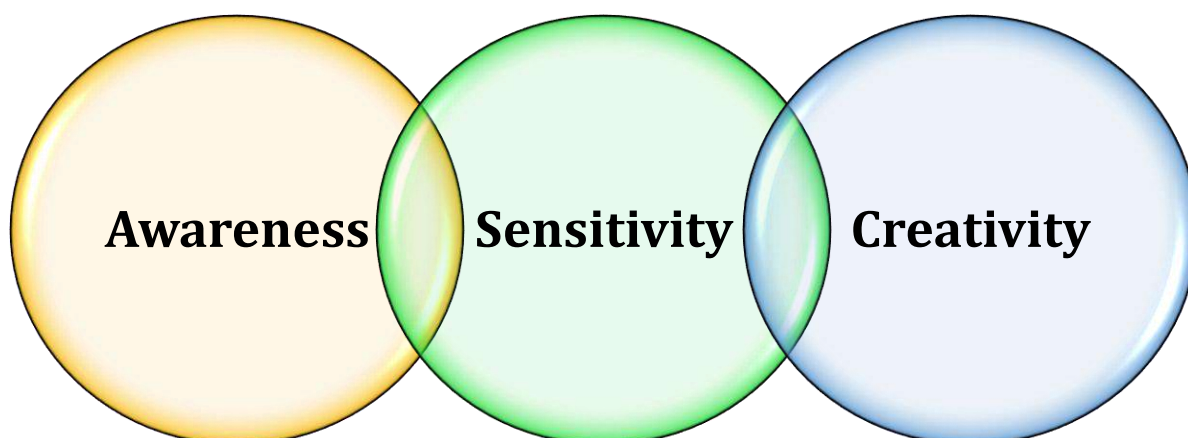
data through surveys or interviews, and do a final presentation of the response to the problem including a discussion of possible drawbacks to the proposed solution.

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

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

Abilities

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



Awareness

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

Sensitivity

- Managing and expressing emotions thoughts and behaviours in line with social norms and relevant to the activity
- Being attuned to the emotions and needs of others during the activity, when applicable
- Perceiving or understanding a problem beyond logical or analytical reasoning
- Approaching conflicts with empathy, understanding and open mindedness

Creativity

- Generating innovative, original, and valuable solutions to problems
- Demonstrating inventiveness and original thinking; thinking flexibly and exploring diverse possibilities
- Possessing a sense of curiosity and a desire to explore
- Looking at situations from different angles, questioning and challenging assumptions
- Combining ideas, concepts, or domains

Performance Descriptors

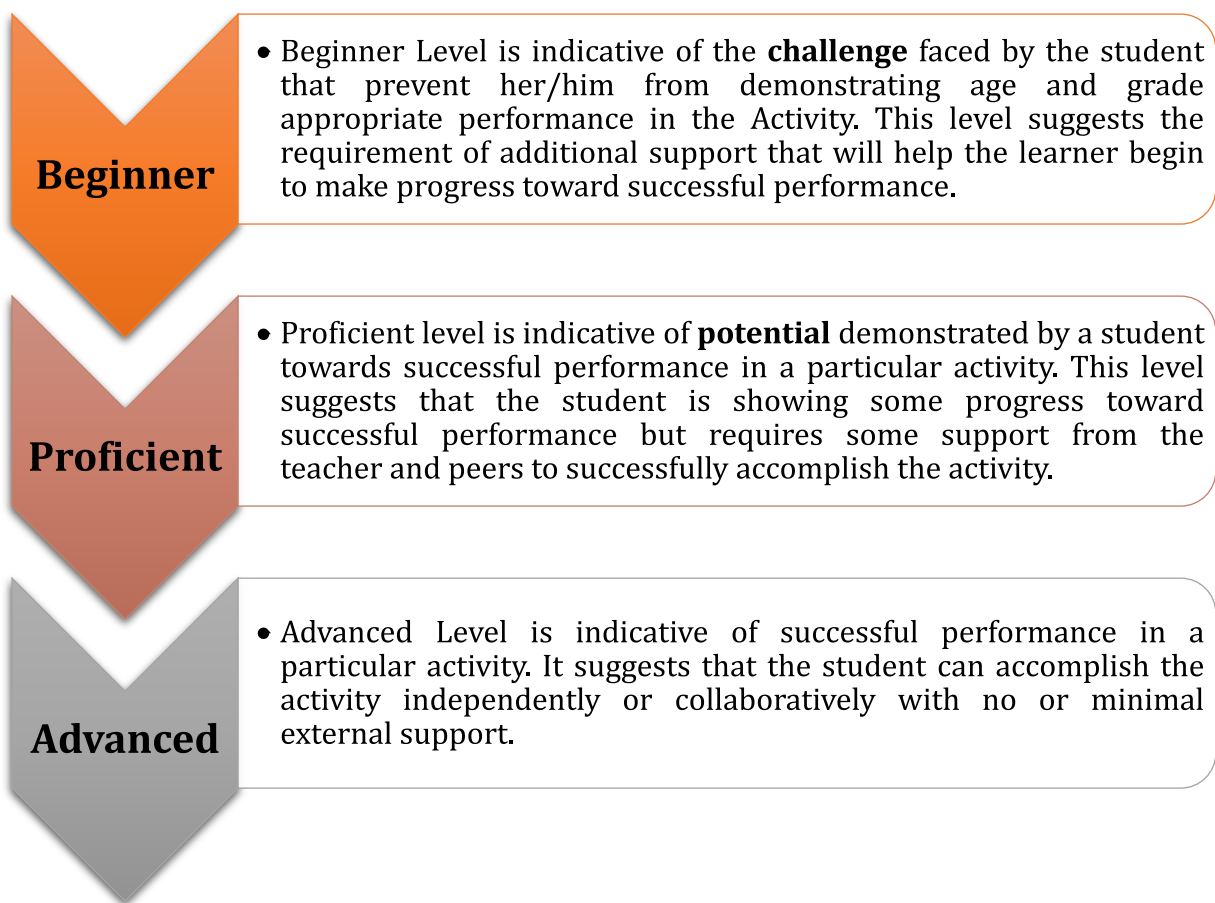
There are three performance level descriptors for the abilities of **Awareness**, **Sensitivity** and **Creativity**, i.e., **Beginner**, **Proficient** and **Advanced**. The performance level descriptors are progressive in nature and HPC urges educators to provide opportunities to students through activities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

Beginner

Proficient

Advanced

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



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

How to fill the HPC Card

Part A

Part A (1)

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

PART A (1)

Name and Address of the School: _____

UIDSE Code:

Teacher Code:

APAAR ID: _____

GENERAL INFORMATION

Student Name: _____

Roll No.: _____ **Registration No.:** _____

Class: Grade 9 Grade 10 Grade 11 Grade 12

Section: _____ **Date of Birth:** _____

Address: _____

_____ **Phone:** _____

Mother/Guardian Name: _____

Mother/Guardian Education: _____ **Mother/Guardian Occupation:** _____

Father/Guardian Name: _____

Father/Guardian Education: _____ **Father/Guardian Occupation:** _____

Number of siblings: _____ **Siblings' age:** _____

Mother Tongue: _____ **Medium of Instruction:** _____

Rural/Urban: _____

Photograph

ATTENDANCE

MONTHS	APR	MAY	JUNE	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR
No. of Working Days												
No. of Days Attended												
% of Attendance												
If attendance is low then reasons thereof												

1

Part A (2)

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

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

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

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

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

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

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

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

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

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

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

PART A (2)
Self-Evaluation

Circle the most appropriate option.

Last year, my performance at school was... 	My teachers thought my efforts last year were... 
This year, I will try new things like...	I will work harder on things like...

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

Goals!

My goal in school last year was...

Why was the goal important to you?

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.

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

Goals!

My goal outside of school last year was...

What's the status of the goal?

☐ Accomplished ☐ Still working

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

To achieve this goal, things I need to do:

A week from now:

6 weeks from now:

6 months from now:

How will I know I have achieved this goal?

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

Why does this goal matter to you?

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

3

Part A (3)

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

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

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

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

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

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

PART A (3)

Time Management

Tick (✓) the most appropriate option.

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



My Time Habits

<p>What time of the day is best for you...</p> <p>...to study?</p> <p>...to play/exercise?</p> <p>...to relax?</p> <p>...to spend time with friends and family?</p>	<p>How much time do you spend on schoolwork after school?</p>	<p>How much time do you spend on physical fitness?</p> <p>How much time do you spend taking care of your emotional wellbeing?</p> <p>What do you do to improve your physical and mental fitness?</p>	<p>How much time do you spend on other things? (with friends, on your phone, etc.)</p> <p>Do you make to-do lists for your daily tasks? Why / Why not?</p>
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It is expected that learners would struggle to reflect on their time habits. Teachers are encouraged to provide exemplars from their lives to help learners understand time habits and the importance of the different elements.

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

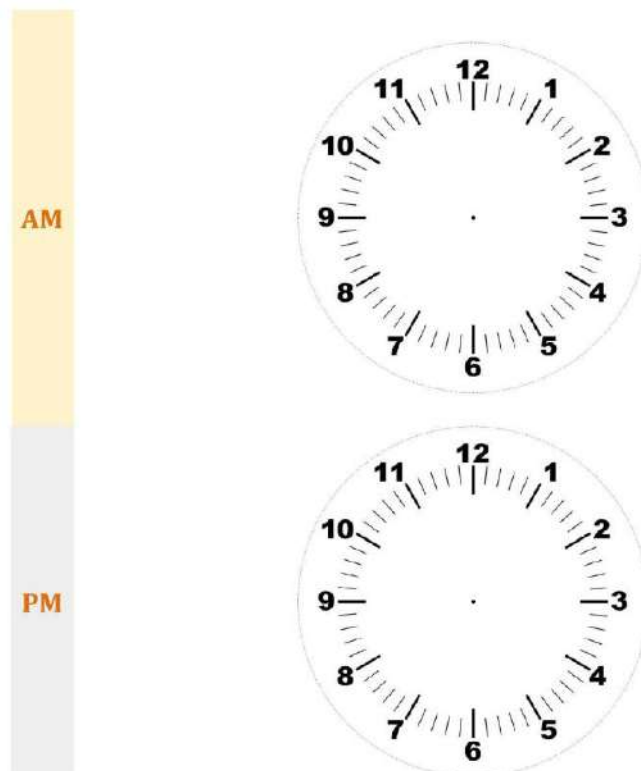
One thing I would like to spend **less time** on:

Time Map

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

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

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



5

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

Part A (4)

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

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

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

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

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

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

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

PART A (4)

Plans after School

The next big step of my life

After I finish school, I want to...

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

College/Vocational Institute/Professional Institute: _____

Course/Skill Training: _____

Type of Course:

☐ Certificate
 ☐ Diploma
 ☐ Degree

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

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

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

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

6

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

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

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

How do I feel about my future?

Circle as applicable.

Prepared
-
+

Confident
-
+

Excited
-
+

Curious
-
+

Why do you think so?

Part A (5)

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

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

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

PART A (5)

Accomplishments Inventory

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

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

Part A (6)

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

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

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

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

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

PART A (6)

Skills for Life

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

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

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

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

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

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

Plan to do Online Courses

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

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



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



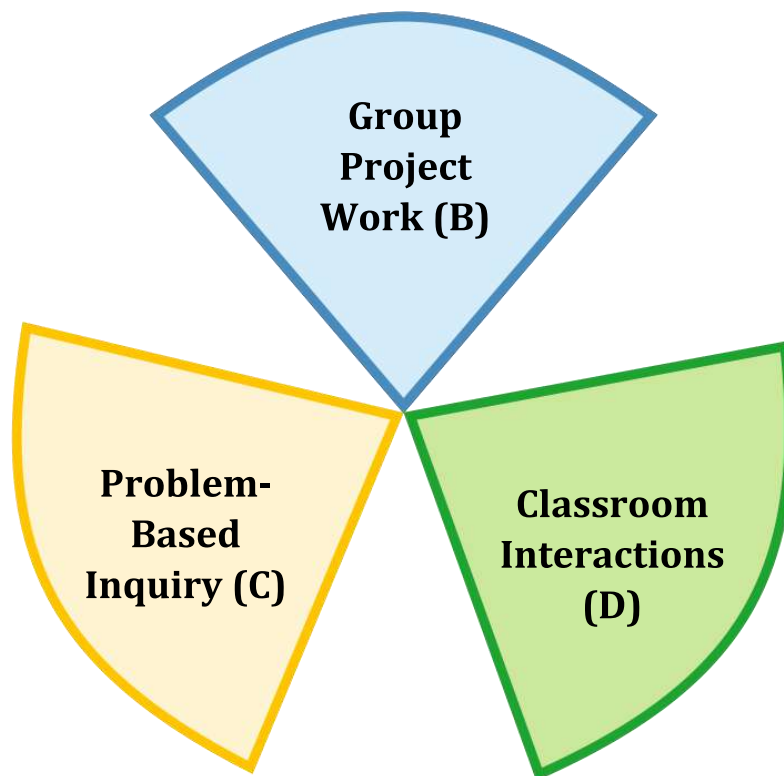
Parts B, C, and D

Parts B, C, and D

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

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

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



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

Group Project Work

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

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

Problem-Based Inquiry

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

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

Classroom Interactions

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

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

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

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

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

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

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

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

Decoding Parts B, C, and D

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

Teacher	Teacher
---------	---------

Examples

Subject(s) (Can be more than one)	Pedagogies (Tick (✓) all that apply.)	<input type="checkbox"/> Art-Integrated <input type="checkbox"/> Toy-based <input type="checkbox"/> Skill-based learning <input type="checkbox"/> Indian Knowledge Systems approaches <input type="checkbox"/> Any other _____	<input type="checkbox"/> Sports-Integrated <input type="checkbox"/> Technology-Integrated <input type="checkbox"/> Drama/Theatre-Integrated
Curricular goal(s) (Can be more than one)	Project prompt/question/problem/challenge/planned final output		
Competency (-ies) (Can be more than one)			

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

Examples

Learner Reflection Tick (✓) all statements that apply.	Three strengths I demonstrated in this project	What were the challenges I faced doing this project?
Awareness <input type="checkbox"/> I understood the purpose of the research project. <input type="checkbox"/> I was able to draft a questionnaire that fits the purpose of the research project. <input type="checkbox"/> I was able to find out things I did not know that would help me complete the research project.	Two areas of improvement I identified in this project	
Total number of (✓): <input type="text"/>		

Peer	Peer
------	------

Examples

Peer Feedback Tick (✓) all statements that apply.	Leave some words of appreciation/encouragement for your peer.
Awareness <input type="checkbox"/> My peer presented a revised draft that was clear enough to review. <input type="checkbox"/> There was a good fit between the research problems and the approach to data collection. <input type="checkbox"/> The revised draft of the interview was appropriate and easy to understand.	
Total number of (✓): <input type="text"/>	

Group Project Work

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

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

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

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

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

Features of Group Projects for the Secondary HPC

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

Stage 1

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

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

As a group, the learners are tasked with

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

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

Stage 2

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

Stage 3

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

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

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

Choosing the Output for a Group Project

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

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

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

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

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

Page 1

PART B
Group Project Work

Subject(s)
(Can be more than one)

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

Competency(ies)
(Can be more than one)

Pedagogies
(Tick (✓) all that apply.)

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

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

Guiding questions

What do I know?

What do I need to find out?

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Page 2

Stage 1

Project schedule

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

Resources needed

Roles of group members

Possible barriers to doing the project

Learner Reflection

Tick (✓) all statements that apply.

Awareness

☐ I understand the purpose of the project.

☐ I understand and understand the reasons for the project.

☐ I understand the challenges that are needed for the project.

☐ I understand the group's goals and how to achieve them.

☐ I can communicate and describe the steps (tasks 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 that my peers understand all aspects of the project.

☐ I can meaningfully relate to the objectives of the project.

☐ I can give my contributions 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 to daily life.

Total number of (✓):

12

Page 3

Stage 1

Teacher Assessment

Tick (✓) statements that apply.

Awareness

☐ Guiding questions created by the learner demonstrate a clear understanding of project goals and objectives.

☐ The learner identifies potential challenges and proposes solutions.

☐ The learner develops a plan for project execution.

☐ The learner can clearly communicate project ideas and plans to other group members.

☐ The learner can successfully identify existing content knowledge and gaps in their understanding.

Total number of (✓):

Sensitivity

☐ The learner actively seeks input from all group members during planning.

☐ The learner tries to support fair distribution of tasks and responsibilities including all genders.

☐ The learner ensures that decisions are made collaboratively.

☐ The learner actively maintains a shared understanding with the group.

☐ The learner can handle different opinions in the group respectfully.

Total number of (✓):

Creativity

☐ The learner is able to brainstorm about project execution and presentation.

☐ The learner demonstrates curiosity in proposing sources of material beyond conventional resources.

☐ The learner demonstrates initiative in proposing solutions to possible barriers.

☐ The learner can provide creative input to decide the 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:

13

Page 4

Stage 2

Teacher Assessment

Tick (✓) statements that apply.

Awareness

☐ The learner shows evidence of sufficient engagement in the process of project work.

☐ The learner is able to present a draft of work done as per the project schedule.

☐ The learner is able to demonstrate thorough research skills on the project task/topic.

☐ The learner is able to identify possible areas of improvement in the draft.

☐ The learner is aware of different team members' contributions to the project so far.

☐ The product created demonstrates the application of knowledge gain.

Total number of (✓):

Sensitivity

☐ The learner participates in group discussions respectfully.

☐ The learner responds appropriately to other group members' emotions during the project.

☐ The learner attempts to build a positive emotional atmosphere within the group.

☐ The learner demonstrates some understanding of the social relevance of the project.

☐ The learner refrains from expressing negative emotions during group work.

☐ The learner participates enthusiastically and diligently in the project.

Total number of (✓):

Creativity

☐ The learner demonstrates fidelity 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:

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Stage 3

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

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

15

Stage 3

Learner Reflection

Tick (✓) statements that apply.

Awareness:

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

Total number of (✓):

Sensitivity:

- ☐ I was able to build a positive emotional atmosphere within the group.
- ☐ I could reflect on my strengths and areas for improvement.
- ☐ I could understand the total 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 every one'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 (✓):

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Overview

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

Teacher Assessment

1. For Stages 1 and 2, write the total number of statements. 2. Tick the final performance level based on the final scores provided (✓).

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

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total score.

Learner Self-Reflection

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

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total score.

Peer Feedback

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

2. Tick the final performance level based on the scores peer has received (✓).

	Awareness	Sensitivity	Creativity
Stage 3			

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Post-project reflections

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

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

Learner Reflection

What did I learn from this project?

What was the most enjoyable part of the project?

Three strengths I demonstrated in this project

What were the challenges I faced during the project?

Two areas of improvement I identified in this project

Some questions I still have...

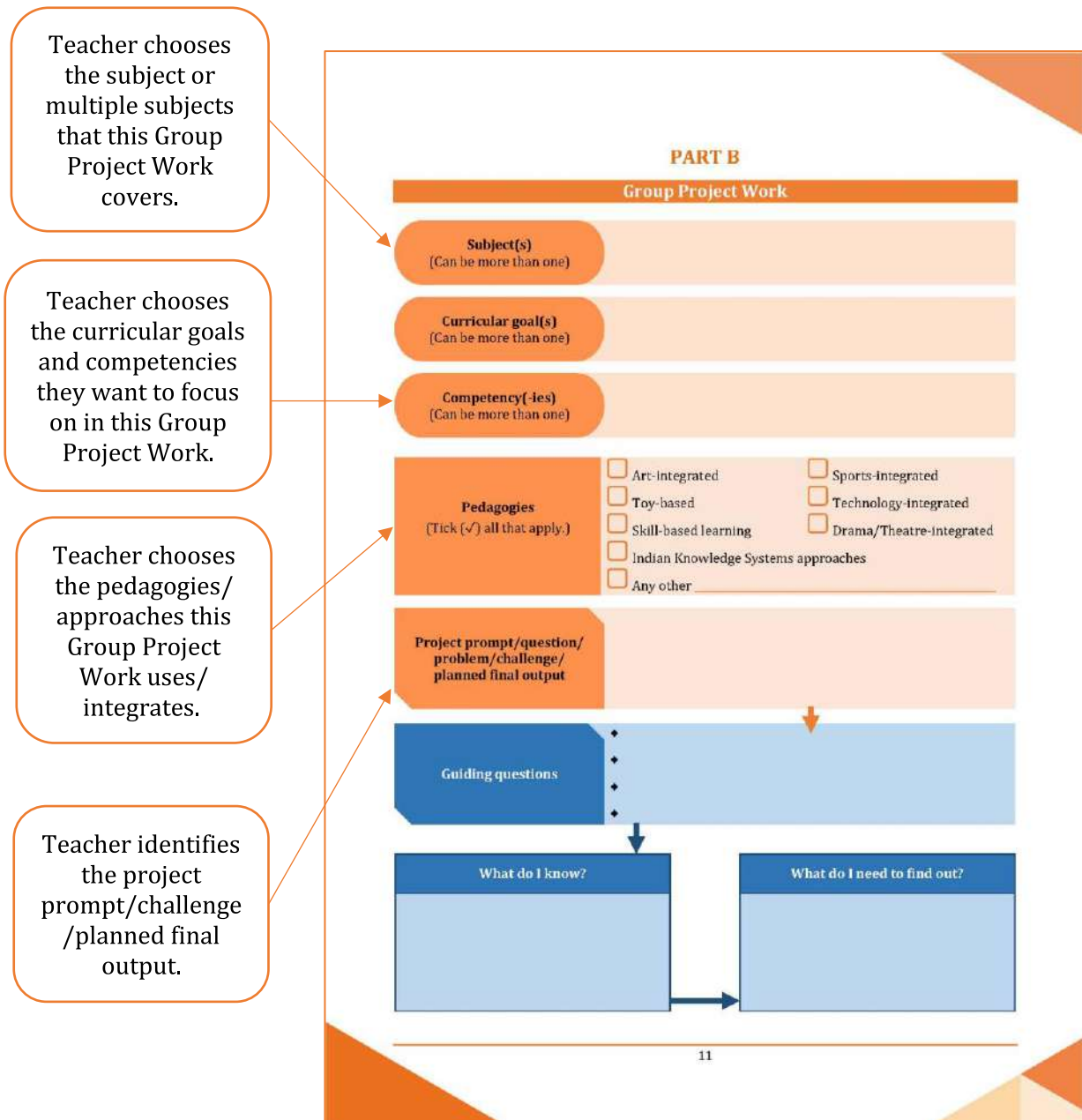
How could your teacher modify this project to make it more interesting?

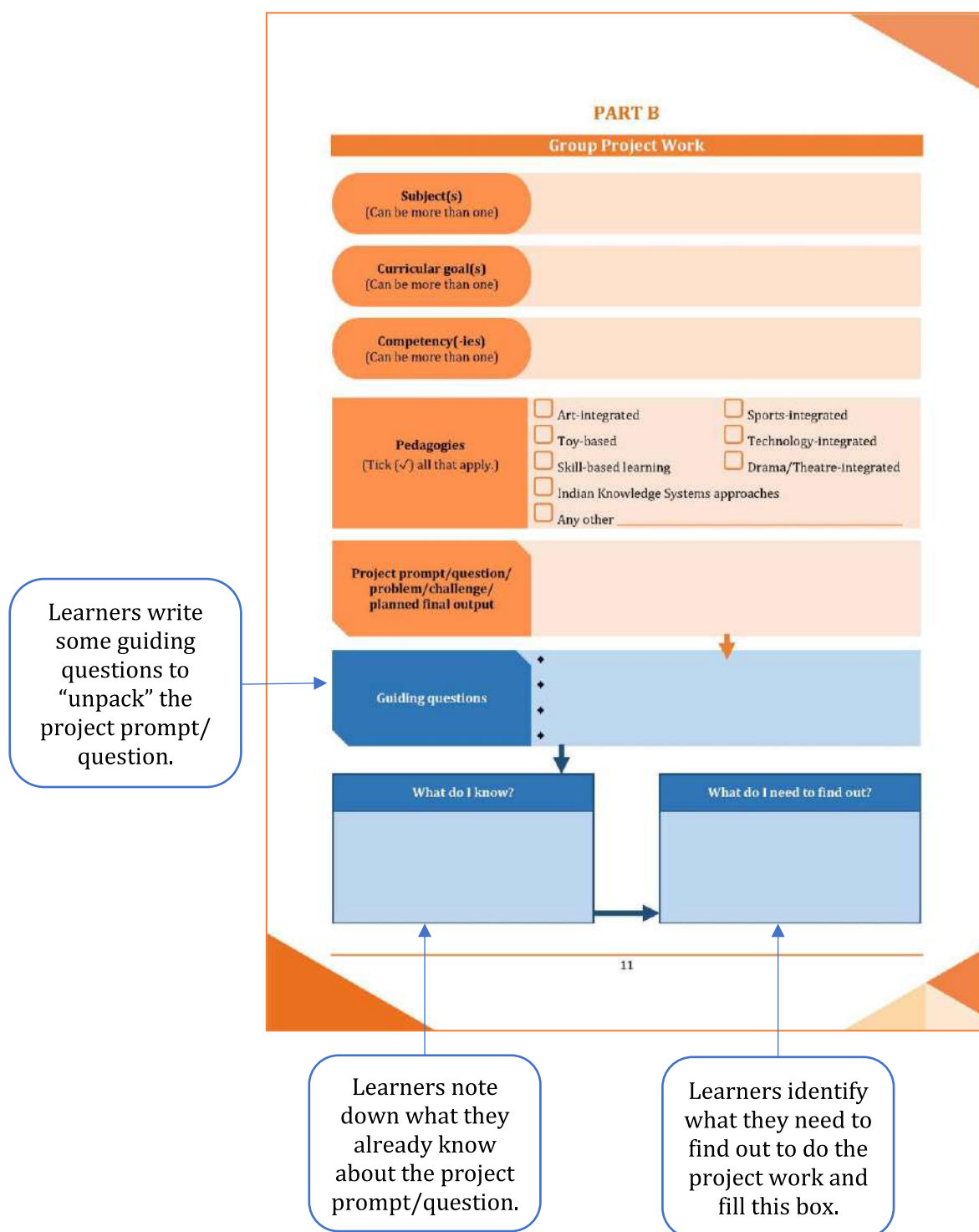
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Group Project Work

Page 1

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





Group Project Work Stage 1 (Self-reflection)

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

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

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

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

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

Group Project Work Stage 1 (Teacher Evaluation)

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

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

Stage 1

Teacher Assessment

Tick (✓) statements that apply.

Awareness

☐ 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:

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Group Project Work Stage 2 (Teacher Evaluation)

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

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

Stage 2

Teacher Assessment

Tick (✓) statements that apply.

Awareness

- ☐ 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:

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Group Project Work

Stage 3 (Teacher Evaluation of Final Product)

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

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

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

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

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

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

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

Stage 3

Learner Reflection

Tick (✓) statements that apply.

Awareness

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

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

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

Total number of (✓):

Sensitivity

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

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

☐ I could understand the social relevance of the project.

Total number of (✓):

Creativity

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

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

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

Total number of (✓):

Peer Feedback

Tick (✓) all statements that apply.

Awareness

☐ My peer showed improved understanding of the project.

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

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

Total number of (✓):

Sensitivity

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

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

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

Total number of (✓):

Creativity

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

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

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

Total number of (✓):

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Group Project Work

Page 7

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

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

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

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

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

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

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

Awareness	<input type="radio"/> Beginner (5-11) <input type="radio"/> Proficient (12-18) <input type="radio"/> Advanced (19-26)	
Sensitivity	<input type="radio"/> Beginner (5-11) <input type="radio"/> Proficient (12-18) <input type="radio"/> Advanced (19-26)	
Creativity	<input type="radio"/> Beginner (5-11) <input type="radio"/> Proficient (12-18) <input type="radio"/> Advanced (19-26)	

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

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 3			
Total			

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

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

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

	Awareness	Sensitivity	Creativity
Stage 3			

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

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

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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.

	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.

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 3			
Total			

- Add the total here.

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

Peer Feedback

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

	Awareness	Sensitivity	Creativity
Stage 3			

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

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

Group Project Work

Post-project reflections

Teacher writes some final comments and feedback for the learner.

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

Post-project reflections

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

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

Think about how you did on this project.

Learner Reflection

What did I learn from this project?	What was the most enjoyable part of the project?
Three strengths I demonstrated in this project	What were the challenges I faced doing the project?
Two areas of improvement I identified in this project	
Some questions I still have...	How could your teacher modify this project to make it more interesting?

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Part C: Problem-Based Inquiry

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

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

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

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

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

Scope and Features of the Task

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

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

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

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

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

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

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

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

Stage 1

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

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

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

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

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

Stage 2

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

Stage 3

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

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

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

Page 1

PART C

Problem-Based Inquiry (Individual Work)

Subject(s)
(Can be more than one)

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

Competency(ies)
(Can be more than one)

Pedagogies
(Tick (✓) all that apply)

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

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

Hypothesis

Guiding questions

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Page 2

Evidence collection to support/negate hypothesis

Analysis and Synthesis

What do I know?

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

Conclusion

Discussions

Research task schedule

Day 1: _____
Day 2: _____
Day 3: _____
Day 4: _____
Day 5: _____

Day 6: _____
Day 7: _____
Day 8: _____
Day 9: _____
Day 10: _____

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Page 3

Stage 1

Teacher Assessment

Step 1: Choose two additional parameters from pages 20-29 for Stage 1.

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

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Brief comments and pedagogical interventions recommended:

21

Page 4

Stage 1

Learner Reflection

Tick (✓) statements that apply:

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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


Total number of (✓):

What problems did I face in Stage 1?


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

22

Stage 2	
Teacher Assessment	
Step 1: Choose two additional parameters from pages 28-29 for Stage 2. Step 2: Tick (✓) parameters that the learner fulfils.	
Awareness	
<input type="checkbox"/> The learner collected data and presented it in a comprehensive way. <input type="checkbox"/> The learner clearly translated data into understandable findings. <input type="checkbox"/> The learner proposed practical recommendations in alignment with the findings.	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Total number of (✓): <input type="text"/>	
Sensitivity	
<input type="checkbox"/> Data collection and analysis was conducted in a fair and impartial way. <input type="checkbox"/> The learner clearly articulated the social impact of the recommendations. <input type="checkbox"/> The learner handled discrete information of the respondents in a confidential and respectful manner.	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Total number of (✓): <input type="text"/>	
Creativity	
<input type="checkbox"/> The learner considered possible drawbacks/unintended consequences of the recommendations. <input type="checkbox"/> The learner presented the findings and recommendations in an engaging format. <input type="checkbox"/> The learner proposed innovative yet realistically grounded recommendations.	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Total number of (✓): <input type="text"/>	
Brief comments and pedagogical interventions recommended:	
<input type="text"/> <input type="text"/> <input type="text"/>	

Stage 2	
Learner Reflection	
Tick (✓) statements that apply.	
Awareness	
<input type="checkbox"/> I was able to identify and address the challenges that I had earlier anticipated. <input type="checkbox"/> I was able to collect data from a sufficient number of respondents. <input type="checkbox"/> I was able to refine and improve the draft through the course of the project.	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Total number of (✓): <input type="text"/>	
Sensitivity	
<input type="checkbox"/> I was aware of my personal biases while collecting and analyzing data. <input type="checkbox"/> I used inclusive and accessible terminology in the questionnaire. <input type="checkbox"/> I handled discrete information of the respondents in a confidential and respectful manner.	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Total number of (✓): <input type="text"/>	
Creativity	
<input type="checkbox"/> I was able to consider various strategies to collect data from the respondents. <input type="checkbox"/> I was able to adjust my approach when needed and address unexpected challenges. <input type="checkbox"/> I was able to explore various ways to present my findings and recommendations in an engaging way.	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Total number of (✓): <input type="text"/>	
 Leave some words of appreciation/encouragement for yourself.	<input type="text"/> <input type="text"/> <input type="text"/>

Stage 3	
Teacher Assessment	
Step 1: Choose two additional parameters from pages 28-29 for Stage 3. Step 2: Tick (✓) parameters that the learner fulfils.	
Awareness	
<input type="checkbox"/> The learner has refined the discussion. <input type="checkbox"/> Prior knowledge has been revised/augmented in the discussion and conclusions. <input type="checkbox"/> The revised draft is suitable for meaningful peer review. <input type="checkbox"/> Evidence has been included in the discussion and conclusions.	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Total number of (✓): <input type="text"/>	
Sensitivity	
<input type="checkbox"/> The learner is able to accept constructive feedback. <input type="checkbox"/> The learner is able to shift perspective and incorporate feedback as needed. <input type="checkbox"/> The revised draft is inclusive and respectful towards diverse perspectives and needs.	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Total number of (✓): <input type="text"/>	
Creativity	
<input type="checkbox"/> The learner is able to respond to feedback in a constructive way. <input type="checkbox"/> The revised draft includes novel ways of data collection. <input type="checkbox"/> The learner is able to explore different ways to present the revised draft to the peer.	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Total number of (✓): <input type="text"/>	
Brief comments and pedagogical interventions recommended:	
<input type="text"/> <input type="text"/> <input type="text"/>	

Stage 3	
Peer Feedback	
Tick (✓) statements that apply.	
Awareness	
<input type="checkbox"/> My peer presented a revised draft that was clear enough to review. <input type="checkbox"/> There was a good fit between the research problem and the approach in data collection. <input type="checkbox"/> The revised draft of the interview was appropriate and easy to understand.	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Total number of (✓): <input type="text"/>	
Sensitivity	
<input type="checkbox"/> My peer was able to receive my feedback in an open and respectful manner. <input type="checkbox"/> My peer was willing to modify the revised draft based on my suggestions. <input type="checkbox"/> The wording of the interview was respectful of the respondents' emotions and concerns.	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Total number of (✓): <input type="text"/>	
Creativity	
<input type="checkbox"/> My peer was willing to consider alternate methods of data collection. <input type="checkbox"/> My peer was willing to consider alternate groups of respondents as a source of data. <input type="checkbox"/> My peer was able to think different ways of motivating the respondents to answer.	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____
Total number of (✓): <input type="text"/>	
 Leave some words of appreciation/encouragement for your peer.	<input type="text"/> <input type="text"/> <input type="text"/>

Overview

Take care all the feedback for the research task on this page.

Teacher Assessment

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

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

Learner Reflection

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

	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Total			

2. Add the total here.

Peer Feedback

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

	Awareness	Sensitivity	Creativity
Stage 3			

2. Add the total here.

22

Post-inquiry reflections

Final comments by the teacher (if any):

Final comments by the learner (if any):

Learner Reflection

What did I learn in this problem-based inquiry?

What was the most enjoyable part of the inquiry?

Three strengths I demonstrated in this inquiry

What was the least enjoyable part of the inquiry?

Three areas of improvement I identified in this inquiry

Some questions I still have...

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

23

Assessment Parameters for Problem-Based Inquiry

These assessment parameters are only illustrative. Please adapt them to your research task and the classroom dynamics.

Awareness		
Stage 1	Stage 2	Stage 3
<ul style="list-style-type: none"> The learner demonstrates understanding of what would constitute supporting evidence for a proposal. The learner considers the merits of alternative groups as sources of input for the questionnaire/interview. The learner considers significant constraints (time/focus/resources/attitudes) when creating the questionnaire/interview. The learner uses background knowledge and understanding to create an interview frame and limit the scope of inquiry. 	<ul style="list-style-type: none"> The learner demonstrates understanding of the possible limitations of data collected from a particular group in the questionnaire/interview. The learner demonstrates understanding of possible problems with the reliability and credibility of responses to the questionnaire/interview. The learner shows understanding of how to obtain meaningful data from the questionnaire/interview by asking of open-ended questions. The learner demonstrates the ability to distinguish between relevant and non-relevant peer feedback. 	<ul style="list-style-type: none"> The learner demonstrates a result of the questionnaire/interview that is relevant to 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 correlate connections between particular findings and recommendations.

Sensitivity		
Stage 1	Stage 2	Stage 3
<ul style="list-style-type: none"> The learner demonstrates consideration of possible constraints in parts of the questionnaire/interview. The learner demonstrates understanding of the different impacts of policy proposals on different groups. The learner assesses constraints on potentially sensitive topics. The learner adapts the questionnaire to accommodate diverse communication styles. 	<ul style="list-style-type: none"> The learner adapts a professional tone appropriate to the scope of the study. The learner demonstrates ability to adapt the approach of the questionnaire/interview to the needs of the respondents. The learner responds to negative feedback in a constructive manner. The learner shows the ability to acknowledge their own personal biases and how they might affect the task. 	<ul style="list-style-type: none"> The learner could identify the possible results of the questionnaire/interview by asking immediately targeted questions. The learner conducts interviews in a professional manner. The learner responds appropriately to negative feedback or emotion during interviews. The learner shows understanding of positive and negative consequences of proposals.

24

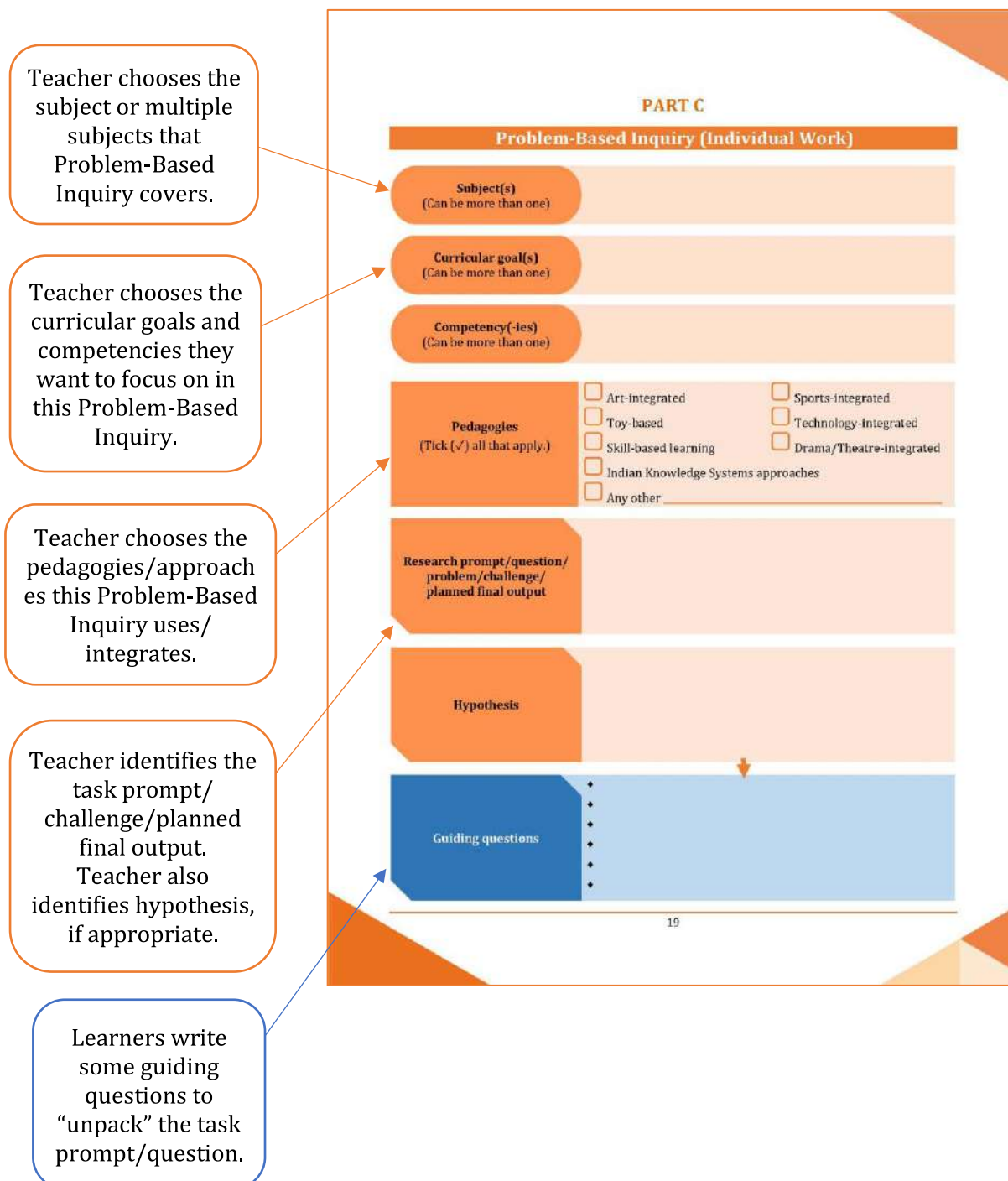
Creativity		
Stage 1	Stage 2	Stage 3
<ul style="list-style-type: none"> The learner generates novel ideas, questions or approaches to the problem or issue. The learner demonstrates the ability to take into account multiple perspectives on the issue. The learner adopts innovative approaches to the wording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

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Problem-Based Inquiry

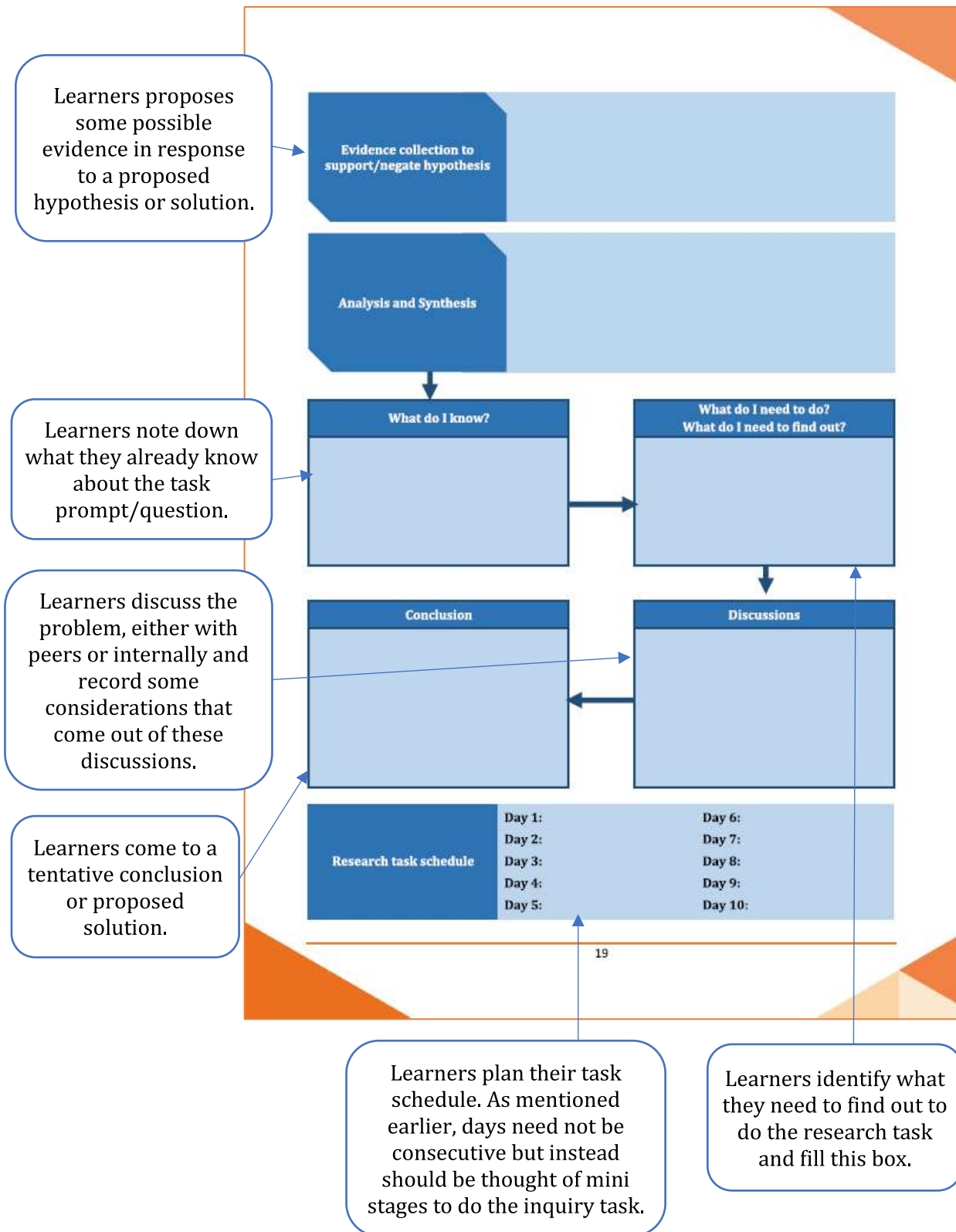
Page 1

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



Problem-Based Inquiry

Page 2



Problem Based Inquiry

Page 3

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

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

Teacher ticks the applicable parameters for each ability.

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

Teacher writes some comments about the learner's performance.

Stage 1

Teacher Assessment

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

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Brief comments and pedagogical interventions recommended:

21

Problem-Based Inquiry

Page 4

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

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

Stage 1

Learner Reflection

Tick (✓) statements that apply.

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

What problems did I face in Stage 1?

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

22

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

Problem-Based Inquiry

Page 5

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

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

Teacher ticks the applicable parameters for each ability.

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

Stage 2

Teacher Assessment

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

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Brief comments and pedagogical interventions recommended:

23

Teacher writes some comments about the learner's performance.

Problem-Based Inquiry

Page 6

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

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

Stage 2

Learner Reflection

Tick (✓) statements that apply.

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Leave some words of appreciation / encouragement for yourself.

24

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

Problem-Based Inquiry

Page 7

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

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

Teacher ticks the applicable parameters for each ability.

Stage 3

Teacher Assessment

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

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Brief comments and pedagogical interventions recommended:

25

Problem-Based Inquiry

Page 8

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

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

Stage 3

Peer Feedback

Tick (✓) statements that apply.

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Leave some words of appreciation/encouragement for your peer.

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

Problem-Based Inquiry

Page 9

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

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

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

Overview

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

Teacher Assessment

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

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

3. Tick the final performance level based on the final score, you ticked (✓).

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

Learner Reflection

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

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Total			

2. Add the total here.

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

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

Peer Feedback

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

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3			

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

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

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

Overview

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

Teacher Assessment

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

1. 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

1. 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)

Problem-Based Inquiry

Page 10

Teacher writes some final comments and feedback for the learner.

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

Post-inquiry reflections

Final comments by the teacher (if any):

Think about how you did in this research task.

Learner Reflection

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

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Problem-Based Inquiry

Page 11

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

Assessment Parameters for Problem-Based Inquiry

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

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

Problem-Based Inquiry

Page 12

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

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

Part D: Observation Template for Classroom Interactions

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

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

The key interaction types listed in the observation template are:

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

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

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

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

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

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

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

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

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

Dramatic presentation	Literature (Indian and World) Indian Classical Music Folk Music Contemporary Music Theatre Puppetry Sculpture	Fine Arts Folk Painting Graphic Design Motion Pictures Photography Textile Designing
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* Please note, this list is only illustrative and not a definitive list of possible combinations in any classroom.

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

Page 1

Page 2

Page 3

Page 4

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.

This (✓) is final performance level scored for scores

Assessment	Higher	Medium	Lower
Answering	Higher 3.5	Medium 3.0	Lower 2.5
Reasoning	Higher 3.5	Medium 3.0	Lower 2.5
Creating	Higher 3.5	Medium 3.0	Lower 2.5

Learner Reflection

Write some words of appreciation for yourself.

This (✓) is final performance level scored for scores

Assessment	Higher	Medium	Lower
Answering	Higher 3.5	Medium 3.0	Lower 2.5
Reasoning	Higher 3.5	Medium 3.0	Lower 2.5
Creating	Higher 3.5	Medium 3.0	Lower 2.5

Peer Feedback

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

This (✓) is final performance level scored for scores

Assessment	Higher	Medium	Lower
Answering	Higher 3.5	Medium 3.0	Lower 2.5
Reasoning	Higher 3.5	Medium 3.0	Lower 2.5
Creating	Higher 3.5	Medium 3.0	Lower 2.5

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Assessment Parameters for Classroom Interactions

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

Answering

- Recalls and articulates relevant facts and figures relevant to the interaction
- Provides valid positions, content, data or findings relevant to the topic or problem
- Shows ability to clearly and concisely present positions, findings, or conclusions or solutions
- Shows ability to select, perceive 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
- Articulates the logical consequences relevant to the topic of the interaction
- Establishes the reliability and credibility of information sources
- Demonstrates 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 rational reference to the interaction even arguments and open-ended questions
- Shows ability to explain apparent contradictions in supporting data or materials

Reasoning

- Adapts interaction 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 if another's contribution is the subject, cause or problem
- Responds constructively to personal experiences shared in the interaction
- Adapts approach to the peer/group dynamics that develop during the interaction
- Responds respectfully to the viewpoints of others
- Recognizes and respects diverse communication styles
- Adapts a tone appropriate for the group format
- Handles disagreements constructively and appropriately
- Encourages and values contributions from all participants
- Acknowledges the emotional content of the interaction
- Applies emotional appraisal strategies appropriate to the interaction
- Accepts criticism, criticism and uses them to improve the interaction
- Responds appropriately to expressions of emotion by other members of the group

36

Feedback

- Communicates clear solutions or approach to the interaction
- Communicates clear arguments supported by evidence
- Applies relevant factual evidence to support positions or claims
- Applies imaginative approaches to problem-solving
- Utilizes varied media resources to support key points in appropriate
- Demonstrates willingness to take on a role
- Adapts and modifies ideas in response to peer feedback
- Demonstrates willingness to consider and evaluate approaches and to seek new solutions
- Considers material provided and offers constructive responses
- Inspires other group members to take novel approaches to the interaction
- Combines knowledge of disparate subjects across different topics
- Refers back to relevant personal experiences as appropriate

37

Observation Template for Classroom Interactions

Page 1

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

Teacher chooses the interaction type.

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

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

PART D

Observation Template for Classroom Interactions

Tick (✓) the type of classroom interaction.

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

Subject(s)
(Can be more than one)

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

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

Pedagogies
(Tick (✓) all that apply.)

☐ Art-integrated
☐ Toy-based
☐ Skill-based learning
☐ Indian Knowledge Systems approaches
☐ Any other _____

☐ Sports-integrated
☐ Technology-integrated
☐ Drama/Theatre-integrated

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

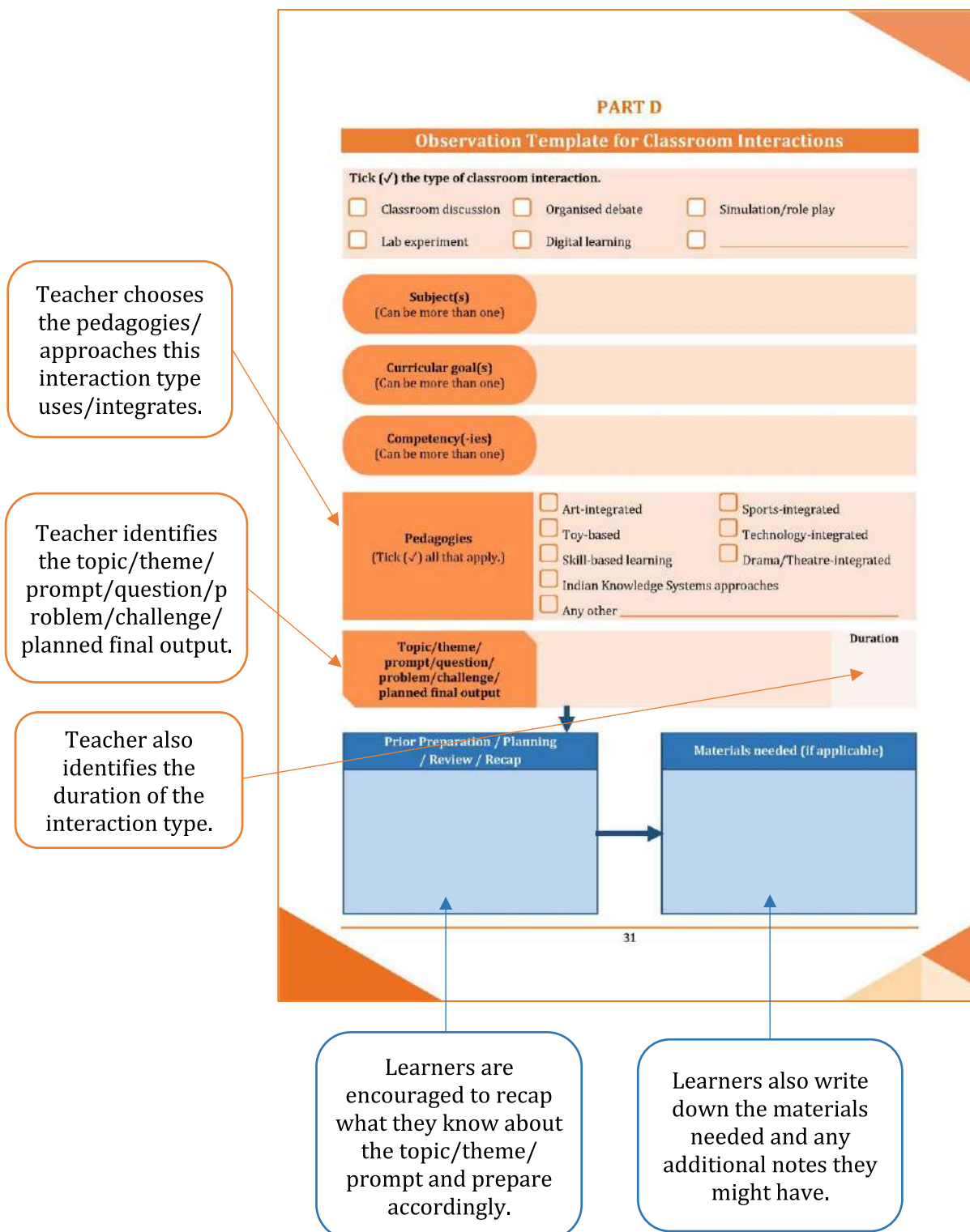
Duration

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

Materials needed (if applicable)

31

67



Observation Template for Classroom Interactions

Page 2

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

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

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

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

Teacher writes
some comments.

Observation Template for Classroom Interactions

Page 3

Learner reads the statements and ticks all that apply.

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

Leave some words of appreciation/encouragement for yourself.

Learner writes a note of appreciation for himself.

33

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 (✓):

Observation Template for Classroom Interactions

Page 4

Peer reads the statements and ticks all that apply.

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

Peer Feedback

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓):

Sensitivity

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

Total number of (✓):

Creativity

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

Total number of (✓):

Leave some words of appreciation/encouragement for your peer.

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Peer writes a note of appreciation for the learner.

Observation Template for Classroom Interactions

Page 5

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

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

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

Overview

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

Teacher Assessment

☐ ☐ ☐ ☐ ☐

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)

Teacher writes a note of appreciation for the learner.

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

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

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

Teacher Assessment

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

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

Awareness	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)

Observation Template for Classroom Interactions

Page 6

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

Assessment Parameters for Classroom Interactions
These statements are not intended to complete list. You may create your own or adapt these according to the type of classroom interaction and the classroom dynamics.
Awareness <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• Adopts communication strategies appropriate to the audience• Is willing and able to share knowledge to improve the effort of the group• Facilitates an inclusive and supportive environment for all participants• Takes on an appropriate share of the work involved in the interaction• Recognizes the wider social implications of the subject, issue or problem• Responds empathetically to personal experiences shared in the interaction• Adapts approach to the peer/group dynamics that develop during the interaction• Responds empathetically to the viewpoints of others• Recognizes and respects diverse communication styles• Adopts a tone appropriate for the given format• Handles disagreements or conflicts appropriately• Encourages and values contributions from all participants• Acknowledges the emotional content of the interaction• Employs emotional appeals and strategies as appropriate to the interaction• Accepts constructive critiques and uses them to improve the interaction• Responds appropriately to expressions of emotion by other members of the group

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

Observation Template for Classroom Interactions

Page 7

Creativity

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

Part E

Learning through Online Courses

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

PART E

Learning through Online Courses

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

Part F: Time Inventory

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

PART F

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

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

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

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

Student's Competency Profile

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

Student's Competency Profile

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

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

Exemplars

PART B

Group Project Work

Subject(s)
(Can be more than one)

Physical Education, Mathematics, Language (R1)

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

CG-5 Learns about tournaments at the international, national, State, district, and block levels

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

5.1 Charts the various tournaments at international, national, State, district, and block levels
C-5.4 Explains the different forms and procedures for participating in tournaments

Pedagogies

(Tick (✓) all that apply.)

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

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

In the recent decades, sports has tried to become more inclusive for people with disabilities, like the Paralympics. Make a project work focusing on how sports has become more inclusive, what challenges still persist and some possible solutions. Make sure you look at data available about number of tournaments/events that are inclusive, funding/ sponsorship available, etc. Present your work in the form of a group presentation and a brief report.

Guiding questions

- ◆ What do we mean by inclusivity in sports?
- ◆ Why is being inclusive important?
- ◆ What are some challenges people with disabilities face in sports?

What do I know?

Types of disabilities
Different sports that provide opportunities for people with disabilities
Some challenges people with disabilities face in sports and in life in general

What do I need to find out?

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

Stage 1

Project schedule

Day 1: Find out information using guiding questions by utilizing information available on internet

Day 2: Continue finding out information using guiding questions by utilizing existing reports about inclusivity

Day 3: Continue finding out information using guiding questions by utilizing other resources.

Day 4: Identify useful data points for analysis

Day 5: Continue identifying useful data points for analysis

Day 6: Think about challenges

Day 7: Think about possible solutions to those challenges

Day 8: Put together the presentation

Day 9: Summarise all the data

Day 10: Presentation Day. Invite feedback from peers.

Resources needed

Sports magazines
Internet access
Existing reports about inclusivity in sports
Newspaper articles

Roles of group members

Member 1: Collects general information online

Member 2: Collects data

Member 3: Collects pictures and data for presentation

Member 4: Works on the summary. Leads the group.

Possible barriers to doing the project

- ◆ Not sure where to find information
- ◆ Not sure how many problems to cover in the presentation
- ◆ Member 1 is not tech savvy. Will he be able to collect information successfully?

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 (✓): 5

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 (✓): 5

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 (✓): 5

Stage 1

Teacher Assessment

Tick (✓) statements that apply.

Awareness

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

Total number of (✓): 4

Sensitivity

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

Total number of (✓): 4

Creativity

- ☒ The learner 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 (✓): 2

Brief comments and pedagogical interventions recommended:

It's amazing that you have understood the project prompt and have discussed it with your peers. You are able to understand some barriers with respect to doing the project, but you can spend more time thinking about some concrete solutions. You might have to work more closely with the group and ensure good communication so that the project is on track.

Stage 2

Teacher Assessment

Tick (✓) statements that apply.

Awareness

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

Total number of (✓): 4

Sensitivity

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

Total number of (✓): 5

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 (✓): 3

Brief comments and pedagogical interventions recommended:

You have used notes from the brainstorming stage to develop your draft and that's great. The draft is mostly up to the mark but still needs to include information derived from different sources. It would be nice if you can take another look at the draft and identify some areas of improvement. You would also benefit from being more flexible with what you do as part of group work.

Stage 3

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

	Beginner 5	Proficient 10	Advanced 15
Awareness	Learner is able to identify minimal problems with inclusivity in sports and are often restricted to common knowledge. They use limited or no data to support their analysis of problems. <input type="checkbox"/>	Learner is able to identify and describe some problems with inclusivity in sports. They use some relevant data to support their analysis of problems. <input checked="" type="checkbox"/>	Learner is able to identify and describe many problems with inclusivity in sports and even go beyond the scope of the prompt. They use a variety of resources and valid data to support their analysis of problems. <input type="checkbox"/>
Sensitivity	Learner is able to appreciate the need for inclusivity in sports in a limited way but is barely able to come up with empathetic responses to the issues identified. <input type="checkbox"/>	Learner is able to appreciate the need for inclusivity in sports to a great extent and can respond empathetically to some issues identified. <input checked="" type="checkbox"/>	Learner is able to appreciate the need for inclusivity in sports and come up with additional reasons for why inclusivity is important in sports. They are able to respond empathetically to most of the issues mentioned. <input type="checkbox"/>
Creativity	Learner is able to think of very few unique solutions for the issues, but their solutions are limited to common knowledge/knowledge easily available online. <input type="checkbox"/>	Learner is able to identify some solutions for the issues and can use some additional sources of information to support their solutions. <input checked="" type="checkbox"/>	Learner is able to come up with many unique solutions for the issues and can use a wide range of sources of information to support their ideas. <input type="checkbox"/>

Stage 3

Learner Reflection

Tick (✓) statements that apply.

Awareness

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

Total number of (✓): 3

Sensitivity

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

Total number of (✓): 3

Creativity

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

Total number of (✓): 3

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 (✓): 2

Sensitivity

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

Total number of (✓): 3

Creativity

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

Total number of (✓): 2

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.

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1	4	4	2
Stage 2	4	5	3
Stage 3	10	10	10
Total	18	19	15

- Add the total here.

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

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

Learner Reflection

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

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1	3	3	2
Stage 3	3	3	3
Total	6	6	5

- Add the total here.

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

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

Peer Feedback

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

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3			

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

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

Post-project reflections

Final comments by teacher (if any):

You have definitely done a good job with the project work. You managed to have a good working rapport with their good and also managed to work on some potential barriers identified in the first stage.

Some suggestions:

Think about how you can use different resources to support your analysis of issues and the solutions suggested. It is also important to make sure you are flexible in terms of your role in the group. You took the lead of some aspects of the group work, but it would be great if you can also think about how you can help your team members with some of the work.

Think about how you did on this project.



Learner Reflection

What did I learn from this project?

I think I did a good job collecting relevant information and data for the project work.

I also managed to help my peers work on this project.

I managed to complete the project on time and am happy with the output of the project.

What was the most enjoyable part of the project?

Working with a group

Looking up information from different sources and collating them

Three strengths I demonstrated in this project

I need to work on developing better solutions to the issues identified.

I also need to work on using data more effectively while analysing issues.

Two areas of improvement I identified in this project

I need to work on developing better solutions to the issues identified.

I also need to work on using data more effectively while analysing issues.

What were the challenges I faced doing the project?

Sometimes helping my group members with work was a bit too much.

Some questions I still have...

How do I find more reliable information online?

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

The teacher could integrate more pedagogies.

PART C

Problem-Based Inquiry (Individual Work)

Subject(s)
(Can be more than one)

Geography, History, Language R1

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

CG-4 Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region

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

C-4,5 Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them

Pedagogies
(Tick (✓) all that apply.)

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

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

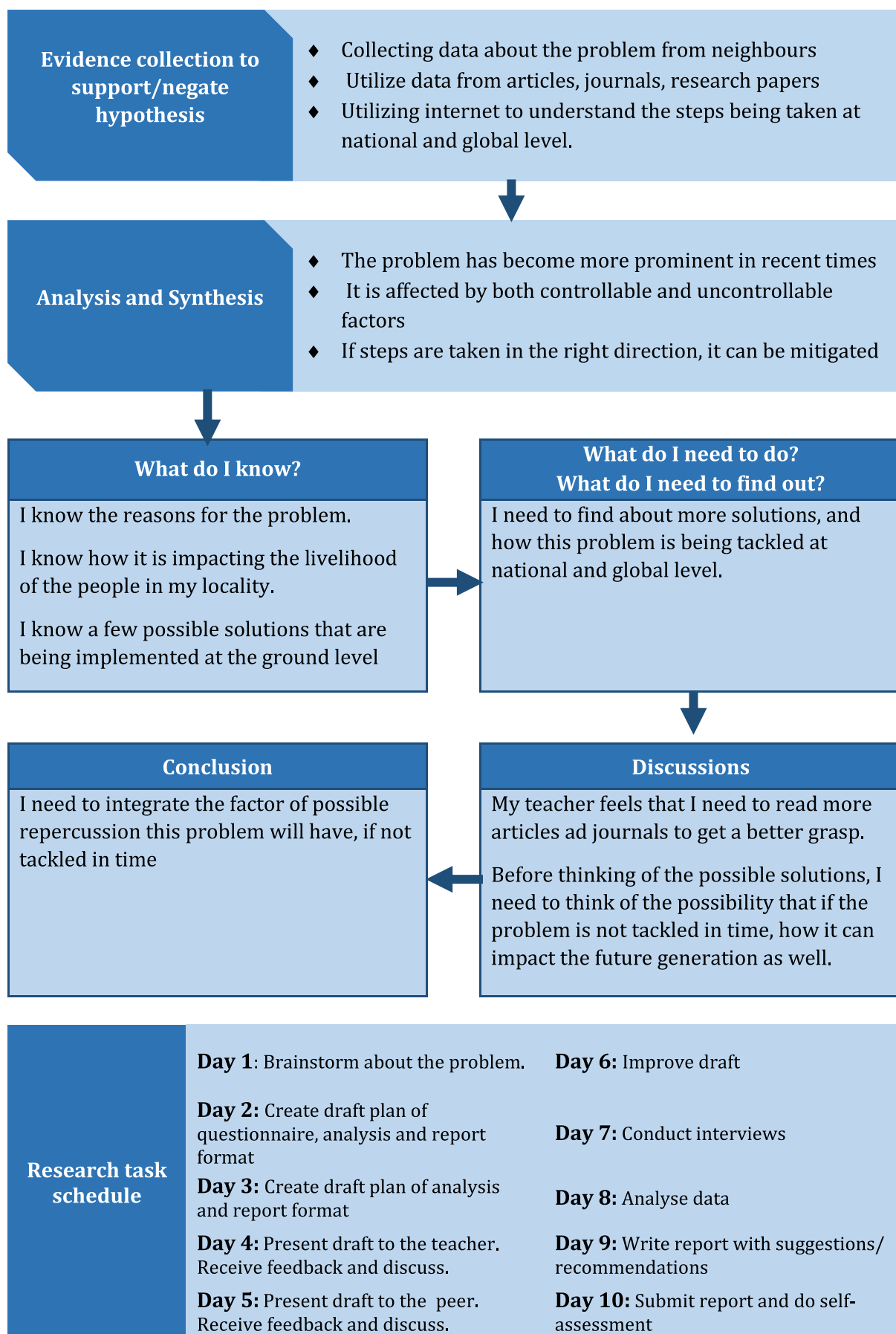
What are some common problems that people have been facing in your neighbourhood with respect to availability of water/electricity/essential resources? (Choose any one) Do some research about the problem of your choice and come up with solutions/recommendations in the form of a report.

Hypothesis

The availability of clean drinking water in our neighbourhood is inadequate due to outdated infrastructure, population growth, and climate change, leading to water scarcity and health issues. Implementing sustainable water management practices and upgrading infrastructure can significantly improve water access and quality.

Guiding questions

- ◆ What is the problem?
- ◆ Why is the problem a “problem”? (Implications)
- ◆ What are some possible solutions?



Stage 1

Teacher Assessment

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

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

Awareness

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

Total number of (✓): 4

Sensitivity

- ☒ The learner understands the larger social purpose of the task.
- ☐ The questionnaire has inclusive and accessible wording.
- ☒ There is clear understanding of who the stakeholders are and their needs/concerns.
- ☐ The learner avoids overly intrusive questions on potentially sensitive topics.
- ☐ The learner adapts the questionnaire to accommodate diverse communication styles.

Total number of (✓): 2

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.
- ☐ The learner demonstrates the ability to take into account multiple perspectives on the issue.
- ☐ The learner shows willingness to use multiple media for collecting data

Total number of (✓): 2

Brief comments and pedagogical interventions recommended:

You have done a great job with the draft. While the questionnaire works well, it's a good idea to limit who you are targeting and how you can collect data from different people. You might have to include some questions with pictures or have pictures as backup so that people who cannot read well can also respond.

Stage 1

Learner Reflection

Tick (✓) statements that apply.

Awareness

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

Total number of (✓): 3

Sensitivity

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

Total number of (✓): 3

Creativity

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

Total number of (✓): 1

What problems did I face in Stage 1?

I forgot to include people from different contexts in my questionnaire (e.g. the security guard of my neighbourhood).

I wasn't sure how the questions of the questionnaire should be.

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

I asked my teacher for some feedback and now will rework my draft.

I looked at examples of questionnaires online.

Stage 2

Teacher Assessment

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

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

Awareness

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

Total number of (✓): 4

Sensitivity

- ☒ Data collection and analysis was conducted in a fair and impartial way.
- ☒ The learner clearly articulated the social impact of the recommendations.
- ☒ The learner handled discrete information of the respondents in a confidential and respectful manner.
- ☒ The learner adopts a professional tone appropriate to the topic of inquiry.
- ☒ The learner shows the ability to acknowledge the learners' own personal biases and how they might affect the task.

Total number of (✓): 5

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.
- ☒ The learner adopts an active approach in peer feedback, encouraging constructive critiques of the draft.
- ☐ The learner demonstrates ability to shift strategies in the event that the initial approach proves unproductive.

Total number of (✓): 4

Brief comments and pedagogical interventions recommended:

Amazing work done! I am impressed by how you've managed to refine your draft. The questions are definitely more aligned to the purpose of the interview; I would recommend having some backup strategy in case your respondents cannot attempt some existing questions. Also, do take another look at your questions. Consider shortening some of them.

Stage 2

Learner Reflection

Tick (✓) statements that apply.

Awareness

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

Total number of (✓): 3

Sensitivity

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

Total number of (✓): 3

Creativity

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

Total number of (✓): 3

Leave some words of appreciation/encouragement for yourself.



I am really happy with the recommendations I've come up with. Good experience!

Stage 3

Teacher Assessment

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

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

Awareness

- ☒ The learner has refined the discussions.
- ☒ Prior knowledge has been revised/augmented in the discussions and conclusions.
- ☒ The revised draft is suitable for meaningful peer review.
- ☒ Evidences have been included in the discussions and conclusions.
- ☒ The learner demonstrates ability to discern more meaningful data or responses.
- ☒ The learner acknowledges results of the questionnaire/interview that go against the recommended course of action.

Total number of (✓):

5

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.
- ☐ The learner shows understanding of positive and negative consequences of proposals.
- ☒ The learner avoids skewing the possible results of the questionnaire/interview by avoiding emotionally charged wording.

Total number of (✓):

4

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.
- ☒ The learner shows understanding of less obvious insights to be gained from the data.
- ☒ The learner recognizes situations when the responses to the questionnaire/interview require a shift in approach to the problem or issue.

Total number of (✓):

4

Brief comments and pedagogical interventions recommended:

Good job! I really like how you have managed to come up with innovative recommendations and have backed it up with some data from the questionnaire. I also appreciate how you have acknowledged the gaps in your questionnaire. One thing I would recommend is to think about the negative effects of your recommendations.

Stage 3

Peer Feedback

Tick (✓) statements that apply.

Awareness

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

Total number of (✓): 3

Sensitivity

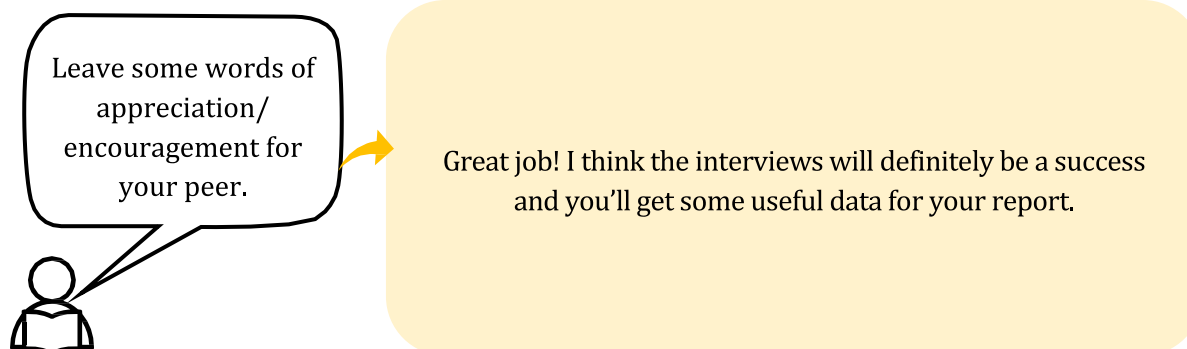
- ☒ My peer was able to receive my feedback in an open and respectful manner.
- ☒ My peer was willing to modify the revised draft based on my suggestions.
- ☒ The wording of the interview was respectful of the respondents' emotions and concerns.

Total number of (✓): 3

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 (✓): 3



Overview

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

Teacher Assessment

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

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1	4	2	2
Stage 2	4	5	4
Stage 3	5	4	4
Total	13	11	10

- Add the total here.

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

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

Learner Reflection

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

	Self		
	Awareness	Sensitivity	Creativity
Stage 1	3	3	1
Stage 2	3	3	3
Total	6	6	4

- Add the total here.

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

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

Peer Feedback

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

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3	3	3	3

- Tick the final performance level based on the score.

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

Post-inquiry reflections

Final comments by teacher (if any):

Overall, I think you did a great job! Your data collection methods worked, and you managed to get some useful information. The analysis of the data was also to the point, and I think some of the recommendations are quite sensible. To make this report better, I would recommend thinking about the negative effects of your recommendations and how the recommendations can be tweaked accordingly.

Think about how you did in this research task.



Learner Reflection

What did I learn in this problem-based inquiry?

I think I managed to incorporate a lot of feedback from my teacher and peer.

I also managed to make sure the people I interviewed felt comfortable and that I got some useful data.

What was the most enjoyable part of the inquiry?

Interviewing people and making notes of the data

Three strengths I demonstrated in this inquiry

Three areas of improvement I identified this inquiry

I think I need to work on writing better. Maybe I will practise report writing.

What was the least enjoyable part of the inquiry?

I don't really enjoy writing so writing a report and a summary was a bit boring. I would prefer to present my recommendations orally in class.

Some questions I still have...

Will the style of writing a report change with the advent of AI?

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

Maybe we could take our recommendations and do another survey with the same people, asking them if the recommendations would work.

Assessment Parameters for Problem-Based Inquiry

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

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

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

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

Exemplar for Classroom Discussion (Grade 11)

Observation Template for Classroom Interactions

Tick (✓) the type of classroom interaction.

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

Subject(s)
(Can be more than one) Health and Physical Education, Political Science, Sociology

Curricular goal(s)
(Can be more than one) *Note: The teachers of grade 11 and 12 are encouraged to make their own curricular goals.*

Competency(-ies)
(Can be more than one) *Note: The teachers of grade 11 and 12 are encouraged to make their own competencies.*

- Pedagogies**
(Tick (✓) all that apply.)
- | | |
|--|---|
| <input type="checkbox"/> Art-integrated | <input checked="" type="checkbox"/> Sports-integrated |
| <input type="checkbox"/> Toy-based | <input checked="" type="checkbox"/> Technology-integrated |
| <input checked="" type="checkbox"/> Skill-based learning | <input type="checkbox"/> Drama/Theatre-integrated |
| <input type="checkbox"/> Indian Knowledge Systems approaches | |
| <input type="checkbox"/> Any other _____ | |

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

Think about the role of ethics in sports. How does the role of ethics change with inclusion of technology in sports?

Duration

50 minutes

Prior Preparation / Planning / Review / Recap

Revisit the definition of ethics
Look up what ethics means in sports
Identify some examples of ethics in sports.
Focus on some common Indian sports
Check if there are differences between local/national and international standards for ethics
Understand how technology in sports has works
Make some observations about how the role of ethics has changed with the inclusion of technology in sports.

Materials needed (if applicable)

Notes made a day prior
News articles about the topic use in the discussion.

The teacher can do flipped learning in this type of classroom interaction. A day before the classroom discussion, the teacher can share the discussion prompt with the learners. The learners can be encouraged to look up definition(s), examples, and supporting arguments to use in the discussion.

Teacher Assessment

Awareness

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Identifies and articulates relevant issues within the context of the interaction | <input checked="" type="checkbox"/> Presents clear supporting evidence for claims |
| <input checked="" type="checkbox"/> Acknowledges and addresses counterarguments effectively | <input type="checkbox"/> Evaluates the reliability and credibility of information sources |
| <input type="checkbox"/> Integrates knowledge from multiple sources to enhance the topic of the interaction | |

Total number of (✓): **3**

Sensitivity

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

- | | |
|---|---|
| <input type="checkbox"/> Adopts a tone appropriate for the given format | <input checked="" type="checkbox"/> Handles disagreements or conflicts with tact |
| <input checked="" type="checkbox"/> Encourages and values contributions from all participants | <input checked="" type="checkbox"/> Adopts communication strategies appropriate to the audience |
| <input checked="" type="checkbox"/> Accepts constructive critiques and uses them to improve the interaction | |

Total number of (✓): **4**

Creativity

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> Constructs original arguments supported by evidence | <input type="checkbox"/> Demonstrates a willingness to take risks |
| <input checked="" type="checkbox"/> Generates novel ideas, solutions, or approaches to the interaction | <input checked="" type="checkbox"/> Relates issues to relevant personal experiences as appropriate |
| <input checked="" type="checkbox"/> Adapts and modifies ideas in response to peer feedback | |

Total number of (✓): **4**

Brief comments and pedagogical interventions recommended:

Learner spoke about the role of ethics in sports and managed to use their notes.

Had identified some key issues with ethics in sports and gave relevant examples

They were also able to interact with their peers and handle some disagreements with valid rebuttals.

However, the learner needs to work on disagreeing politely and maintaining composure.

Learner Reflection

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓): 3

Sensitivity

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

Total number of (✓): 3

Creativity

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

Total number of (✓): 3

Leave some words of appreciation/encouragement for yourself.



I think I did a good job! :D

Peer Feedback

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓): 3

Sensitivity

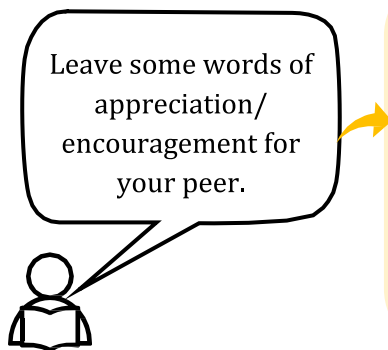
- ☒ My peer actively considered different perspectives during the activity.
- ☐ My peer acknowledged the feelings and opinions of her/his peers.
- ☐ My peer gave constructive feedback in a considerate manner.

Total number of (✓): 1

Creativity

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

Total number of (✓): 3



You did a great job. Superb!

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.

Good job. Keep it up!

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

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

Learner Reflection

Write some words of appreciation for yourself.

😊

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

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

Peer Feedback

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

You did a great job!

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

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

Exemplar for Dramatic Presentation (Grade 12)

Observation Template for Classroom Interactions

Tick (✓) the type of classroom interaction.

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

Subject(s)
(Can be more than one)

History, Language (R1/R2/R3), Theatre

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

Note: The teachers of grade 11 and 12 are encouraged to make their own curricular goals.

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

Note: The teachers of grade 11 and 12 are encouraged to make their own competencies.

Pedagogies

(Tick (✓) all that apply.)

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

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

Assume the role of a popular local/national leader of the nationalist movement who is participating in/ contributing to the civil disobedience movement. Create a speech/ monologue where the leader addresses a gathering and talks about the following:
Problems at the local/national level
Initiatives taken to participate in/ support the civil disobedience movement
Steps to be taken further

Duration

Two periods of 50 minutes each

Prior Preparation / Planning / Review / Recap

Revise the lesson on Civil Disobedience Movement. Do some research about the civil disobedience movement.
Read up about the purpose, the reasons, and how it spread. Identify some local/national leaders who have participated in/contributed to the civil disobedience movement.
Think of problems that the movement tried to solve. Come up with some initiatives taken to support the civil disobedience movement (can be imagined)
Think of some other steps that can be taken to support the civil disobedience movement

Materials needed (if applicable)

History textbook
Access to the internet (optional)

This space is to be used by the learner to plan their activity. Prior planning can include recap of the chapter to which the activity is mapped. It can also be used by the learner to brainstorm about the activity/topic/ theme. The teacher should encourage the learner to plan and break down the activity into mini tasks.
During the activity, the teacher is to encourage the peers to provide some feedback. The feedback can happen in groups

Teacher Assessment

Awareness

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

- | | |
|--|--|
| <input checked="" type="checkbox"/> Identifies and articulates relevant issues within the context of the interaction | <input checked="" type="checkbox"/> Presents clear supporting evidence for claims |
| <input checked="" type="checkbox"/> Demonstrates a clear understanding of key concepts relevant to the topic of the interaction | <input checked="" type="checkbox"/> Demonstrates a clear understanding of the purpose of the interaction |
| <input checked="" type="checkbox"/> Shows awareness of historical or contextual factors influencing the topic of the interaction | |
- Total number of (✓):** 5

Sensitivity

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Adopts a tone appropriate for the given format | <input checked="" type="checkbox"/> Employs emotional appeals and strategies as appropriate to the interaction |
| <input type="checkbox"/> Adopts communication strategies appropriate to the audience | <input checked="" type="checkbox"/> Accepts constructive critiques and uses them to improve the interaction |
| <input checked="" type="checkbox"/> Acknowledges the emotional content of the interaction | |
- Total number of (✓):** 4

Creativity

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Generates novel ideas, solutions, or approaches to the interaction | <input checked="" type="checkbox"/> Demonstrates a willingness to take risks |
| <input checked="" type="checkbox"/> Constructs original arguments supported by evidence | <input checked="" type="checkbox"/> Combines knowledge of disparate subject areas in effective ways |
| <input checked="" type="checkbox"/> Applies imaginative approaches to problem-solving | |
- Total number of (✓):** 5

Brief comments and pedagogical interventions recommended:

Learner was able to present a brief speech assuming the role of a local leader who had participated in the civil disobedience movement.

He was able to present some facts about the disobedience movement and give relevant examples.

He was able to sequence ideas coherently and extend the presentation and connect the topic/theme to the larger social context.

The learner needs to work on connecting strongly with the audience in this interaction format. Some practice in communication strategies would be helpful.

Learner Reflection

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓): 3

Sensitivity

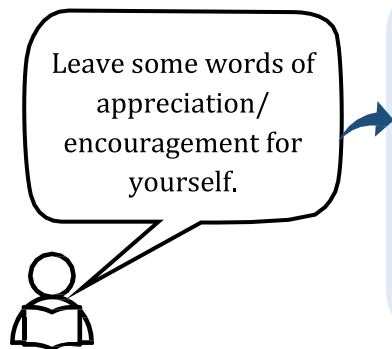
- ☒ I actively considered different perspectives during the activity.
- ☒ I acknowledged the feelings and opinions of my peers.
- ☒ I gave constructive feedback in a considerate manner.

Total number of (✓): 3

Creativity

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

Total number of (✓): 3



I did a good job but I need to do better.

Peer Feedback

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓): 3

Sensitivity

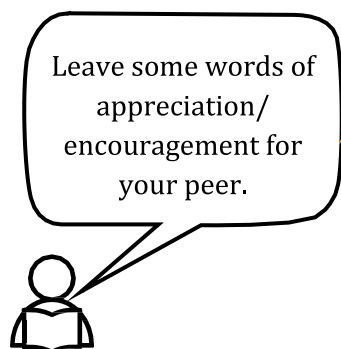
- ☒ My peer actively considered different perspectives during the activity.
- ☐ My peer acknowledged the feelings and opinions of her/his peers.
- ☐ My peer gave constructive feedback in a considerate manner.

Total number of (✓): 1

Creativity

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

Total number of (✓): 3



Thanks for sharing feedback with me. It was really useful.

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.

Amazing work done!

😊

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

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

Learner Reflection

Write some words of appreciation for yourself.

I am getting better everyday

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

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

Peer Feedback

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

Keep doing the good work!

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

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

Exemplar for Organised Debate (Grade 12)

Observation Template for Classroom Interactions

Tick (✓) the type of classroom interaction.

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

Subject(s)
(Can be more than one)

Psychology, Language (R1/R2)

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

Note: The teachers of grade 11 and 12 are encouraged to make their own curricular goals.

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

Note: The teachers of grade 11 and 12 are encouraged to make their own competencies.

Pedagogies

(Tick (✓) all that apply.)

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

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

Each team of 5 learners is to be assigned a type of therapy (e.g., Client-centred therapy, Existential therapy, Cognitive behaviour therapy, Behavioral Therapy and Alternative therapies). Each group has to represent and advocate for their therapy and establish its effectiveness in counselling. Some aspects to be considered are: basic tenets of therapy, techniques, effectiveness for the type of issues/disorders, client-counsellor relationship, etc.

Duration

Two periods of
50 minutes
each

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

Recap available information about the assigned therapy type with the group
What is the therapy?
What are the techniques?
How effective is it? How is it effective for some types of issues/disorders?
What about the client-counsellor relationship?
Compare this therapy with other therapies.
Think of pros and cons.
Discuss points with group. Decide the roles in the group.

Materials needed (if applicable)

Notes, Psychology textbook

Teacher Assessment

Awareness

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

- | | |
|---|---|
| <input checked="" type="checkbox"/> Demonstrates a clear understanding of key concepts relevant to the topic of the interaction | <input type="checkbox"/> Integrates knowledge from multiple sources to enhance the topic of the interaction |
| <input type="checkbox"/> Acknowledges and addresses counterarguments effectively | <input checked="" type="checkbox"/> Demonstrates a clear understanding of the purpose of the interaction |
| <input checked="" type="checkbox"/> Presents clear supporting evidence for claims | |
- Total number of (✓):** 3

Sensitivity

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Facilitates an inclusive and supportive environment for all participants | <input checked="" type="checkbox"/> Adopts a tone appropriate for the given format |
| <input checked="" type="checkbox"/> Adapts approach to the peer/group dynamics that develop during the interaction | <input checked="" type="checkbox"/> Acknowledges the emotional content of the interaction |
| <input checked="" type="checkbox"/> Handles disagreements or conflicts with tact | |
- Total number of (✓):** 5

Creativity

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Constructs original arguments supported by evidence | <input checked="" type="checkbox"/> Inspires other group members to take novel approaches to the interaction |
| <input type="checkbox"/> Adapts and modifies ideas in response to peer feedback | <input type="checkbox"/> Goes beyond material provided and offers innovative responses |
| <input type="checkbox"/> Demonstrates a willingness to take risks | |
- Total number of (✓):** 2

Brief comments and pedagogical interventions recommended:

Learner did a good job presenting her arguments about the chosen therapy type. She used appropriate communication strategies and was mostly effective in handling disagreements. However, the learner restricted her arguments to some common facts and wasn't able to offer innovative ideas/arguments. The learner will definitively benefit from being more critical of arguments presented.

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 (✓): 2

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 (✓): 3

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 (✓): 2



Leave some words of appreciation/encouragement for yourself.

I am learning something new every day, and becoming a better version of myself

Peer Feedback

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓): 3

Sensitivity

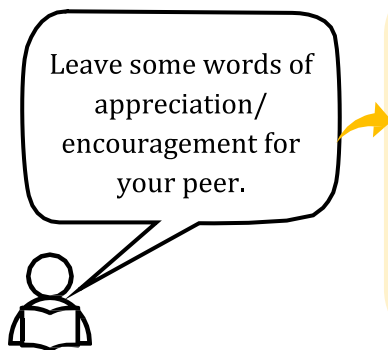
- ☒ My peer actively considered different perspectives during the activity.
- ☒ My peer acknowledged the feelings and opinions of her/his peers.
- ☒ My peer gave constructive feedback in a considerate manner.

Total number of (✓): 3

Creativity

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

Total number of (✓): 3



You did really well. It would be great to have you on my team next time.

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.

Amazing work!

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

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

Learner Reflection

Write some words of appreciation for yourself.

This was a lot of fun! I want to do it again! 😊

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

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

Peer Feedback

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

I enjoyed working with you

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

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

Exemplar for Simulation/Role play (Grade 9)

Observation Template for Classroom Interactions

Tick (✓) the type of classroom interaction.

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

Subject(s)
(Can be more than one)

Science, Social Science, Language (R1 or R2), Theatre

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

CG-7: Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to appreciate that Science is ever evolving, and that there are still many unanswered questions
CG-4: Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region

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

C-7.1: States concepts that represent the most current understanding of the matter being studied-ranging from mere familiarity to conceptual understanding of the matter as appropriate to the developmental stage of the students
C- 4.3: Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife

Pedagogies

(Tick (✓) all that apply.)

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

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

In groups of 5, create a 10-minute role play, wherein 1 member is the interviewer and the rest are farmers. The interviewer engages the farmers in a conversation about crop yields, increasing crop yields, crop production management, and sustainable farming. The focus is on highlighting good agricultural practices and how that can contribute to the farmers' increased income.

Duration

2 periods of 50 minutes each

Prior Preparation / Planning / Review / Recap

Period 1 (60 minutes)

Assign roles in the group and distribute work
 Read about crop yields, crop production management, ways to increase crop yields, and sustainable farming
 Make notes
 Start creating a script.
 Brainstorm some questions
 Prepare some responses using the questions
 Do a demo of the role play in groups

Period 2 (60 minutes)

Present the role play

Materials needed (if applicable)

Script prepared
 Some realia (e.g., a water bottle to be used as a mike)

During the first 60 minutes, the teacher could monitor and suggest ways to improve the role play.
 Before the role plays, the teacher could share a peer observation template/tasks for peers. After every presentation, the peer can either ask questions, or offer constructive feedback, or both.

Teacher Assessment

Awareness

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

- | | |
|---|--|
| <input checked="" type="checkbox"/> Identifies and articulates relevant issues within the context of the interaction | <input checked="" type="checkbox"/> Demonstrates a clear understanding of the purpose of the interaction |
| <input checked="" type="checkbox"/> Demonstrates a clear understanding of key concepts relevant to the topic of the interaction | <input type="checkbox"/> Presents material relevant to the interaction in an organized and systematic manner |
| <input type="checkbox"/> Displays knowledge of interdisciplinary connections relevant to the topic of the interaction | |
- Total number of (✓):** 3

Sensitivity

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Facilitates an inclusive and supportive environment for all participants | <input type="checkbox"/> Acknowledges the emotional content of the interaction |
| <input type="checkbox"/> Adopts a tone appropriate for the given format | <input checked="" type="checkbox"/> Accepts constructive critiques and uses them to improve the interaction |
| <input type="checkbox"/> Encourages and values contributions from all participants | |
- Total number of (✓):** 2

Creativity

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

- | | |
|--|---|
| <input checked="" type="checkbox"/> Generates novel ideas, solutions, or approaches to the interaction | <input checked="" type="checkbox"/> Demonstrates a willingness to take risks |
| <input checked="" type="checkbox"/> Applies imaginative approaches to problem-solving | <input type="checkbox"/> Relates issues to relevant personal experiences as appropriate |
| <input type="checkbox"/> Inspires other group members to take novel approaches to the interaction | |
- Total number of (✓):** 3

Brief comments and pedagogical interventions recommended:

The learner demonstrated a good understanding of the themes covered in the role play (crop yields, crop production management, ways to increase crop yields, and sustainable farming).

She was able to present the content but the presentation wasn't organized. The learner would benefit from revisiting her script and rewriting parts of it.

She participated enthusiastically but displayed impatience when her peers faltered; that affected the group dynamics and the level of motivation. We have already discussed that and the learner will work on it in her next group work.

Overall, a great job done!

Learner Reflection

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓): 3

Sensitivity

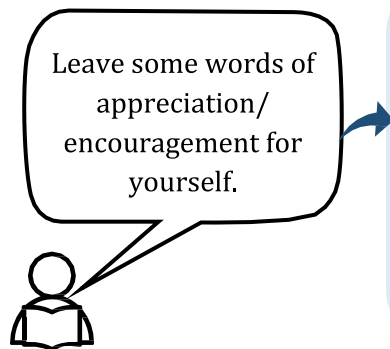
- ☒ I actively considered different perspectives during the activity.
- ☒ I acknowledged the feelings and opinions of my peers.
- ☒ I gave constructive feedback in a considerate manner.

Total number of (✓): 3

Creativity

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

Total number of (✓): 3



I think I did amazing work!

Peer Feedback

Tick (✓) all statements that apply.

Awareness

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

Total number of (✓): 3

Sensitivity

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

Total number of (✓): 1

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 (✓): 2

Leave some words of appreciation/encouragement for your peer.



Nice work!

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.

Well done!

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

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

Learner Reflection

Write some words of appreciation for yourself.

I feel I did I good job and feel more confident

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

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

Peer Feedback

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

I think you did a good job today!

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

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

Assessment Parameters for Classroom Interactions

Awareness

- Identifies and articulates relevant issues within the context of the interaction
- 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 awareness 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

Sensitivity

- Adopts communication strategies appropriate to the audience
- Facilitates an inclusive and supportive environment for all participants
- 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 with tact
- 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
- Utilizes multimedia resources to support key points
- 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

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

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