Part E & Part F of the Secondary Stage HPC

How to Fill the Holistic Progress Card | Teacher Training

A continuation from Part D

Part E: Learning through Online Courses | Part F: Time Inventory / Student's Competency Profile

Where Parts E and F Fit in the Secondary HPC

Picking up after classroom interactions in Part D

PART B

Group Project Work

Authentic, open-ended group task; process, revision and final product.

PART C

Problem-Based Inquiry

Individual real-world problem; data collection, analysis and proposed solution.

PART D

Classroom Interactions

Discussion, debate, role-play, lab experiment, digital learning and other short interactions.

PART E

Learning through Online Courses

Records approved online courses taken during the year.

PART F

Time Inventory

Records time spent on key stages of projects, inquiry, classroom interactions and skill training.

Part E — Learning through Online Courses

What Part E is designed to record

What goes into Part E

Part E has a table for online courses taken by the learner during the year.

For each course, record:

- Course name
- Number of hours
- Whether the course was completed

What counts as an online course?

The HPC guidance refers to online courses that are appropriately approved.

SWAYAM, DIKSHA,NIOs Platforms

Free certificate courses

Registration, proof of completion and an end-of-course assessment certificates.

Why it matters

It recognizes learning beyond regular classroom teaching and encourages learners to explore areas of interest while building readiness for further study and future pathways.

PARAKH-NCERT, How to fill the HPC (Secondary Stage): Part E describes approved online courses taken during the year; Part A also guides learners to identify possible course interests.

Part E — How a Grade 9 Entry Could Look

Example only: use an actual approved course and verified completion record

COURSE	HOURS	COMPLETED
Basic Computer Course for Beginners	15	✓
Introduction to Oral Presentation Skills	8	✓
Environmental Sustainability Course	10	—

Teacher verification point

For training purposes, the examples above are illustrative. In the actual HPC, enter only courses that meet the approval and completion requirements and are supported by the learner's records.

Source: PARAKH-NCERT, How to fill the HPC (Secondary Stage), Part E & Part F.

Part E — The Teacher's Role

Enable choice, verify evidence and connect learning to learner interests

- Encourage Grade 9 learners to identify a few areas they are genuinely interested in exploring.
- Help learners distinguish an informal online video/resource from an approved online course that can appropriately be recorded.
- Check approval, registration, proof of completion and end-of-course assessment before recording completion.
- Encourage learners to reflect on what the course added to their knowledge, skills or future interests.
- Avoid turning the section into a competition over the number of courses or hours completed

-Record the platform stated hours.

Key principle

Part E records recognised online learning; it is not intended to measure a learner's worth by the number of online courses.

PARAKH-NCERT guidance: teachers are encouraged to help learners identify course interests early; online courses should be appropriately approved and verifiable.

PART E

Learning through Online Courses

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

		Online Course		
S. No.	Course	Number of Hours	Completed (V)	
I.	Public speaking and story telling	15 hrs	✓	
II.	Health and Nutrition course	12 hrs	✓	
III.				
IV				
V				
VI.				
VII.				
VIII.				
IX				
X.				
	TOTAL HOURS	27 hrs		

Part F — Time Inventory

Recording the learner's investment of time in meaningful activities

Purpose

Part F gives insight into the time spent on different parts of activities that contribute to the learner's evaluation.

It also helps learners recognise their accomplishments and the importance of the stages of project and inquiry work.

How it should be recorded

The HPC notes that absolute precision is probably not possible.

The recommended practice is for the teacher to complete the inventory with input from the learner as activities are completed.

What it covers

1. Group Project Work
2. Problem-Based Inquiry
3. Classroom Interactions
4. Learning in the Community — Skill Training

PARAKH-NCERT, Part F: the inventory is intended to provide insight into time spent on activity components; precision is not expected to be absolute.

Part F — Group Project Work

Record time across the project process, not only the final product

A. Research prompt / planned output

Water sources in the village
2 hours
Possible output: poster, data display or short presentation.

B. Guiding questions

2 hours
Examples:
• Which water source?
• How many water source/sources?
• Availability In the village

C. Stage 1 Brainstorming & ideation

10 hours
Time spent choosing the approach, generating ideas, assigning initial responsibilities and planning the work.

D. Stage 2 Drafting, feedback & revision

12 hours
Time spent preparing a draft, receiving feedback, discussing changes and revising the product.

E. Stage 3 Final submission

4 hours
Time spent completing, checking and presenting/submitting the final product.

HPC Part F explicitly breaks Group Project Work into research prompt, guiding questions and three stages: brainstorming/ideation; drafting/feedback/revision; final submission.

Part F — Problem-Based Inquiry & Classroom Interactions

Capture the major stages that show how learning developed

2. Problem-Based Inquiry — Grade 9 example

How can our city/town encourage more use of Public transportation?

Record time for:

- Problem/prompt and planned output-2 hrs
- Hypothesis- 2 hrs
- Guiding questions- 3 hrs
- Evidence collection through Questionnaire/ Interviews- 10 hrs
- Analysis and synthesis- 15 hrs
- Discussions- 3 hrs
- Conclusion / presentation- 5 hrs

3. Classroom Interactions — Grade 9 examples

Record time spent in activities such as:

- Classroom discussion — importance of communication skills
- Organized debate — “Should single-use plastic be restricted?”
- Simulation/roleplay — local community meeting
- Lab experiment — test a material/property
- Digital learning — guided research or digital activity

Block hours of 60-120 mins for activities

PARAKH Part F lists seven PBI components and five classroom-interaction categories. Part D defines classroom interactions as shorter activities, ideally around 60 or 120 minutes.

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	

S. No.	Steps	Number of Hours Spent
1. Group Project Work		
(a)	Research prompt/question/ problem/challenge/ lanned final out ut	2
(b)	Guiding questions	2
(c)	Stage 1 (Brainstorming and ideation)	10
(d)	Stage 2 (Drafting, feedback, and revision)	12
(e)	Stage 3 (Final submission)	4
	Total Hours	30
2.Problem-Based Inquiry (Individual Work)		
(a)	Project/prompt/question/problem/challenge planned final output	2
(b)	Hypothesis	2
(c)	Guiding questions	3
(d)	Evidence collection to support/negate hypothesis	10
(e)	Analysis and synthesis	15
(f)	Discussions	3
(g)	Conclusion	5
	Total Hours	40
3. Classroom Interactions		
(a)	Classroom discussion	60-120 mins
(b)	Organised debate	60-120 mins
(c)	Simulation/roleplay	60-120 mins
(d)	Lab experiment	60-120 mins
(e)	Digital learning	60-120 mins
	Total Hours	10

Part F — Learning in the Community (Skill Training)

Plus a worked Grade 9 time-inventory example

4. Skill Training

Skill training means organized training

The table records:

- Skill being pursued
- Number of hours
- Whether it is still being pursued or has been completed

Grade 9 examples: Music, Painting Basket making, tailoring any other vocation available in the local context.

Example Asenla's Activity	Hours	Status
Football Coaching	30	Complete
Basic Tailoring	20	Pursuing

What does not count as skill training?
-Casual practice without a trainer
-Random scrolling through a tutorial

The Operative word here is Structured Training

Important

Keep the inventory updated as activities happen; do not reconstruct an entire year from memory at the end.

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

4. Learning in the Community (Skill Training)				
	Skill	Number of Hours	Pursuing	Completed
(a)	Football/Cricket Coaching Class	30 hrs		✓
(b)	Church Choir Coaching/Music class	20 hrs		✓
(c)	Tailoring taught at Home		✓	
(d)	Bamboo/Cane Basket Making(Mat/Mugs/Trays) Wood Crafts		✓	
	Total Hours	50 hours		

Closing: Filling Part E & F Well

Three practical habits for teachers

1. RECORD, DON'T RANK

Part E recognizes approved online learning. Part F records time invested in important learning experiences.

2. RECORD AS YOU GO

Use learner input and available records while activities are being completed.

3. USE THE INFORMATION

The records can support reflection, mentoring and a fuller understanding of the learner’s engagement, interests and effort.

From Part D to Part E & F: observe learning → recognise learning → record learning → support growth.

Official reference: PARAKH-NCERT, “How to fill the HPC (Secondary Stage),” Part E: Learning through Online Courses; Part F: Time Inventory.

Students competency profile

22 rows Based on the three Competencies-Beginner, Proficient and Advanced
22 ticks
The filled Card
Project and inquiry outputs
Year long
Card- i. Teachers alone ii Holistic iii. Not based on Marks
Fill in at the closing weeks not results week

One competency at a time eg.oral communication
Collaboration and teamwork
Digital learning-mark evidence-no blanks-self check

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		✓										

Complete Part E- Finished certified Courses
Close Part F-Entries done
Competency Profile-Based on evidence
Parent/Teachers interaction card.