VISHWA BHARTI PUBLIC SCHOOL, NOIDA

The March Is On…

REPORT ON AWARENESS SESSION ON HOLISTIC PROGRESS CARD (HPC)

Date: 24 September 2026
Participants: Teachers of the Foundational Years
Facilitator: Ms. Meenakshi Pathak, Curriculum Head
Theme: Understanding the Core of HPC

An Awareness Session on the Holistic Progress Card (HPC) was conducted for teachers on 24 September 2026 to develop greater clarity about the purpose, structure and meaningful implementation of HPC in the Foundational Years. The session emphasised that HPC is not merely a reporting document but a framework for understanding and documenting a child's holistic development, competencies and progress.

The session began with an exploration of Panchkosha Vikas and its relevance to holistic education. The five dimensions—Annamaya, Pranamaya, Manomaya, Vijnanamaya and Anandamaya Kosha—were discussed in relation to children's physical, emotional, social, cognitive, creative and overall well-being. Teachers reflected on how these dimensions can be nurtured through play, interaction, exploration, communication, creative expression and everyday classroom experiences.

A key focus was establishing the connection between curriculum goals, competencies and assessment. Teachers were encouraged to move from simply recording the completion of activities to identifying what children are able to demonstrate through their actions, responses, interactions and applications. The progression from curriculum goal → competency → observable behaviour → evidence was discussed as an important basis for meaningful assessment.

The session further addressed what should be observed and documented through HPC, including communication and language, early literacy and numeracy, cognitive processes, exploration and reasoning, physical and motor development, social-emotional development, creativity, collaboration, independence and application of learning. Emphasis was placed on specific, authentic and evidence-based observations rather than general impressions or labels.

The concept of developmental rubrics was also discussed. Teachers were guided to view rubrics as tools for describing a child's developmental progression rather than as marks or grades. Descriptors should be clear, observable, developmentally appropriate and reflective of the child's increasing independence, understanding and application. The importance of recognising individual progress rather than comparing children was reinforced.

Teachers were also encouraged to view assessment as a continuous process of observation, documentation, reflection, support and re-observation. Evidence gathered through classroom interactions, conversations, play, children's work, projects, creative activities, portfolios and anecdotal records can inform both HPC documentation and future teaching strategies.

The session also highlighted the teacher's role as an observer, facilitator and reflective practitioner. Teachers were encouraged to use purposeful questioning, appropriate cues and scaffolding, provide varied opportunities for children to demonstrate competencies and use assessment information to plan further learning experiences.

The session concluded with the understanding that effective HPC implementation requires a shift from assessment of activities to assessment of competencies and developmental progress. By connecting Panchkosha Vikas with curriculum goals, observable competencies and developmental rubrics, teachers can make HPC a meaningful reflection of each child's learning and holistic growth.



Glimpses of the session