

# Learners' Progress, Attainment and Development

## Key Domain III



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#### **About the Key Domain**

Holistic development of the learner is the primary objective of good schooling. This encompasses development of learners in the cognitive, affective as well as psychomotor domains. The school aims to achieve this by encouraging learners to participate in all curricular areas, continuously monitoring their progress over a period of time. Apart from scholastic progress, it also promotes their personal and social well-being. This involves providing a variety of opportunities in co-scholastic areas to develop student talent, inter-personal and social skills. The scope of this domain thus encompasses all aspects of desirable learning outcomes.



## KEY DOMAIN

**LEARNERS' PROGRESS,  
ATTAINMENT AND  
DEVELOPMENT**

## CORE STANDARD

- **Learners' Attendance**
- **Learners' Participation & Engagement**
- **Learners' Progress**
- **Learners' Personal and Social  
Development**
- **Learners' Attainment**



## REFLECTIVE PROMPTS

- Q1.** Do learners come to school regularly and punctually?
- Q2.** How does the school monitor attendance and address learning loss in case of prolonged absence?
- Q3.** To what extent does the school ensure student participation in several learning activities?
- Q4.** In what ways does the school identify and promote the talents of learners in different areas?
- Q5.** How does the school assess the learners' attainment and ensure that they progress from one class to the next as per the curriculum expectations?
- Q6.** How does the school monitor the curricular progress of learners on a continuing basis?
- Q7.** How does the school ensure personal and social development of learners as well as observe their progress in the same?

# FACTUAL INFORMATION

(School may response for more than one option in a question, if required)

1. Average school attendance for the current academic year \_\_\_\_\_

2. Types of rewards (if any) given to learners for punctuality and regular attendance:

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3. Record of actions to promote regularity and punctuality in attendance

a. meetings with parents/ guardians in contact register

b. reminder/ letter sent to the parents/ guardians of learners irregular with attendance

c. other (please mention) \_\_\_\_\_

d. no record

4. Are the learners' attendance registers kept up-to-date?

Yes

No

5. a. Is average attendance calculated monthly for every learner? Yes  No
- b. Is average attendance calculated monthly for every class? Yes  No

6. **Alternative arrangements made for classes which the teachers could not take:**

- a. classes are combined with that of other teachers
- b. another free teacher takes the class
- c. no arrangement made
- d. any other (please mention) \_\_\_\_\_

7. **a. Is personal hygiene of learners checked and assured by the school?** Yes  No

b. If, yes then

- i. personal hygiene is stressed upon occasionally during school assembly
- ii. checking and questioning individual learners in class or during school assembly almost daily
- iii. stressing importance of personal hygiene during school assembly
- iv. any other (please mention) \_\_\_\_\_

**8. List the activities undertaken in the school that help in personal and social development of learners:**

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**9. How is learners' personal development monitored?**

a. By observing learners in class and during their participation in games/ sports and other co-scholastic activities

b. By keeping a record of learners' participation and attainment

c. No efforts made to monitor personal-social development

d. Any other (please mention) \_\_\_\_\_

**10. How is learners' attainment measured and how is the progress ascertained over time?**

a. By counting periodic tests

b. Half yearly

c. Annual exams

d. By awarding grades based on marks

Core Standard	Descriptor		
	Level-1	Level-2	Level-3
<b>Learners' Attendance</b>	Teachers take and record attendance of learners regularly; identify learners who are frequently absent or not punctual; display class-wise attendance of the learners on the school notice board; sometimes inform parents about frequently absent learners	School provides regular information about learner attendance to parents; identifies the reasons for prolonged and frequent absence; discusses with learners and parents about the implication of low attendance on learning, making home visits as and when appropriate	School analyzes attendance data of all learners; ascertains whether the high absence rates can be associated with any particular category of learners or at any period of the year; addresses the problem with the help of the SMC and parents; evolves measures to motivate learners and parents to ensure punctuality and regular attendance; acknowledges and appreciates punctuality and regularity of learners
<b>Learners' Participation and Engagement</b>	Learners listen quietly to teachers in the classroom without much interaction; organizes mandated school functions and co-scholastic activities; the same students usually participate in these activities	A few learners actively participate in classroom discussion and interactions; school organizes a variety of co-scholastic activities and cultural programmes; teachers motivate learners to actively participate in the same; a large number of students participate in these activities	All learners participate actively in classroom discussions and interact with teachers and peers; school identifies the talent of learners in different co-scholastic areas; provides them training and opportunities to excel in the same; all learners take interest and participate enthusiastically in various school functions and co-scholastic activities





Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Learners' Progress	School documents and maintains records of learner's progress data as per mandate such as in the form of report cards, CCE register, etc.	School continuously gauges individual learner's progress against curricular expectations (scholastic and co-scholastic); creates a cumulative database across classes and for different groups of learners that is updated annually	School tracks and monitors each learner's progress across subjects and co-scholastic areas; tracks individual learner progress from the beginning and over time, keeping in mind the differentia pace of learning of learners; analyzes the cumulative database to identify progress patterns and trends for classes and groups of learners; uses the findings of such analyses and incorporates the feedback in classroom practice; aspires to achieve/ exceed state/ national learner attainment levels
Learners' Personal and Social Development	School is aware of the indicators of personal and social development of learners e.g. spirit of nationalism, tolerance, secular behavior, good interpersonal relations, etc.; organizes activities like morning assembly, celebration of national days and festivals as per mandate	Teachers organize group activities in the class with a view to develop social and interpersonal skills; organize meetings with parents/ community for discussing social and personal development needs of learners	School integrates life skills development with day-to-day classroom transactions to promote creative and critical thinking, problem solving and decision making, communication and interpersonal skills; teachers create and use resources like stories, audio-video clips, etc. to create a conducive value ethos; teachers exemplify behavior as expected from learners; discuss with parents the role of both school and home in the personal and social development of the learner



Core Standard	Descriptor		
	Level-1	Level-2	Level-3
Learners' Attainment	Very few learners attain curricular expectations (knowledge and skills) in every grade as measured; school conducts assessment at the end of each academic year to ascertain grade exit levels of learners in all curricular areas	Some learners attain most of the curricular expectations (knowledge and skills) in every grade while most remain marginally below grade level expectations; school arranges for remedial measures for improving attainment levels and thereby preparing learners for next grade	Most learners' attainment is at par/ above expected grade level across the school; school continuously improvises its mechanism to ascertain grade exit levels of learners



# Sources of Evidence

## Referential Evidence (Norms/ Guidelines/ Register/ Government Orders)

- RTE Act, 2009: Chapter-V (clause 29 at p. 9)  
(<http://ssa.nic.in/rte-docs/free%20and%20compulsory.pdf>)
- Teachers Manual Formative Assessment ( Science), CBSE (2010) (pp. iii- viii) ([http://www.cbse.nic.in/cce/cce-manual/CBSE-FA-Class-IX%20\(Science\)%20Final.pdf](http://www.cbse.nic.in/cce/cce-manual/CBSE-FA-Class-IX%20(Science)%20Final.pdf))
- NCF-2005: Chapter-II (pp. 12-34),& Chapter-IV (pp. 78-100) (<http://www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf>)

## **Supportive Evidence Available in the School**

- **Learners' attendance registers**
- **prolonged absence and action taken**
- **measures taken to promote regular attendance and punctuality**
- **Teachers visits to the houses of frequently absent children and discussing with the parents**
- **Report cards, CCE registers assessment records, etc.**
- **List of functions, events and activities organized in the school**
- **Participation in co-scholastic activities, games, sports, cultural activities, etc.**
- **Samples of learner notebooks, answer scripts and feedback provided to learners**
- **Records of learners progress over baseline and at regular intervals**
- **List of learners who have been allocated responsibilities**
- **Coverage of Value Education & Life Skills in school curriculum/ time-table**
- **Cumulative analysis of assessment records**
- **Records of interaction with parents about the learners' performance**

## **Evidences School Needs to Create**

- **The school can create evidences by the following device/ technique:**
- **Learner's observation and interaction to know learners' participation in school activities**

# RESPONSE MATRIX

## Learners' Progress, Attainment and Development

Core Standard	Level 1	Level 2	Level 3
Learners' Attendance			
Learners' Participation and Engagement			
Learners' Progress			
Learners' Personal and Social Development			
Learners' Attainment			

# PLANNING FOR IMPROVEMENT

Core Standard	Level	Area of Improvement	Prioritize Area of Improvement			Proposed Action	Timeline (Put a tick mark (✓) on appropriate year)		
			L	M	H		Y-1	Y-2	Y-3
Learners' Attendance									
Learners' Participation and Engagement									
Learners' Progress									
Learners' Personal and Social Development									
Learners' Attainment									

L-low, M- Medium, H-High, Y-1 for Year-1, Y-2 for Year-2 and Y-3 for Year-3

**THANK YOU**

