SENIOR SECONDARY SCHOOL CURRICULUM

2024-25



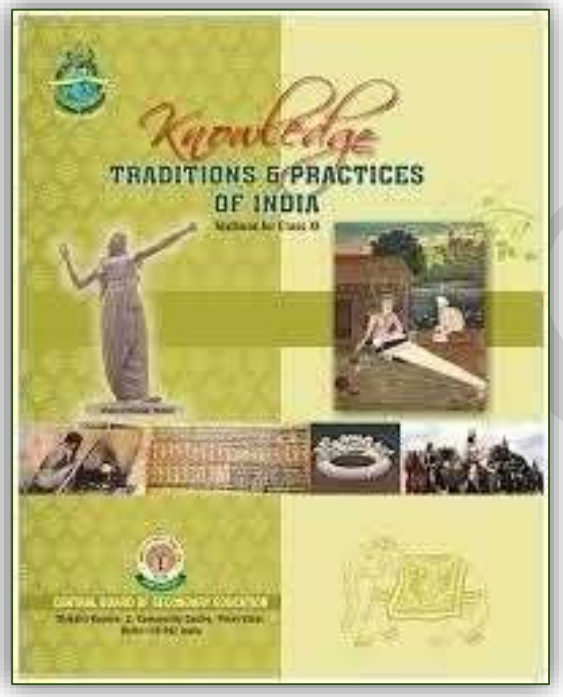
CENTRAL BOARD OF SECONDARY EDUCATION

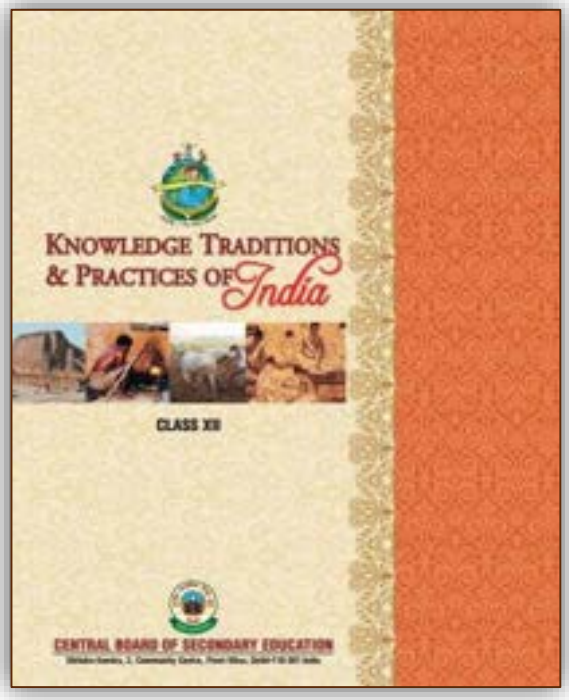
KNOWLEDGE TRADITIONS AND PRACTICES OF INDIA

SYLLABUS 2024-25

(CODE NO.073)

CLASSES XI & XII





CBSE

TABLE OF CONTENT

S. No.	Content detail	Page No.
1	Rationale	2
2.	Aims and objectives	3
3	Course structure – Class XI	4
4	Course content - Class XI	5
6	Internal assessment**:** Chapters for Project with guidelines – Class XI	11
7	Course structure - Class XII	12
8	Course content - Class XII	13
9	Assessment Scheme Class XI & XII	20
10	Guidelines for Internal assessment - Class XII	21
11	Annexures	22

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RATIONALE

In a country like India which is rich in cultural heritage, diversity and an enviable uniqueness gives each citizen the sense of belonging. Focusing on the rich traditions and practices will undoubtedly lead to help students connect with their roots and take pride in their rich and unique culture. A focused study on the Knowledge, Traditions and Practices in India can engender a sense of belonging.

The study can range from exploration of our ancient texts, books and poems written by great authors, paintings, architecture, festivals and traditions, songs and music and many such aspects that are unique to each local setting,

Thus the KTPI course has immense scope for this exploration and discussion in classrooms, thereby strengthening the much needed 21st Century Skills of Collaboration, Effective communication, Creative thinking, Lateral and Critical thinking, use of appropriate information, media and technology, strengthening flexibility skills, leadership skills, Initiative taking skills, Productivity skills, Social and emotional skills besides a host of other skills that would serve to develop a wholesome personality.

The NEP 2020, emphasizes on these aspects too: *Para 4.27 of National Education Policy (NEP) 2020 refers to the traditional knowledge of India that is both sustainable and strives for the welfare of all. In order to become the Knowledge power in this century, it is imperative that we understand our heritage and teach the world the 'Indian way' of doing things.*

The knowledge traditions of India are continuous and cumulative. They are textual and exegetical traditions in different areas of thought and experience: philosophy, medicine, grammar, architecture, geography, literary theory, polity and political economy, logic, astronomy and mathematics, military science, metallurgy, agriculture, mining and gemology, and shipbuilding, among others. Concepts and technical vocabularies of these traditions are still a part of the thinking and the languages of modern India.

The course concepts will broadly focus on the following outcomes in our students:

1. Help to develop a positive sense of self identity
2. Develop respect for self and others
3. Nurture tolerance for all cultures and differences
4. Reinforce values that are integral to every personality
5. Create responsibility and empowerment to preserve our rich cultural heritage

AIMS AND OBJECTIVES OF THE COURSE

Students will be able to:

- develop a better appreciation and understanding of the Knowledge Traditions and Practices of India (KTPI)
- analyze many contemporary questions and issues that arise in related disciplines.
- Relate KTPI in their local contexts
- Relate KTPI to scientific explanations/ reasoning: develop critical analytical abilities by exploring primary texts/ various local resources (interpret /infer/ suggest/propose/alternatives)
- connect the textual materials to actual, local contexts by comparing and contrasting information
- Infer on the rich diversity of the nation by interpreting and analyzing different kinds of practices and beliefs
- explore the contribution of Indian minds in various fields.
- Develop a global perspective on various disciplines
- Examine the course materials for varied career options

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CLASS XI

COURSE STRUCTURE

Chapter No	Chapter Name	No. of Periods	Weightage allotted	Marks allocated (70)
1.	Astronomy in India	**25**	**19%**	**13**
2.	Chemistry in India	**For internal assessment only**		
3.	Indian literature part I - introduction of Indian literature	**28**	**21%**	**15**
4.	Indian philosophical systems	**27**	**20%**	**14**
5.	Indian Traditional Knowledge on Environmental Conservation	**For internal assessment only**		
6.	Life sciences (1): Ayurveda for life, health and well-being Written	**29**	**21%**	**15**
7.	Life sciences (2): the historical evolution of medical tradition in ancient India Written	**25**	**19%**	**13**
8.	Mathematics in India	**For internal assessment only**		
9.	Theatre and Drama in India	**For internal assessment Only**		
Total		**134**	**100**	**70**

CLASS XI

COURSE CONTENT

Chapter No. and Name	Specific Learning Objectives	Teaching Learning Process	Learning Outcomes with specific Competencies
1 **Astronomy in India**	• Examine the main characteristics of Indian Astronomy from their historical perspective • research and present how the subject of Astronomy had a profound impact on humans especially in ancient India • Investigate and concur on methods used in ancient astronomy to infer on the astronomical predictions that are validated even today • Research and relate methods used in ancient astronomy with modern methods of astronomical predications/events by modern scientists	▪ Textual reading and presenting a summary by way of Graphic Organizers ▪ Presenting their learning/ discussions through debates ▪ Examine case studies and interpret the data/ information given and infer therein ▪ Use varied pedagogical learning structures like story telling/role play/arts integration/ ▪ Reflective practices (3-2-1) ▪ Discussion (student led) on comparing and contrasting ancient versus modern methods used in astronomy	Students will be able to: ❖ summarize the beginnings of the Indian Astronomy ❖ analyse the method of reading the Indian calendar/ Panchangam, Indian dates, each day's nakshatra etc. And infer on their perfection of timings with reference to celestial occurrences like eclipses/ full moon/new moon and so on ❖ examine and Identify some of the nakshatras correlating the constellations on a clear night sky. ❖ Compare and contrast the Indian 12 Rishis and European Usi zodiac signs and summarize the commonalities and differences if any ❖ Identify /locate some of the architectural marvels based on

			astronomical importance like Jantar Mantar and others ❖ present views on the ancient and modern methods of astronomical predictions
2 **Chemistry in India**	For Internal assessment Only.	Refer page no11:4	
3 **Indian literature part I - introduction of Indian literature**	• to re-connect the young minds with the large body of intellectual activity that has always happened in India • to relate the knowledge available to the contemporary life, theories and practices. • to develop, wherever feasible, a comparative view on a level ground of the contemporary Western ideas and the Indian theories and practices. • to extend students' horizons beyond what is presented or is available and contemplate on possible new meanings, extensions and uses of the ideas.	▪ Students will read different genres of Indian literature available in translated versions in English -a class discussion will take place where they examine the author's intent/ story setting/cultural settings/characters analysis /values and attitudes exposed through the reading ▪ Students will examine the case studies in the text/have discussions/analyse and infer based on their readings ▪ Group work -to enhance collaboration/ effective communication /critical thinking ▪ Presentation through pedagogical techniques: role play/ arts integration (any form) story telling/ panel	❖ Compare and contrast different genres in Indian literature ❖ Critique the author's style/ story. ❖ Cite specific examples of Indian cultural heritage being expressed in the books ❖ Students will create products to demonstrate their appreciation for Indian Literature by expressing through different modes like a Journal/ E books/ Newspaper and other related products ❖ Analyse the content of literary works and their connection with contemporary issues in society ❖ infer how these issues impact our society even today

		discussion/ meet the authors/ and so on ▪ Reflective writing after the session -Log books	
4 **Indian philosophical systems**	• identify the direct relationship between philosophy and ordinary day to day life. • distinguish between ethics and philosophy/ their intricate links and their significance in our lives • Analyse how philosophical systems differ based on the nature of right knowledge. • Explore how Indian philosophical systems are essentially democratic by nature	▪ Students will read and analyse passages on philosophy and present their analyses in modes suggested by the teacher (PPT/ Comic strips/ flow charts) ▪ Show understanding of the terms in different systems by using them appropriately in different contexts-through Journal writing/ essays ▪ Create and use mind maps to present summary of learning perform role plays of abstract qualities personified to explain the philosophical thought ▪ Make presentations on the different philosophers and their contributions ▪ Use Venn diagrams to present similarities and dissimilarities on the systems studied	❖ Enlist the 9 systems of philosophy and the key features of each system ❖ Evaluate these systems on their application to ordinary or day to day lives of people ❖ Express their reflections on ethical goals in western thoughts and Indian thoughts of philosophy ❖ Present similarities and dissimilarities of systems ❖ present the core ideas of different philosophers ❖ Tabulate the practical dimension of Indian philosophy ❖ Illustrate how philosophy has true democratization & civilizational value in India

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		▪ Quizzes on various aspects of the chapter that require recall ▪ Panel discussions on given topics ▪ Role play that simulates the study of philosophy and various systems	
5 **Indian Traditional Knowledge on Environmental Conservation**	Internal assessment only	Refer page no 4	
6 **Life sciences ayurveda for life, health and well-being- Part 1**	• examine various aspects of how Ayurveda is a holistic study and practice that balances the inner environment with the external. • Appraise the concept of good health according to Ayurveda • Explore and verify the role of dietary and behavioral changes in restoring health. • Examine how Ayurveda is relevant in modern ailments too • Analyse and infer how Ayurveda conforms to the concept of an "Integrative medicine"	▪ Gather information on common plants within our reach and their medicinal use- with focus on locally available medicinal plants ▪ Prepare a recipe that will have at least one medicinal plant among its ingredients. ▪ Watch relevant URLs among the internet resources on Ayurveda listed and explain the content. ▪ Role play to depict the difference between happy life and a wholesome life ▪ Case studies as exploratory projects on interviewing people who have recovered with ayurveda	❖ List the eight specific factors constituting a balanced diet and discuss how one would improve diet. ❖ Describe the Principles of ayurvedic healing ❖ Summarize what is the impact of diet and yoga on humans and how it requires to be modified depending on time and place. ❖ Present through research that Ayurveda dosage forms as prescribed in texts of Ayurveda- have commonality with Health Information Portability Accountability Act, enforced in countries like USA

			❖ Discuss and explain the difference between a happy life and a wholesome life
7 **Life sciences (2): The historical evolution of medical tradition in ancient India**	• understand the key concepts and developments in the evolution of medical tradition in ancient times • Examine the historical context of medical tradition in ancient India, including its development, spread, and influence. • evaluate the evidence and sources used to study the historical evolution of medical tradition in ancient India and infer therein • evaluate the various aspects of the medical tradition in ancient India, such as its practices, beliefs, and treatments. • know about the cultural awareness of the medical tradition in ancient India and its impact on society and individuals.	▪ Research based Learning ▪ Interviews with Ayurvedic Doctors ▪ Group discussions-Like Panel discussions/ Hard Talk. ▪ Graphic Organizers-like Flow Charts/ KWL-3-2-1 ▪ Display charts (arts integration) ▪ Story telling	❖ recall facts about the historical evolution of medical tradition in ancient India and its impact on society and individuals. ❖ present the key concepts and developments in the evolution of medical tradition in ancient India. ❖ express the historical context of medical tradition in varied formats of presentation ❖ summarize the various aspects of the medical tradition in ancient India and its impact on society and individuals. ❖ evaluate the evidence and sources used to study the historical evolution of medical tradition in ancient India. ❖ review /present views on the cultural awareness of the medical tradition in ancient India and its impact on society and individuals.

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	• examine the historical evolution of medical tradition in ancient India. • connect the history of medical tradition in ancient India to other subjects, such as philosophy, religion, and science. • develop a respect for diversity by understanding the differences and similarities between the medical traditions of ancient India and other cultures.		❖ describe the historical evolution of medical tradition in ancient India through different presentation modes ❖ present the link between the history of medical tradition in ancient India with other subjects, such as philosophy, religion, and science ❖ express ideas on the unique diversity based on their understanding of the differences and similarities between the medical traditions of ancient India and other cultures. ❖ summarize how the 8 branches of Ayurveda are used in the medical field today
8 **Mathematics in India**	For internal Assessment only	Refer Page no.4	
9. **Theatre and Drama in India**	For internal Assessment only	Refer Page no. 4	

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GUIDELINES FOR INTERNAL ASSESSMENT

1	**Research based Project (2*10) (Term I&II)**	20
2	**Portfolio**	5
3	**Viva voce**	5
	Total	30

CHAPTERS FOR PROJECT WITH GUIDELINES

Chapter No. and Name	Mode of assessment	Guidelines
2 **Chemistry in India**	Internal	1. Students must do 2 projects (1 PER TERM) out of the topics given under Internal Assessment-and present their work in the form of a Portfolio that includes research and extended learning of this topic 2. Topics not covered under the 2 Projects must be completed using other forms of Assessment of simple presentations by students-e.g. Debate/ Scrap Book with appropriate captions/ role Play/ panel discussion/ comic strips and other forms of Arts Integration/ speech. 3. The Rubric given for the Projects need to be adhered to and marks allotted appropriately 4. As Group work and 21st Century skills are the core focus of Projects -teachers must design projects that lend themselves to Group work and use of the 21st Century skills like collaboration/ creative thinking/ critical thinking and problem solving/effective communication/ leadership/initiative/ productivity /flexibility/ literacy skills of information usage/ media/ technology 5. Multi-disciplinary or Inter Disciplinary usage is also strongly recommended though not mandatory
5 **Indian Traditional Knowledge on Environmental Conservation**	Internal	
8 **Mathematics in India**	Internal	
9 **Theatre and drama in India**	Internal	

CLASS XII

COURSE STRUCTURE

Chapter No. and Name	No. of periods	Weightage allocated in %	Marks Allocated (70)
1 **Agriculture: A Survey**	22	19	10
2 **Architecture: A Survey**	For internal Assessment only		
3 **Dance: A Survey**	For Internal Assessment Only		
4 **Education Systems and Practices: A Survey**	24	21	16
5 **Ethics: Individual and Social**	25	22	17
6 **Martial Arts tradition : A survey**	22	19	17
7 **Language and Grammar**	For Internal Assessment Only		
8 **Other Technologies: A Survey**	22	19	10
Total	**115**	**100**	**70**

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CLASS XII

COURSE CONTENT

Chapter No. and Name	Specific Learning Objectives	Teaching Learning Process	Learning Outcomes with specific Competencies
1 **Agriculture: A Survey**	• explore the evolution and various developments in the field of agriculture. • examine the various aspects of agriculture, including its history, practices and compare with the current practices • evaluate the data and information related to agriculture and its impact on society and the environment. • evaluate the evidence and sources used to study agriculture. • connect the relationship between agriculture and the environment including the impact of agriculture on natural resources and the role of sustainable practices in agriculture.	▪ Visits to fields/ College of agriculture and discussions with farmers and experts. ▪ Visit to Seed development centres (if possible) ▪ Interviews with farmers /watch YouTube videos on similar interviews ▪ Group discussions on recent trends in agriculture /innovation in agriculture ▪ Read journals relating to agriculture and its connect to society and present summary ▪ Paper presentation / seminar on comparative study of past and present agricultural practices	❖ elicit the various aspects of agriculture and its impact on society and the environment. ❖ demonstrate their understanding of the key concepts and developments in the field of agriculture. ❖ enlist and elaborate the current trends and issues in agriculture and the role of technology and innovation in agriculture. ❖ analyse and infer from the data and information related to agriculture and its impact on society and the environment. ❖ evaluate the evidence and sources used to study agriculture. ❖ summarize the relationship between agriculture and the environment, including the impact of agriculture on natural

	• relate and connect the study of agriculture to other subjects such as economics, geography, and biology. • Examine agricultural practices of the past and present techniques used by farmers • develop problem-solving skills by analysing and addressing challenges in the field of agriculture. • explore the job opportunities and challenges in the agriculture industry and the role of innovation and technology in agriculture.		resources and the role of sustainable practices in agriculture. ❖ demonstrate the connect of the study of agriculture to other subjects, such as economics, geography and biology. ❖ present their understanding of the various aspects of agriculture and its impact on society and the environment through different modes of presentation ❖ analyse relevant data and reading materials to elucidate challenges in the field of agriculture. ❖ suggest some ways to address these challenges
2 **Architecture: A Survey**	Internal assessment Refer page 12		
3 **Dance: A Survey**	Internal assessment Refer page 12		
4 **Education Systems and Practices: A Survey**	• examine the goal of Indian educational system of the past and its relevance today	▪ Prepare a flowchart to list the four ends of education. ▪ Group Discussion on the foundation of learning in ancient	❖ Elucidate the processes used by the guru in the teaching learning transactions in ancient India.

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	• Evaluate the community supported education and continuing systems. • Examine and analyse the ancient system of education and relevance if any to current trends in schools of today • Explore the scope provided for pupils for research based learning in ancient universities versus modern research methods • Examine the impact of British rule and educational patterns and impact on Indian society	India (critically evaluate the bane of rote learning.) ▪ Visit various schools/colleges websites and collect information on their vision &mission. Based on this information, prepare own vision & mission statement for any modern Indian school ▪ Panel discussion on modern technology in the classroom versus the gurukul and impact therein ▪ Create a story board on distinct stages of learning and Guru sishya Parampara ▪ Debate on the impact of British rule on Indian educational systems.	❖ Enlist the uniqueness and current relevance of ancient systems of Indian education ❖ compare and contrast the Teaching learning processes of the ancient system with the current system ❖ describe the distinct stages of learning & teacher-student relationship ❖ compare and contrast the same with modern India ❖ Organize the evolution and hierarchy of disciplinary formations in ancient Indian education. ❖ Enlist various educational reforms of the British ❖ enlist the positives and otherwise of the educational reforms of the British rule
5 **Ethics: Individual and Social**	• Examine the ancient history of thinking about ethics. • Analyse the interpersonal and social relations placed in ethical framework	▪ Watch the relevant videos and summarize the learning ▪ Engage in discussions on related topics on ethics/ relevance today among youth	❖ Identify the origin of ethics in religious and philosophical thinking

	• Distinguish between individual & social ethics • Explore the concept of 'the Cosmic order' of the ethical systems of the past and their relevance today • Explore the core ideas of the main 7 ancient texts that dealt with ethical issues	▪ Debate on relevance of certain ethical practices even today ▪ Prepare a Graphic organizer that represents the essence and impact of the Bhakti movement ▪ Enact scenes from the Mahabharat and similar epics to project the relevance of the values even today. ▪ Mime a real life situation that relates to ethical practices	❖ Establish that the four ends of life are the goals needed for fulfilment of human aspirations ❖ Prepare a journal of reflection on various schools of ethics. ❖ Describe the core aspects of the 'cosmic order' highlighting the relevance to ethical perspectives in youth today ❖ Enlist some ancient texts that directly deal with ethical issues ❖ apply their reading of ancient texts on ethical issues and their relevance to youth of today ❖ compare and contrast Hindu ethical systems with Buddhism /Jainism /Sikhism
6 **Martial Arts tradition : A survey**	• examine how martial arts is a core element of Health and Physical fitness routines • Explore the varied forms of martial arts in India and their usefulness in holistic fitness • Analyse and Infer how the practice of martial arts can become a very useful tool of self defence • Examine varied martial arts of India and infer how they have	▪ Gallery walk: Reading sources used and presentation of different art forms in charts to summarize each form Source: https://prepp.in/news/e-492-martial-arts-in-india-art-and-culture-notes ▪ Watch a video (martial arts in India)https://www.youtube.com/watch?v=NFPus3Vm1TU Create a foldable on each of the martial arts Present before a class ▪ Experiential learning activity:	❖ Enlist and summarize the varied forms and instruments used in each martial art ❖ Infer how the physical fitness programs of the varied martial arts have significant impact on our physical/ Mental and spiritual development (holistic development) ❖ Demonstrate at least one of the martial arts in their region with the support of local artistes

	modern relevance, and how their principles and techniques can be applied in contemporary contexts such as self-defence, physical fitness, and stress management • Examine the five stages of the practice of kalarippayattu and other similar forms of martial arts that lead to body conditioning, flexibility training, basic techniques, advanced techniques, and free-style practice • Analyse and infer how these stages build upon each other to develop the physical and mental skills necessary for mastery of the martial art.	Invite local artistes to demonstrate some of the local martial arts and practice some basic forms for self defence ▪ Reflective Exercises on the impact of exercises on physical fitness and stress management	
7 **Language and Grammar**	Internal assessment Refer page no 12		

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8 **Other Technologies: A survey**	• Examine and analyse the historical context and cultural significance of Harappan technologies and their impact on later civilizations. • Examine and critically evaluate the art and technology of pottery making from the Harappan era to later civilizations. • Examine details of the production and use of glass in ancient cultures and its influence on art, trade, and commerce. • Analyse the importance of water management in ancient civilizations and its impact on agriculture, urban development, and the economy. • Examine the evolution of textile technology and its role in the production of garments, trade, and commerce. • Analyse writing technologies in ancient civilizations, including the development of scripts,	▪ Research based journal writing on how Harappan technology impacted trade/art /commerce ▪ https://www.youtube.com/watch?v=XvrE38HL0HM Watch similar videos and write a reflective journey of key points ▪ Discussions based on videos regarding the Harappan technologies ▪ Presentations-like displays/ tableaus/ paper presentations/ seminars ▪ Interviewing Archaeologists (if possible) ▪ Booklets ▪ Debates ▪ Discussions	❖ Elucidate the historical context and cultural significance of Harappan technologies and their impact on later civilizations. ❖ Demonstrate knowledge of the art and technology of pottery making, from the Harappan era to later civilizations. ❖ Display familiarity with the production and use of glass in ancient cultures and its influence on art, trade, and commerce. ❖ Analyse the importance of water management in ancient civilizations and its impact on agriculture, urban development and the economy. ❖ Evaluate the evolution of textile technology and its role in the production of garments, trade and commerce. ❖ Compare and contrast writing technologies in ancient civilizations, including the development of scripts, writing

	writing materials, and writing tools. • Understand the role of gemmology in ancient cultures, including its use in jewellery making and trade. • Analyse the production and use of perfumes and cosmetics in ancient civilizations and their cultural significance. • Examine the relationship between technology, economic systems, and cultural values in ancient civilizations. • Critically examine the evidence and primary sources that provide information on these technologies.		materials and writing tools with modern tools of today ❖ Elucidate the role of gemmology in ancient cultures, including its use in jewellery making and trade. ❖ Evaluate the production and use of perfumes and cosmetics in ancient civilizations and their cultural significance. ❖ Compare and contrast the relationship between technology, economic systems, and cultural values in ancient civilizations. ❖ Summarize the evidence of primary sources that provide information on these technologies. ❖ Apply knowledge of these technologies to broader historical and cultural contexts.

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ASSESSMENT SCHEME

COMPETENCY WISE BREAK UP

TAXONOMY/ WEIGHTAGE/ NUMBER OF QUESTIONS					
Question Type	**Knowledge/ Understanding (A)**	**Application (B)**	**Higher Order Thinking Skills ANA/ Synthesis (C)**	**Higher Order Thinking Skills Evaluation (D)**	**Total Marks**
Multiple Choice Question (1 Marks)	5 Question 5 Marks	3 Question 3 Marks	5 Question 3 Marks	3 Question 3 Marks	**16**
Short Answers (2 Marks)	2 Question 4 Marks	2 Question 4 Marks	2 Question 4 Marks	1 Question 2 Marks	**14**
Case Studies (5 Marks)	1 Question 5 marks	1 Question 5 Marks	1 Question 5 Marks	1 Question 5 Marks	**20**
Descriptive Answers (5 Marks)	1 Question 5 Marks	1 Question 5 Marks	1 Question 5 Marks	1 Question 5 Marks	**20**
TOTAL	**19**	**17**	**19**	**15**	**70**

TOPIC WISE WEIGHTAGE

Chapter	Chapter wise marks allocated	Type A	TYPE B	TYPE C	TYPE D
1: Agriculture -a survey	10	3	1	1	5
4: Educational Practices & systems	16	6	6	3	1
5: Ethics	17	3	5	8	1
6: Martial arts	17	6	3	6	2
8: Other Technologies	10	1	2	1	6
TOTAL	**70**	**19**	**17**	**19**	**15**

GUIDELINES FOR INTERNAL ASSESSMENT

1	Research based Project (2*10) (Term I&II)	20
2	Portfolio	5
3	Viva voce	5
	Total	**30**

INTERNAL ASSESSMENT

CHAPTERS FOR PROJECT WITH GUIDELINES

Chapter No. and Name	Mode of assessment	Guide lines for Project	Rubrics
Ch. 2: Architecture: A Survey	Internal		
Ch. 3: Dance: A Survey	Internal		
Ch. 7: Language and Grammar	Internal		

ANNEXURE -I

CBSE CIRCULAR REGARDING OFFERING K.T.P.I AS A SUBJECT IN GRADES 11 AND 12

Ref: NO. CBSE/AFF. /2022 Dated: 14.10.2022 Circular No. 13/2022

Extract from the Circular:

Group – C Categories – Through Automated Mode
Introduction of Additional Subject (*schools seeking approval for non-science subject should update the data in OASIS Portal and offer the subject as per norms of the Board.)*
Permission of Name change of school/society
Transfer of school from one society to another

The schools applying under various categories of affiliation must ensure that they fulfil the following conditions as per the requirements as prescribed in the CBSE Affiliation Bye Laws before applying for Affiliation.

Schools may however download the complete document for their files and clarification if any with CBSE

SCREENSHOT OF OASIS PORTAL -w.r.t Introduction of additional subject:



ANNEXURE -II

PROJECT PRESENTATION RUBRIC				
	4	**3**	**2**	**1**
Accuracy	Information included in the presentation was very researched and accurate	Information was well researched with some inaccuracies	Information was poorly researched with many inaccuracies	No signs of research and highly inaccurate information presented
Visuals	Presentation included extremely helpful and interesting visual aids	Presentation included helpful and interesting visual aids	Presentation included few helpful visual aids	Presentation included no visual aids or inaccurate/ unhelpful aids
Oral Presentation	All members of the group spoke very clearly and concisely, projected voice to the whole room	Most members spoke clearly and concisely, projected voice	Only 1 or 2 members spoke clearly and others spoke unclearly, didn't seem to know what he or she wanted to say/	Most spoke unclearly, very few students could hear, information was confusing
Creativity	Presentation was incredibly creative, with nice visual aids and interesting language	Presentation was creative and highlighted information in an interesting way	Presentation was uncreative, student showed little effort to make information interesting	Presentation was uninteresting, student read from cue cards or paper the whole time
Grammar/ Spelling	All written information had few to no spelling/ grammar errors	Written information had 1-3 grammar/spelling errors	Written information had 3-5 grammar/spelling errors	Written information had more than 6 grammar/ spelling errors
Collaboration/ group cohesion	There was a clear cohesion /flow in the presentation by all members which indicates good collaboration and planning	Mostly there was a flow-a few gaps -however this did not impact the overall presentation. The group presentation indicated good collaboration	There were many gaps in the flow that indicated issues in the group collaboration-though the overall content was delivered	The members were mostly unclear about their roles and looked to others for continuity-obviously work responsibility was lacking

ANNEXURE: III

TEMPLATE FOR GROUP MEMBERS RESPONSIBILITY

NAMES OF MEMBERS	WORK ALLOTTED

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CBSE Syllabus 2024

The syllabus for CBSE board is as follows.

- Class 9 Syllabus
- Class 10 Syllabus
- Class 11 Syllabus
- Class 12 Syllabus

Also check NCERT Syllabus for Other Classes

- NCERT Syllabus for Class 6
- NCERT Syllabus for Class 7
- NCERT Syllabus for Class 8
- NCERT Syllabus for Class 9
- NCERT Syllabus for Class 10
- NCERT Syllabus for Class 11
- NCERT Syllabus for Class 12

CBSE Board Important Resources

- CBSE Date Sheet
- CBSE Result
- CBSE Syllabus
- CBSE Sample Papers
- CBSE Question Papers
- CBSE Notes
- CBSE Practice Papers