



केन्द्रीय माध्यमिक शिक्षा बोर्ड

(मानव संसाधन विकास मंत्रालय, भारत सरकार, के अधीन एक स्वायत्त संगठन)

शिक्षा सदन, 17, इन्सटिट्यूशनल क्षेत्र, राउज एवेन्यु, दिल्ली-110002.

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Union Ministry of Human Resource Development, Govt. of India)

“Shiksha Sadan”, 17, Institutional Area, Rouse Avenue, Delhi-110002.

Ref: CBSE/ACAD./ Con (Eng.)/ 2012

April 30, 2012

Circular No: Acad-7/2012

All the Heads of Senior Secondary Schools
Affiliated to CBSE,

Subject: Introduction of a new elective titled “Knowledge Traditions and Practices of India” for classes XI-XII in the schools affiliated to CBSE w.e.f. academic session 2012-13 on pilot bases.

Dear Principal,

After ten years of general education, students branch out at the beginning Senior Secondary level and are exposed to the rigours of the various disciplines for the first time. This is the stage when they are made to start reflecting over their future life and decide of a career. At this point, they also become aware of certain knowledge traditions and practices of India that are being followed in their families and society around them but few students get an opportunity to lay hands on the vast treasure of knowledge that lies hidden in the form of literature or books. Not only does this Knowledge enhance a learner’s self esteem, it also develops respect for the country. As knowledge of India’s traditions and practices has become restricted to a few erudite scholars who have worked in isolation, CBSE seeks to introduce a course in which an effort has been made to make it available to a larger audience among school community.

Moreover, during academic interactions and debates at key meetings with scholars, and experts it was resolved that CBSE may introduce a course titled “Knowledge Traditions and Practices of India” as a new Elective for classes XI – XII.

The features of the Elective Course are:

- It aims to provide a broad overview of Indian knowledge traditions which are continuous, cumulative and intrinsically polycentric.
- This course would not impart masses of data but would **highlight concepts and major achievements** –which in turn would engage students with a **sense of exploration and discovery**.
- As this course aims to introduce knowledge in various disciplines – a trans - disciplinary approach in many fields would lead to an insight into the Indian thought and psyche.

Some of the areas across various disciplines which will be included as part of this Elective are:

Language & Grammar, Philosophy Yoga and Logic, Fine Arts, Mathematics, Chemistry and Perceptions of the Physical World, Life Sciences, Environment and Ecology Traditions, State, Society and Ethics Geography and Cosmology, Education and Knowledge Creations and Disseminations.

The Course titled “**Knowledge Traditions and Practices of India**” is being introduced as a pilot course in class XI from the current academic session 2012-2013. It can be offered as an **elective subject** with any combination of three other electives and a language. It will have a 70 marks theory paper with 30 marks for research based project which would require field visits to various places of historical and cultural importance including the seats of traditional knowledge and learning of India. (*Refer Annexure C*) (*The excursions and visits would be facilitated by the respective schools*)

It may be widely circulated to all the students by the interested schools. Schools willing to introduce this elective may express their willingness by filling in the attached proforma (*Annexure A*) and sending it to **Director (Training) CBSE Shiksha Sadan, 17-Rouse Avenue, New Delhi -110002** latest by **20th May, 2012** or mailed at neelimasharma.cbse@gmail.com.

In case of any queries related to this Elective, you may contact *Ms. Neelima Shrama* at Telephone Number – 011 23233552.

Yours Sincerely,



(Dr. Sadhana Parashar)
Director (Training)

Copy to the respective Heads of Directorates, Organizations and Institutions as indicated below with a request to disseminate the information to all the schools under their jurisdiction:

1. The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, New Delhi- 110016.
2. The Commissioner, Navodaya Vidyalaya Samiti, A-28, Kailash Colony, New Delhi.
3. The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi- 110054.
4. The Director of Public Instructions (Schools), Union Territory Secretariat, Sector-9, Chandigarh- 160017.
5. The Director of Education, Govt. of Sikkim, Gangtok, Sikkim- 737101.
6. The Director of School Education, Govt. of Arunachal Pradesh, Itanagar-791111
7. The Director of Education, Govt. of A&N Islands, Port Blair- 744101.
8. The Director of Education, S.I.E., CBSE Cell, VIP Road, Junglee Ghat, P.O. 744103, A&N Islands.
9. The Secretary, Central Tibetan School Administration, ESS ESS Plaza, Community Centre, Sector 3, Rohini, Delhi- 110085
10. All the Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board
11. The Education Officers/ AEOs of the Academic Branch, CBSE.
12. The Joint Secretary (IT) with the request to put this circular on the CBSE website.
13. The Library and Information Officer, CBSE.
14. E.O. to Chairman, CBSE
15. DO/ PA to Secretary, CBSE
16. PA to CE, CBSE
17. PA to Director (Acad.)
18. PA to Director(Special Examinations)
19. PA to Director (Edusat and Vocational Education)
20. PRO, CBSE.

KNOWLEDGE TRADITIONS AND PRACTICES OF INDIA – (PROFORMA)**1. School/Institution Details:**

<i>Name of the School</i>	
<i>CBSE Affiliation No.</i>	<i>Senior Secondary since:</i>
<i>Name of Trust/ Society / Managing Committee</i>	
<i>Name of the Principal/Head</i>	
<i>Contact Address of the Principal/Head</i>	
<i>Postal Address of the School</i>	
<i>City, State</i>	<i>Pin Code</i>
<i>Telephone with STD</i>	<i>Fax</i>
<i>Mobile</i>	
<i>Email (for future communication)</i>	<i>Website</i>

2.SENIOR SECONDARY ENROLLMENT DETAILS (Academic Session 2012-2013)

Class XI	
<i>No. of sections</i>	<i>No. of students</i>
Class XII	
<i>No. of sections</i>	<i>No. of students</i>

3. TEACHING STAFF SPECIFICATIONS**(For the course Knowledge Traditions and Practices of India)**

<i>S. No.</i>	<i>Educational Qualification</i>	<i>Teaching experience (no. of years)</i>
1.		
2.		
3.		
4		

4. ADDITIONAL INFORMATION RELEVANT TO THE SCHOOL/ INSTITUTIONS'S REASON FOR OPTING THE PILOT COURSE**5: AUTHORISATION**

I, (Name) -----, (Principal/Head of Institution)-----
 ----- of (Name of School/Institution)----- hereby
 declare that all the information furnished in this Proforma are true and correct to my knowledge. I also
 undertake that if our school is selected for the aforesaid Pilot course in 'Knowledge Traditions and Practices of
 India', it will abide by the rules, regulation, confidentiality, co-operation and guidelines conveyed by CBSE
 from time to time.

Signature / Name of Principal/ Head of the Institution

Day Month Year

Knowledge Traditions & Practices of India

Code no.:

Rationale:

The “Knowledge Traditions and Practices of India” is being introduced as an **elective subject** at the Senior Secondary level. After ten years of general education, students branch out at the beginning of this stage and are exposed to the rigours of the various disciplines for the first time. This is the stage when they are made to start reflecting over their future life and decide of a career. At this point, they also become aware of certain knowledge traditions and practices of India that are being followed in their families and society around them but few students get an opportunity to lay hands on the vast treasure of knowledge that lies hidden in the form of literature or books.

This course aims at providing a broad overview of Indian thought in a multidisciplinary and interdisciplinary mode. It would not seek to impart masses of data, but would highlight concepts and major achievements while engaging the student with a sense of exploration and discovery. It would be an introductory course so that students who take this are prepared for a related field in higher studies in the universities. The course will cultivate critical appreciation of the thought content and provide insights relevant for promoting cognitive ability, health and well-being, good governance, aesthetic appreciation, right values and appropriate worldview. The course will therefore comprehensively deal with all-round personality development of the students and increase their knowledge about their country.

Concept of the Course

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 gemmology, 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 tradition is also non-egocentric – the 5th-century philosopher of language, Bhartrhari, states in his *Vakyapadiya* a cardinal principle of knowledge constitution: “The intellect acquires critical acumen by familiarity with different traditions How much does one really

understand by merely following one's own reasoning only?" (Bhartrihari, *Vakyapadiya*, II.484). The traditions are therefore, intrinsically polycentric; Indian thinkers have constantly engaged in internal debate and dialogue and have also interacted with traditions outside India.

Aims and Objective of the course:

Students will be able to:

- be familiar with Indian thought in different disciplines.
- be familiar with major Indian thinkers in different disciplines.
- be familiar with the primary texts of Indian thought through an organized study of short extracts in translation of those texts.
- develop a better appreciation and understanding of not only the Knowledge Traditions and Practices of India but also of many contemporary questions and issues that they handle in their course work in related disciplines.
- enhance self awareness and self-esteem.

Specific aims:

Students will be able to

- become familiar with the nature of Indian texts.
- read primary texts from various sources and will be able to collect information and develop their critical abilities.
- relate the knowledge to present context.
- develop positive attitude toward Indian thoughts and traditions.
- compare and contrast views given in the units and develop interest in the authentic texts.
- internalise the given knowledge and pursue it further in their courses of studies by gathering more information about thinkers and texts.
- interpret and analyse texts of different kinds and express it in their own language.
- understand the contribution of Indian mind in various fields.
- relate ideas of various disciplines with western thought they are otherwise introduced to in their course work.
- develop a wider understanding of how all knowledge is ultimately interrelated.
- read and know the history of Indian literatures.

- pursue further study in related fields.
- paraphrase the ideas of primary text in English or Hindi

Content

India's Knowledge Traditions and Practices in the following disciplines and a few more topics are expected to be broadly covered during the two years course of study.

- **Language and Grammar**
- **Literature**
- **Philosophy Yoga and Logic**
- **Fine Arts**
- **Performing Arts**
- **Mathematics**
- **Astronomy**
- **Chemistry and Perceptions of the physical world**
- **Metallurgy**
- **Other Technologies**
- **Life Sciences, Medicine and Surgery**
- **Environment and ecology traditions**
- **State, Society and Ethics Geography and Cosmology**
- **Medicine and Surgery**
- **Agriculture**
- **Trade and Commerce**
- **Education**
- **Knowledge Creations and Disseminations**

**Knowledge Traditions and Practices of India
Examinations Specifications**

Class – XI

One Paper

02: 30 hrs

70 +30 = 100 Marks

Section-wise Weightage of the Paper

Section	Areas of Assessment	Marks
A	Reading Skills <ul style="list-style-type: none">• Two passages from the text book	20
B	Analytical Skills <ul style="list-style-type: none">• Two passages for comparing contrasting relating to the present time.• One out of two long answers type questions.	10 15
C	Thinking Skills <ul style="list-style-type: none">• Five Short Answer Questions• Ten objective types questions based on MCQs	15 10
D	Research based Project/ Portfolio Assessment	30

SECTION – A

READING SKILLS – 20 MARKS

No. of periods: 50

Q. 1 Two passages from the units with a variety of questions on different levels of comprehension i.e. to test literal, interpretative and inferential skills. The total range of two passages would be about **700 to 800 words**. **20 marks**

SECTION – B

ANALYTICAL SKILLS – 25 MARKS

No. of periods: 50

Q. 2 Two passages extracted from different units for comparing and contrasting and relating the ideas contained – to the present time. **10 marks**

The length of the two passages should be about **500 words**.

Q. 3 One out of two long answer type questions based on the knowledge of the content to test the insight gained and whether the knowledge has been internalised. **15 marks**

SECTION – C

THINKING SKILLS – 25 MARKS

No. of periods: 50

Q. 4 Five out of six short answer type questions based on the survey papers in the units.
(Word limit 30-40 words)

5x3 = 15 marks

Q. 5 Ten objectives type questions based on MCQs to test global and local understating of the text.

10 marks

SECTION – D

RESEARCH BASED PROJECT/ PORTFOLIO ASSESSMENT – 30 MARKS

No. of periods: 70

The text book has inbuilt suggestion and activities for the students to prepare a portfolio or work on a research based project. The purpose is to make students exhibit his/ her efforts and achievements in one or more areas. It is expected that schools organise visits to the traditional seats of learning, historical places, cultural hubs and authentic areas. Students will be expected to compile and collect material for the project/ portfolio which would be assessed on the following points:

- **Presentation:** efforts put in, meaningful material, use of aesthetic sense
- **Variety of content:** a wide variety of content in the form of audio visual media, extracts from journals, art work, conference updates, photographs, writing samples, maps, charts, extracts of interview and reading logs etc.
- **Organisation of material collected**
- **Focus and purpose with a view to test internalization of knowledge.**

Recommended Book

A course book on Knowledge Traditions and Practices of India Part – I
by CBSE.

Knowledge Traditions and Practices of India
Examinations Specifications
Class – XII

One Paper

02: 30 hrs

70 +30 = 100 Marks

Section-wise Weightage of the Paper

Section	Areas of Assessment	Marks
A	Reading Skills • Two passages from the text book	20
B	Analytical Skills • Two passages for comparing contrasting relating to the present time. • One out of two long answers type questions.	10 15
C	Thinking Skills • Five Short Answer Questions • Ten objective types questions based on MCQs	15 10
D	Research based Project/ Portfolio Assessment	30

SECTION – A
READING SKILLS – 20 MARKS

No. of periods: 50

Q. 1 Two passages from the units with a variety of questions on different levels of comprehension i.e. to test literal, interpretative and inferential skills. The total range of two passages would be about **700 to 800 words**. **20 marks**

SECTION – B
ANALYTICAL SKILLS – 25 MARKS

No. of periods: 50

Q. 2 Two passages extracted from different units for comparing and contrasting and relating the ideas contained – to the present time.

10 marks

The length of the two passages should be about **500 words**.

Q. 3 One out of two long answer type questions based on the knowledge of the content to test the insight gained and whether the knowledge has been internalised. **15 marks**

SECTION – C
THINKING SKILLS – 25 MARKS

No. of periods: 50

Q. 4 Five out of six short answer type questions based on the survey papers in the units.

(Word limit 30-40 words)

5x3 = 15 marks

Q. 5 Ten objectives type questions based on MCQs to test global and local understating of the text. **10 marks**

SECTION – D

RESEARCH BASED PROJECT/ PORTFOLIO ASSESSMENT – 30 MARKS

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Recommended Book

A course book on Knowledge Traditions and Practices of India Part – I
by CBSE.