Ministry of Education
Government of India
सत्यमेव जयते

PARAKH
Performance Assessment, Review, and Analysis of Knowledge for Holistic Development

विद्यया ऽमृतमश्नुते
एन सी ई आर टी
NCERT

HOW TO FILL

THE HOLISTIC PROGRESS CARD (HPC)

SECONDARY STAGE

शिक्षा मंत्रालय
MINISTRY OF
EDUCATION

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Secondary Stage

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(Secondary Stage)

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FOREWORD

Education in India is undergoing a transformative shift, driven by the need to equip students with skills and knowledge for the 21st century. The National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) have been instrumental in this paradigm shift, emphasizing holistic, flexible, and multidisciplinary education. These initiatives aim to foster critical thinking, creativity, and lifelong learning among students, ensuring that India remains at the forefront of global educational standards.

The National Curriculum Framework (NCF) lays a strong foundation for self-evaluation, multidisciplinary learning, time management, and collaboration. It encourages students to take ownership of their learning journeys through self-assessment and reflection. The NCF's emphasis on multidisciplinary learning allows students to connect different subjects and gain a broader perspective. It also promotes time management skills and collaborative projects, preparing students for real-world challenges. For teachers, the NCF provides guidelines for effective pedagogy, professional development, and fostering an inclusive learning environment.

PARAKH has designed the Holistic Progress Card at Secondary Stage to support teachers in delivering high-quality education that aligns with the goals of NEP 2020 and NCF. It provides resources and strategies for effective classroom management, assessment, and personalized learning, enabling teachers to address diverse student needs and promote academic excellence. Educators can design group activities and assessments that promote cooperation, communication, and problem-solving skills which would prepare students for real-world challenges and enhances their interpersonal skills.

In essence, the HPC at the Secondary Stage is a vital tool for self-evaluation, time management, goal setting, and accomplishment tracking for learners. It encourages project-based inquiry, allowing students to engage in hands-on learning and develop problem-solving skills.

At the heart, HPC supports both educators and students in achieving their full potential, fostering a culture of excellence, innovation, and lifelong learning. As India continues to address the evolving needs of education, the HPC will play a crucial role in shaping the future of our nation, empowering the next generation to lead with knowledge, skills, and values by equipping students with the skills and mindset needed to become future entrepreneurs and leaders, capable of driving positive change in society.

Prof. Dinesh Prasad Saklani
Director, NCERT

PREFACE

At the Secondary Stage, the National Education Policy (NEP) 2020 and the National Curriculum Framework (NCF) prioritize encouraging students to engage in inquiry-based learning, research, and critical thinking. Recommendations for interdisciplinary approach, reduced content load, flexible curricula and professional development for teachers given under National Curriculum Framework further support these goals, creating a learning environment that encourages exploration, reflection, and application of knowledge to real-world problems. This comprehensive strategy prepares students for academic and professional success.

The National Curriculum Framework (NCF) and National Education Policy (NEP) 2020 also emphasize the importance of skill-based education, vocational training, and digital learning at the Secondary Stage. They advocate for a holistic approach, integrating practical skills, real-life applications, and digital tools into the curriculum. They also underscore the importance of self-evaluation, interdisciplinary learning, time management, and collaboration. The ultimate goal is to enhance employability, foster lifelong learning, and empower students to pursue diverse career paths with confidence, thus tapping the demographic dividend of India.

The HPC developed by PARAKH is meticulously designed to align with these core principles, offering a comprehensive assessment framework that transcends traditional academic metrics. It empowers students to take charge of their learning journeys, encouraging them to reflect on their progress and set meaningful goals. For educators, the NCF provides a robust foundation for effective teaching practices, professional growth, and fostering inclusive classroom environment. The HPC complements these objectives by offering educators a structured and holistic approach to evaluating and nurturing students' diverse abilities.

The Holistic Progress Card (HPC) at the Secondary Stage serves as a vital resource for educators, providing them with the tools and insights necessary to deliver personalized and high-quality education. The holistic perspective enables educators to implement tailored instructional strategies, ensuring that each student's unique needs are addressed. Additionally, the HPC encourages collaborative projects and interdisciplinary learning, helping students connect different subjects and apply their knowledge in practical, real-world contexts.

For students, the HPC is an indispensable tool for fostering self-evaluation, time management, goal setting, and accomplishment tracking. It promotes project-based inquiry, allowing students to engage in hands-on, experiential learning that enhances their problem-solving skills. The HPC also cultivates a growth mindset, helping students build resilience and confidence as they work towards their personal and academic goals.

As we forge ahead, continuous collaboration, adaptability, and a steadfast commitment to educational excellence will be paramount. The HPC is more than just a progress card; it is a catalyst for a brighter future for every student and educator in India. Together, we can empower the next generation to lead with knowledge, skills, and values, driving positive change in our society.

Prof. Indrani Bhaduri
Head & CEO, PARAKH

Overview

The Holistic Progress Card seeks to provide a comprehensive, descriptive, and inclusive framework for mapping and reporting students' progress with respect to the curricular goals and competencies for each content area as described in the National Curriculum Framework–School Education. Students' progress is mapped and assessed across three abilities, **Awareness**, **Sensitivity**, **Creativity**, and three performance levels, **Beginner**, **Proficient**, and **Advanced**.

At the Secondary Stage, learners are encouraged to not only think about their learning strategies but also think about how they are preparing themselves for lifelong learning. This HPC recommends the integration of different pedagogies and/or approaches like toy-based pedagogy, arts-integrated approach, sports-integrated pedagogy, technology-integrated teaching and learning, vocational education, and Indian Knowledge system, to name a few. Learners are empowered to take ownership and accountability of their learning and be active co-creators of knowledge.

At the Secondary stage, the Holistic Progress Card is divided into five parts, **Parts A to E**. **Part A** is largely filled out by the learners themselves. It includes different frameworks for learners to work on their soft skills like decision-making and time management. Part A also enables learners to chart their future goals, break down the goals into achievable mini-goals, and decide on steps to be taken to achieve each mini-goal. This segment exclusively focuses on the path to college/vocational institute/professional institute/professional career and how learners from Grade 9 onwards need to plan their future course of study, the opportunities available, and the support they would need.

Parts B, C, and D consist of different templates for a variety of activities or interactions that may be assigned to the learners. **Group Project Work (Part B)** is to be done in a group and involves different stages, wherein learners engage with an authentic situation with real-world applications. They address a complex, open-ended task, question, or problem through a structured process of creation and revision and come up with a final product in the form of an artifact, performance, or text.

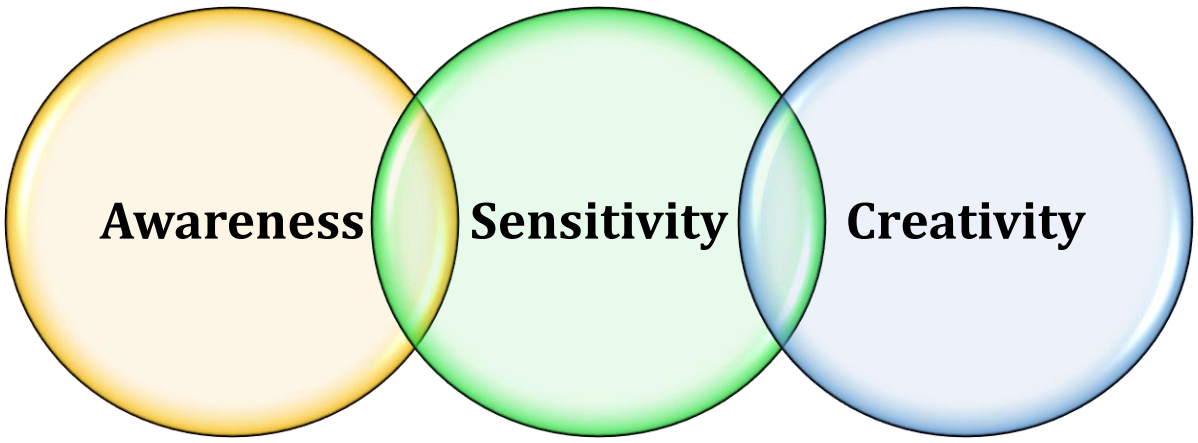
To help learners work individually, a template for **Problem-Based Inquiry (Part C)** has been provided. Learners engage with a real-world issue or problem, wherein they gather data through surveys or interviews, and do a final presentation of the response to the problem including a discussion of possible drawbacks to the proposed solution.

Part D provides a template and suggested assessment parameters for different classroom interactions like classroom discussion, organised debate, simulation/roleplay, lab experiment, and dramatic presentation. These interactions are typically of shorter durations and use themes, topics, or prompts where learners already have pre-existing knowledge and would not need a lot of prior preparation.

Finally, **Part E** contains two inventories in which the learner's time spent working on various activities is to be recorded. Part E also contains a Competency Profile, to be filled out at the end of each year. This profile is intended to chart the learner's progress in various significant competencies, grouped under the HPC's three Abilities.

Abilities

The two key aspects that HPC emphasises on are a) progression in performance b) overall development of the school-going learners. HPC is an educational tool to measure, track and record these aspects in a comprehensive way. The three abilities - Awareness, Sensitivity and Creativity are at the core of the descriptors of student performance in the HPC. At the secondary stage, each ability might show some degree of variance for different subjects which will be addressed in the following sections. The three integral abilities as outlined in the HPC are:



Awareness

- Having knowledge related to and understanding of activity or task to be conducted
- Being informed about the activity and its various factors
- Being able to understand the activity requirements
- Being attentive, perceptive, cognizant of surroundings
- Being fully engaged in the process of conducting the activity

Sensitivity

- Managing and expressing emotions thoughts and behaviours in line with social norms and relevant to the activity
- Being attuned to the emotions and needs of others during the activity, when applicable
- Perceiving or understanding a problem beyond logical or analytical reasoning
- Approaching conflicts with empathy, understanding and open mindedness

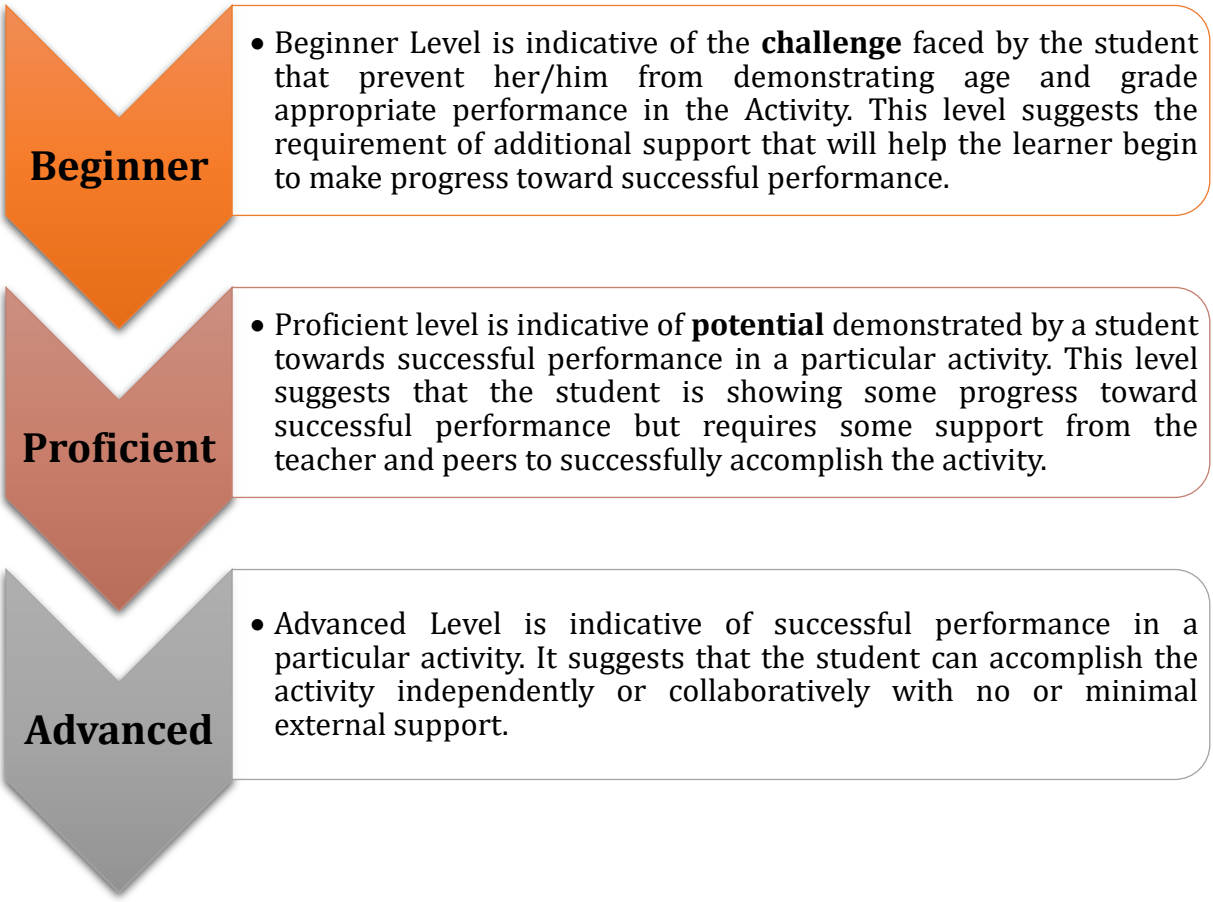
Creativity

- Generating innovative, original, and valuable solutions to problems
- Demonstrating inventiveness and original thinking; thinking flexibly and exploring diverse possibilities
- Possessing a sense of curiosity and a desire to explore
- Looking at situations from different angles, questioning and challenging assumptions
- Combining ideas, concepts, or domains

Performance Descriptors

There are three performance level descriptors for the abilities of **Awareness**, **Sensitivity** and **Creativity**, i.e., **Beginner**, **Proficient** and **Advanced**. The performance level descriptors are progressive in nature and HPC urges educators to provide opportunities to students through activities which can help facilitate students to make a progressive performance on these abilities, curricular goals, competencies and other learning standards.

Let's understand what each of these performance level descriptors signify:



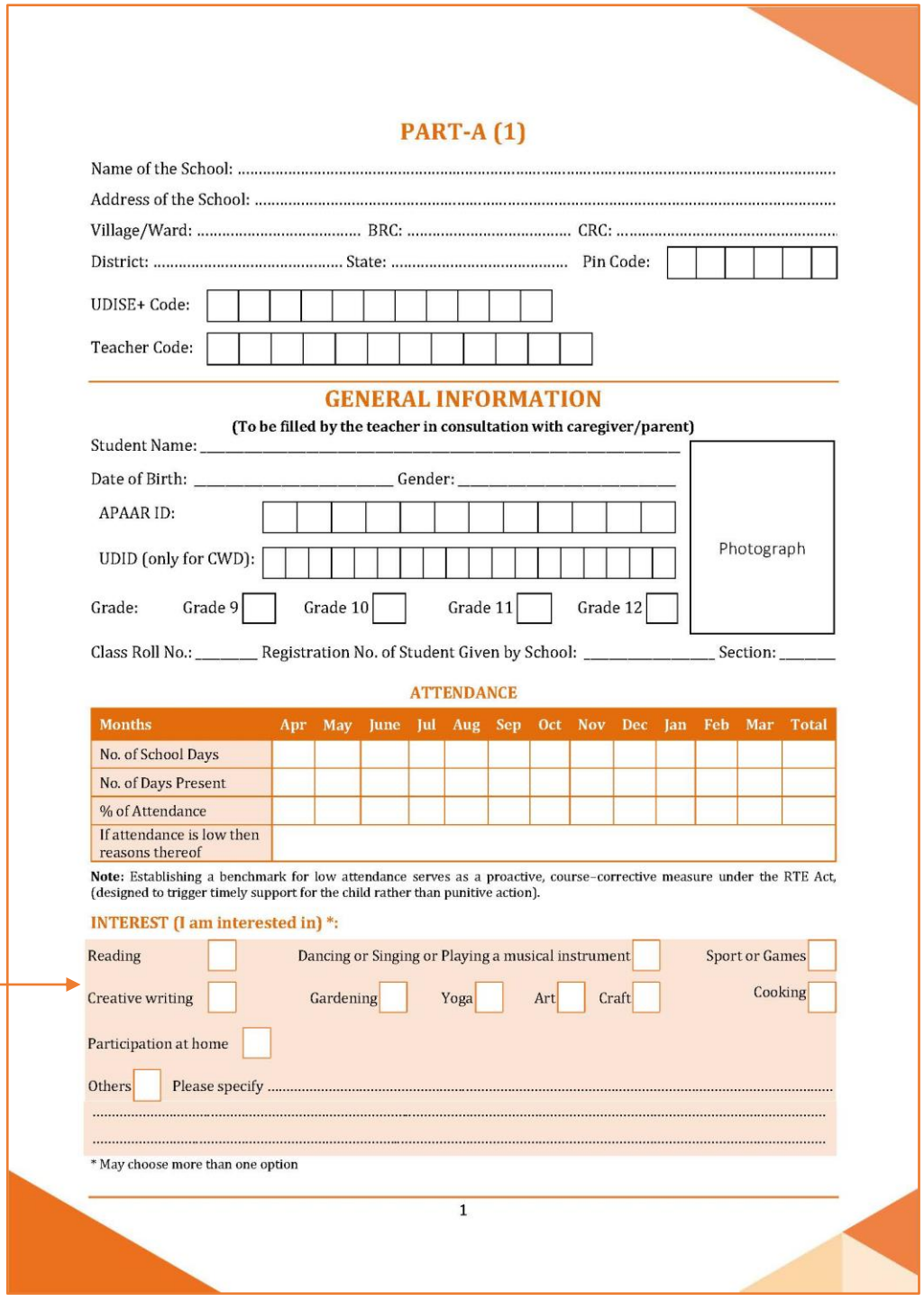
HPC encourages the educators to feel free to broaden the scope of the definitions according to their curricular goals, competencies and classroom needs.

How to fill the HPC Card

Part A

Part A (1)

Part A (1) consists of general information about the student (e.g., name, class, date of birth, mother tongue, medium of instruction, geographical area) and attendance information. This section will be filled by the teacher with the support of the learners, parents/guardians, and the school records.



PART-A (1)

Name of the School: .....

Address of the School: .....

Village/Ward: ..... BRC: ..... CRC: .....

District: ..... State: ..... Pin Code: | | | | | | |

UDISE+ Code: | | | | | | | | | | | |

Teacher Code: | | | | | | | | | | | | |

GENERAL INFORMATION

(To be filled by the teacher in consultation with caregiver/parent)

Student Name: _____

Date of Birth: _____ Gender: _____

APAAR ID: | | | | | | | | | | | | |

UDID (only for CWD): | | | | | | | | | | | | | | | | |

Photograph

Grade: Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐

Class Roll No.: _____ Registration No. of Student Given by School: _____ Section: _____

ATTENDANCE

Months	Apr	May	June	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Total
No. of School Days													
No. of Days Present													
% of Attendance													
If attendance is low then reasons thereof													

Note: Establishing a benchmark for low attendance serves as a proactive, course-corrective measure under the RTE Act, (designed to trigger timely support for the child rather than punitive action).

INTEREST (I am interested in) *:

Reading ☐ Dancing or Singing or Playing a musical instrument ☐ Sport or Games ☐

Creative writing ☐ Gardening ☐ Yoga ☐ Art ☐ Craft ☐ Cooking ☐

Participation at home ☐

Others ☐ Please specify .....

.....

.....

* May choose more than one option

1

Teachers add information about

Part A (2)

Part A (2) is a **Self-Evaluation Sheet** that is to be filled by the learners in the first term of each grade, ideally within the first couple of months of starting school. The self-evaluation sheet encourages learners to reflect on goals they have set in the previous year, their progress, and areas of improvement.

At this age, learners tend to struggle between their self-worth and the worth assigned by their peers, teachers, and external factors. With that in mind, these statements attempt to elicit the learner's self-assessment of their performance in school and their interpretation of their teachers' feedback. Consecutively, learners are encouraged to think about their areas of improvement and steps they can take to work on them.

As part of the Holistic Progress Card for the Middle stage, learners were encouraged to identify some academic and personal goals and break down the goals into actionable steps. The same construct is extended further to not only think of goals but also career aspirations and how to fulfil them.

Additionally, learners will be encouraged to identify a specific goal they would achieve by the end of this academic year. To do so, they need to plan how they will achieve that. The planning has been broken down into three stages: a week from now, six weeks from now, and six months from the time learners fill the card.

The teacher's role is to ensure learners understand how to approach their goals and break them down into achievable steps/actions/tasks. The teacher can do also a check-in after a week, six weeks, and six months to check if learners are able to achieve the steps to the main goal. In the template, the goals have been categorised as 'goals in school' and 'goals outside school' to ensure we capture a wide range of ideas and encourage learners to think beyond academic goals.

Learners are also to be encouraged to think about their strengths and star goals. To ensure learners do not simply fill in typical strengths, the teacher can organise some activities for the learners to reflect on how their strengths are aligned to their goal. The learners categorise their strengths as personal strengths and factors they can bank on at home and at school to achieve their goal.

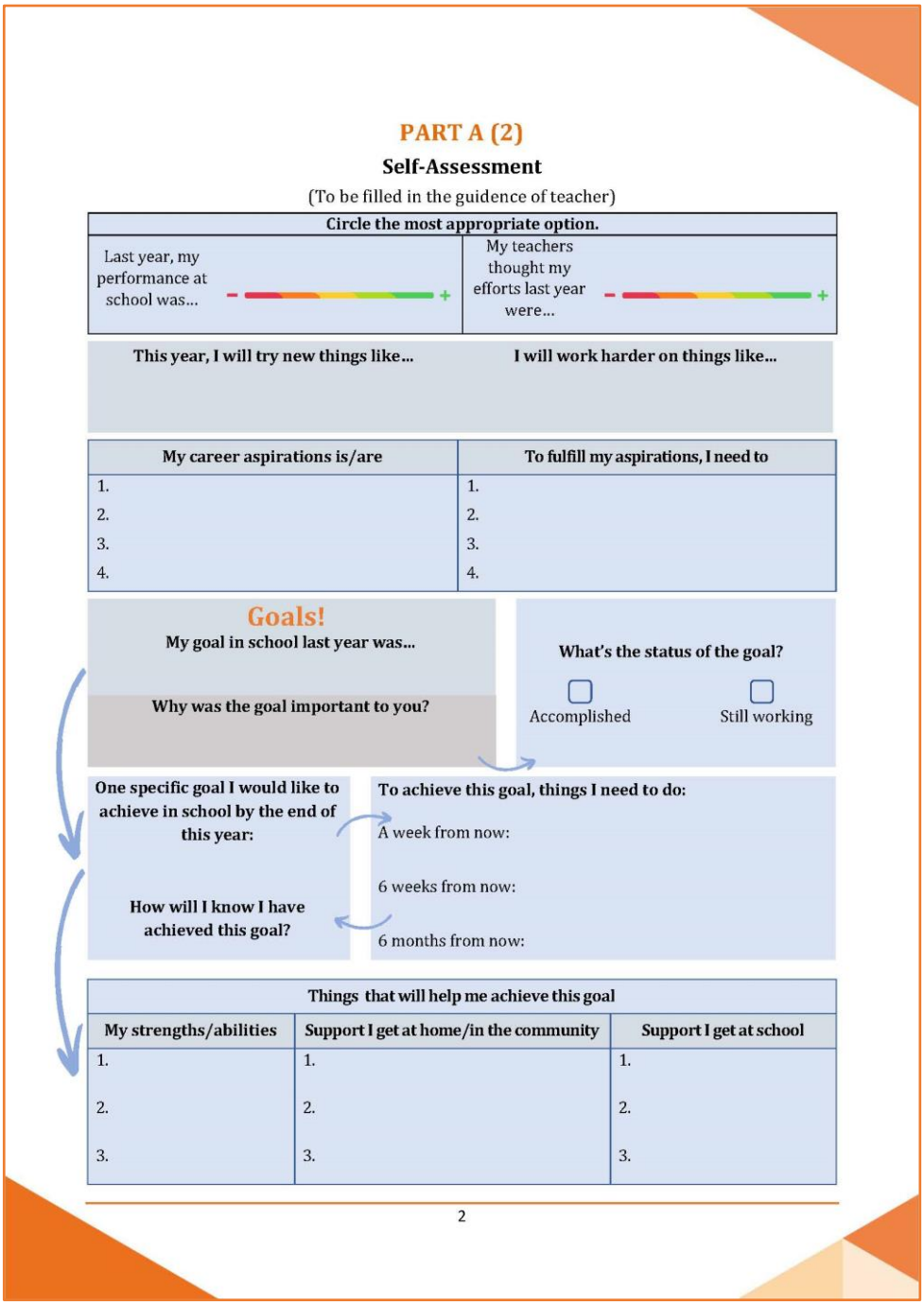
In the same way, the learners are encouraged to think about how barriers that might make achieving their goal challenging. Barriers can be personal or factors at home and school.

After completing this template, the teacher can encourage learners to discuss their strengths and barriers to achieving the goal and brainstorm with peers about how to overcome the barriers. They can also discuss why the goals they had set matter to them and the achievements they are proud of.

Before this page is filled, it's a good idea for learners to revisit academic and personal goals they had set in earlier grades, especially Grade 8. Teachers might also want to discuss what accomplishing a goal means in the academic and personal context. Learners will also need some examples of personal strengths and areas of improvement.

Teachers should encourage learners to think about immediate goals in relation to long-term aspirations.

Learners need to be encouraged to think of concrete examples of enabling factors, especially at home and school.



PART A (2)

Self-Assessment

(To be filled in the guidence of teacher)

Circle the most appropriate option.	
Last year, my performance at school was... – +	My teachers thought my efforts last year were... – +

This year, I will try new things like...	I will work harder on things like...

My career aspirations is/are	To fulfill my aspirations, I need to
1.	1.
2.	2.
3.	3.
4.	4.

Goals!

My goal in school last year was...

Why was the goal important to you?

What's the status of the goal?

☐ Accomplished ☐ Still working

One specific goal I would like to achieve in school by the end of this year:

How will I know I have achieved this goal?

To achieve this goal, things I need to do:

A week from now:

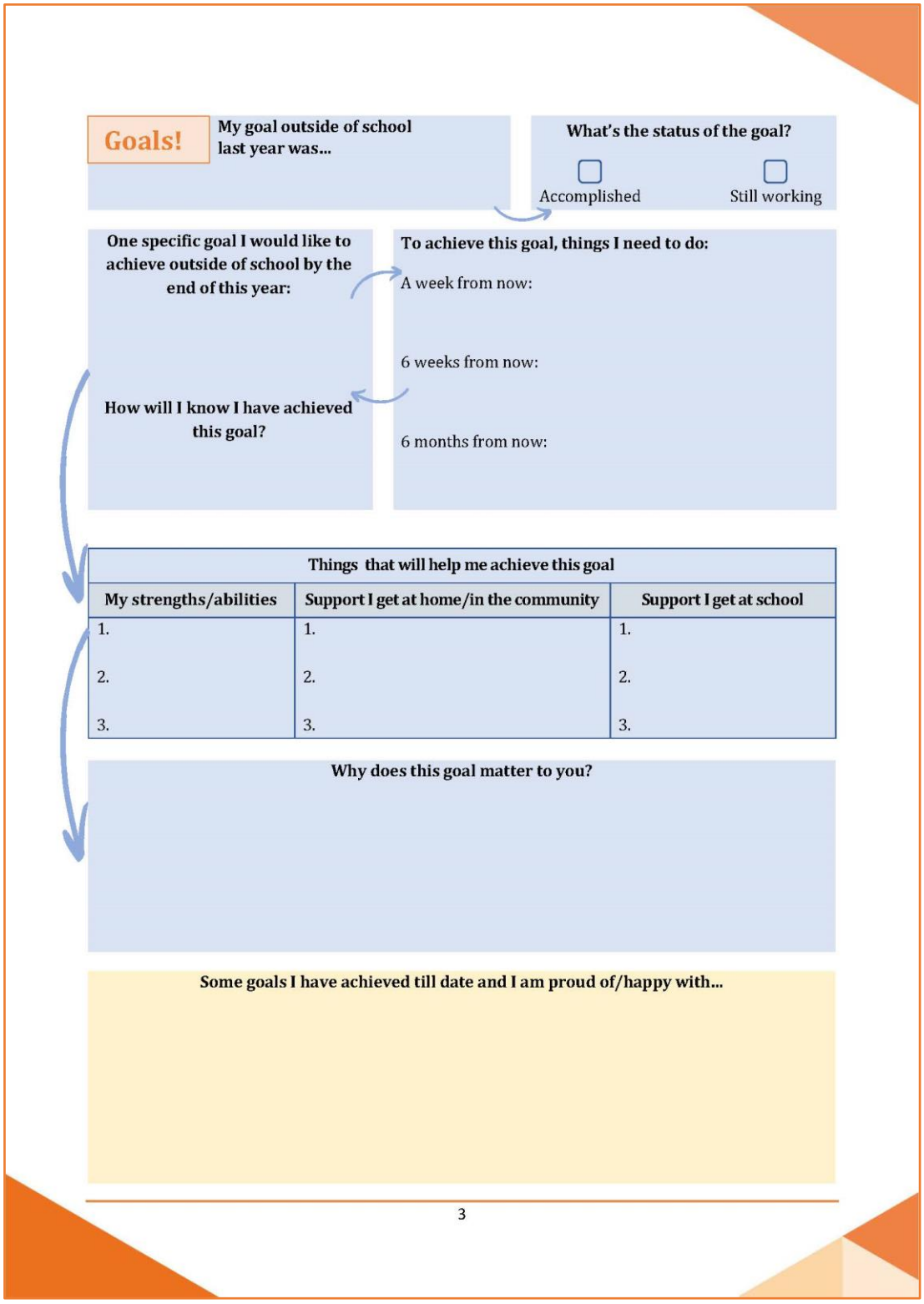
6 weeks from now:

6 months from now:

Things that will help me achieve this goal		
My strengths/abilities	Support I get at home/in the community	Support I get at school
1.	1.	1.
2.	2.	2.
3.	3.	3.

2

In addition to academic goals, learners should be encouraged to think about goals outside of school. These could include goals connected to their family or their community.



Goals!

My goal outside of school last year was...

What's the status of the goal?

☐ Accomplished ☐ Still working

One specific goal I would like to achieve outside of school by the end of this year:

How will I know I have achieved this goal?

To achieve this goal, things I need to do:

A week from now:

6 weeks from now:

6 months from now:

Things that will help me achieve this goal		
My strengths/abilities	**Support I get at home/in the community**	**Support I get at school**
1.	1.	1.
2.	2.	2.
3.	3.	3.

Why does this goal matter to you?

Some goals I have achieved till date and I am proud of/happy with...

3

Part A (3)

Part A (3) attempts to instil and develop time management skills in learners at this stage, a skill they will value deeply as they transition into adults, study in a college, and work. It is recommended that learners fill this page a few months after the beginning of the year. Educators could also encourage learners to fill this sheet multiple times during the academic year, at least once every term.

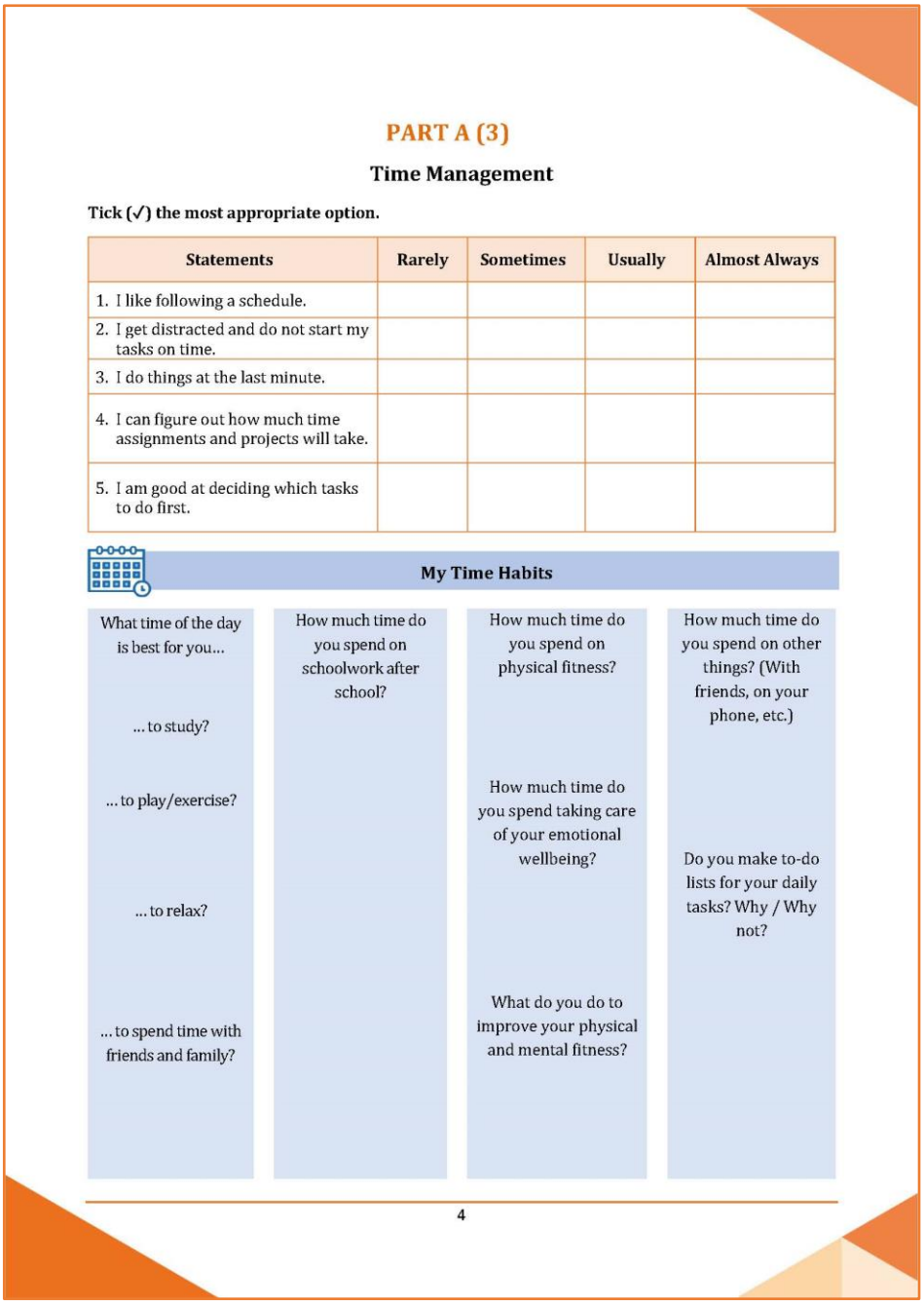
The statements attempt to nudge learners into thinking about different aspects of time management, like adhering to a schedule, setting up and following deadlines, and distinguishing between productive and non-productive time. Once learners have completed responding to these statements, the teacher could engage them in a discussion about actionable steps and how learners can help each other (e.g., learners can exchange schedules, identify potential pitfalls, and recommend changes to the schedule).

Learners also need to be cognisant of the time they spend on different tasks and how that time can be made productive. To that effect, they are encouraged to identify the best time of the day to study, play, etc, and the reasons why. It is acknowledged that each learner has their own set of challenges, both internal and external. Due to other responsibilities at home, learners might not find it easy to set up a schedule to study and work on their skills. So, it's important that learners analyse their time habits, identify barriers (distractions), and find solutions.

As with the previous activity, the teacher can engage learners in a discussion about good time management strategies and elicit examples from the learners.

Before these pages are filled, teachers should try to initiate a discussion about what is time management and why it is important to think about it. It is also a good idea to think about time management skills that are important at school and at home.

Teachers could set up scenarios to initiate a discussion on these statements. They should take care not to sound judgmental about poor time management skills.



PART A (3)

Time Management

Tick (✓) the most appropriate option.

Statements	Rarely	Sometimes	Usually	Almost Always
1. I like following a schedule.				
2. I get distracted and do not start my tasks on time.				
3. I do things at the last minute.				
4. I can figure out how much time assignments and projects will take.				
5. I am good at deciding which tasks to do first.				

My Time Habits

What time of the day is best for you...	How much time do you spend on schoolwork after school?	How much time do you spend on physical fitness?	How much time do you spend on other things? (With friends, on your phone, etc.)
... to study?		How much time do you spend taking care of your emotional wellbeing?	Do you make to-do lists for your daily tasks? Why / Why not?
... to play/exercise?		What do you do to improve your physical and mental fitness?	
... to relax?			
... to spend time with friends and family?			

4

It is expected that learners would struggle to reflect on their time habits. Teachers are encouraged to provide exemplars from their lives to help learners under time habits and the importance of the different elements.

One thing I would like to spend **more time** on:	One thing I would like to spend **less time** on:

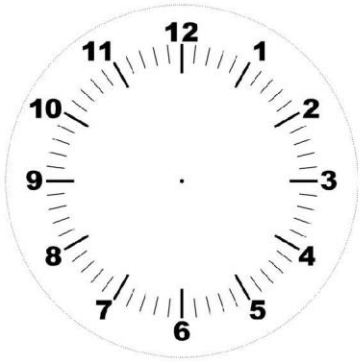
Time Map

How do you plan your day? Use the clocks to map the activities you do in a day. Later, think about the following questions:

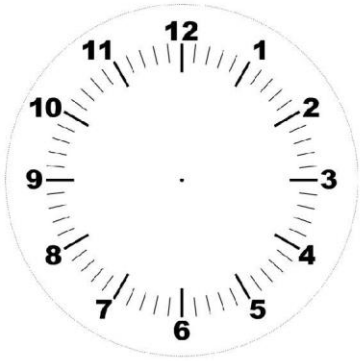
- Is there any activity you should be spending **more** time on?
- Is there any activity you should be spending **less** time on?

As a follow-up, ask any peer to comment on your schedule and answer the questions above.

AM



PM



5

Learners are to be encouraged to fill in the time map and reflect on how they spend their day. They are encouraged to think about activities they should spend more time on and activities they should spend less time on. At a later stage, the teacher could also explore collecting information from the class, collating it, and discussing areas where most learners spend most/least time on and the implications thereof.

Part A (4)

Part A (4) aims to spur learners to think about their plans after leaving school and what they might need to do to further these plans. Learners are to be encouraged to fill this page early in each year. It may be useful for learners to compare what they wrote in earlier years to see how their plans are developing or changing as they progress through the secondary stage.

To start with, learners are encouraged to choose what they plan to do after Grade 10 or 12. Based on whether they plan to study further or plan to work, learners are encouraged to list some information. If they choose further education, they should list the type of institution, and the type of course. If they choose work, they should be encouraged to think about what kind of organization they might like to work in. For both, learners might have to do some preliminary research, which will likely prove useful at later stages as well.

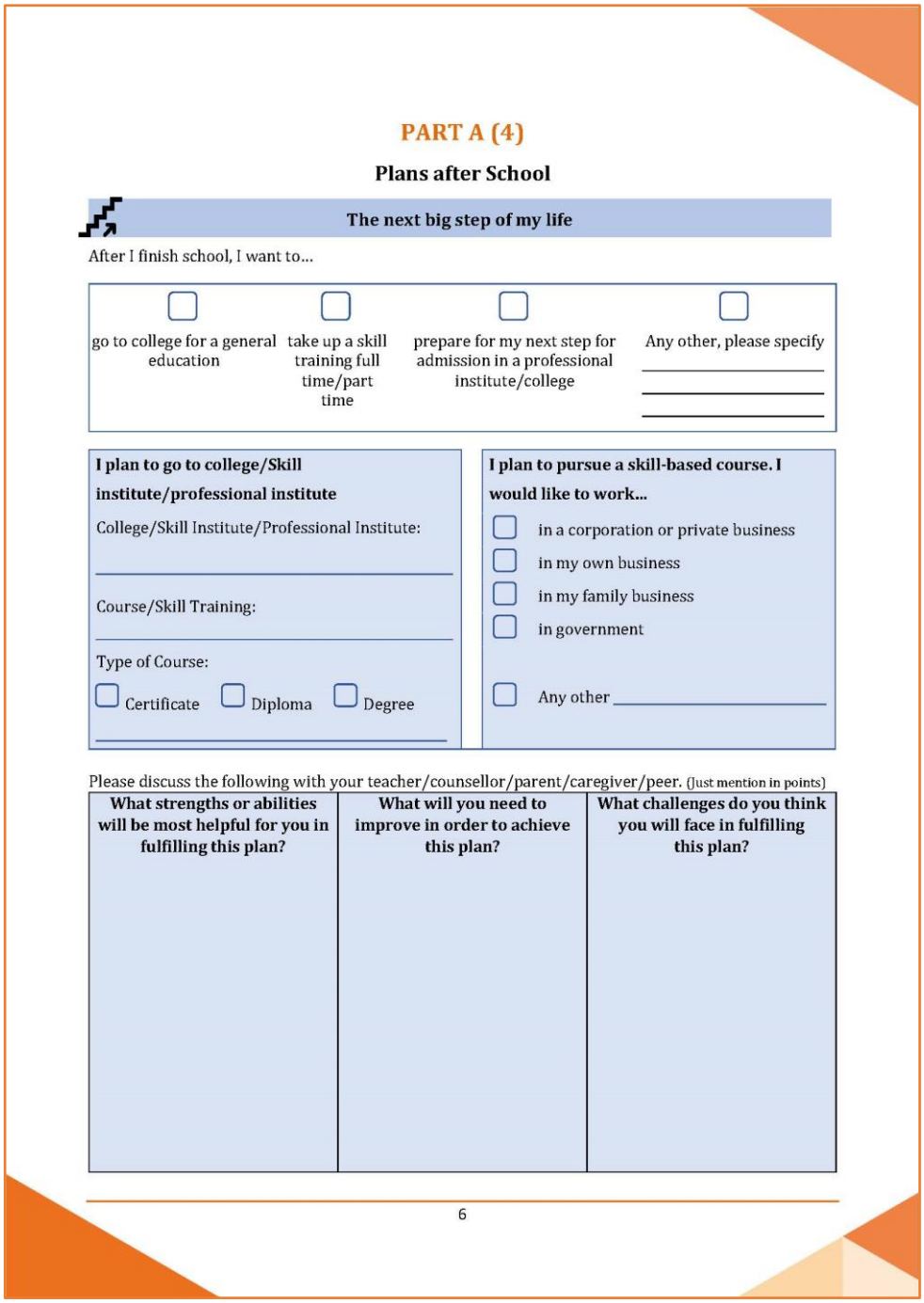
After indicating their post-school plans, the learners are asked to discuss three factors affecting these plans with their teacher, counsellor, parent, caregiver, or a peer. They are then asked to write a few sentences in answer to each of the three questions in the boxes at the bottom of page 6.

Learners are then encouraged to think about their future self, 10 years from the time they are completing this page. They are encouraged to think about how they would be improving themselves, supporting their friends and family, and improving society. After learners fill out this part of the card, they can be encouraged to engage in a discussion with their peers and find similarities and differences in their vision of their future.

Finally, learners are encouraged to think about how they feel about their future. Based on their responses, teachers can engage them in group discussions. If learners report strongly negative feelings in this section, teachers should consider ways to help learners plan better.

Before this page is filled, it's a good idea for learners to do some activities to think about their future and future goals. Visual representation of goals is often helpful, so teachers could ask learners to draw what their future looks like and lead the discussion from there.

Learners should be encouraged to actively explore alternatives rather than simply marking down what they think they are "supposed" to do after their school years.



PART A (4)

Plans after School

The next big step of my life

After I finish school, I want to...

☐ go to college for a general education	☐ take up a skill training full time/part time	☐ prepare for my next step for admission in a professional institute/college	☐ Any other, please specify _____ _____ _____

I plan to go to college/Skill institute/professional institute

College/Skill Institute/Professional Institute: _____

Course/Skill Training: _____

Type of Course:

☐ Certificate ☐ Diploma ☐ Degree

_____

I plan to pursue a skill-based course. I would like to work...

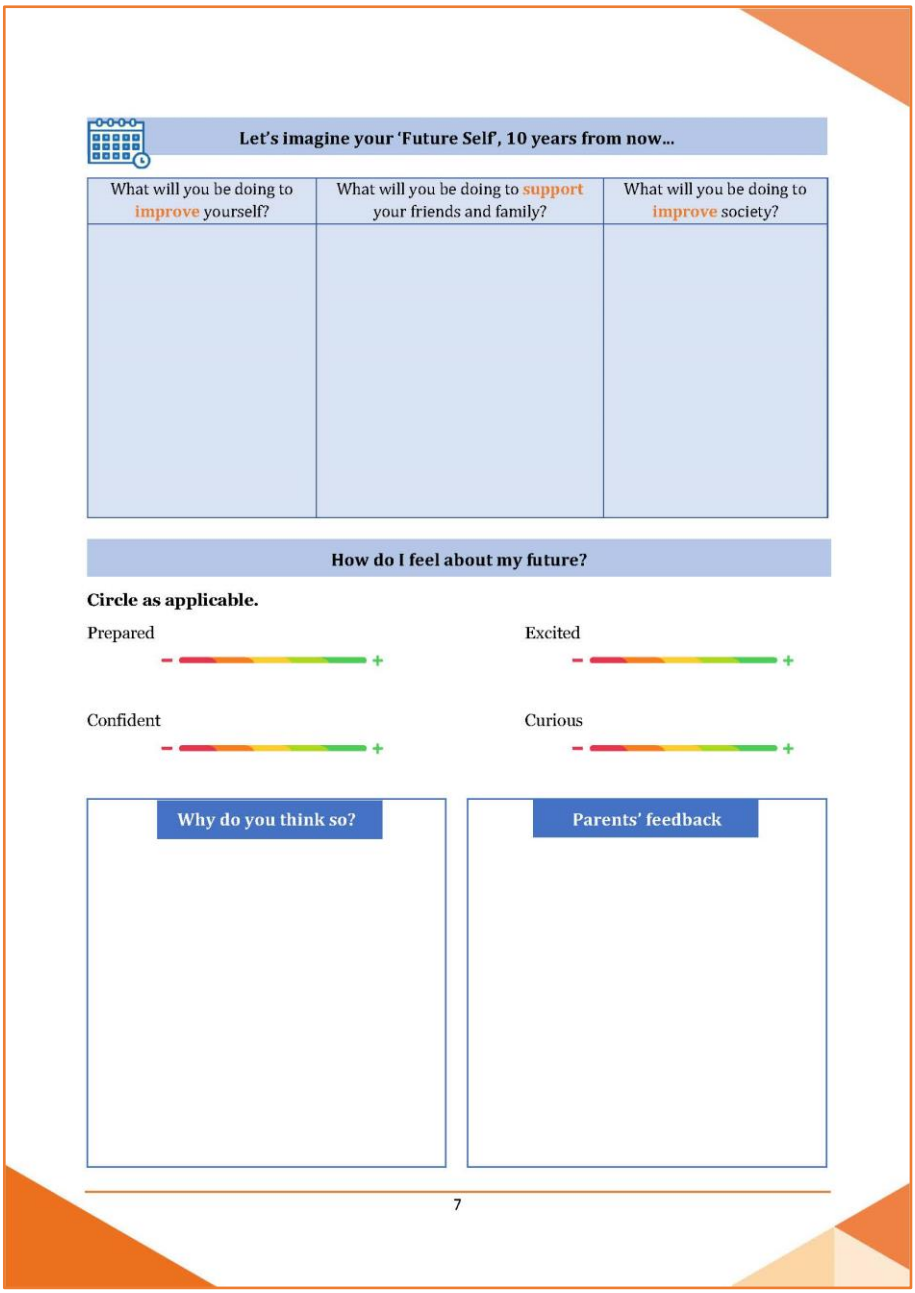
- ☐ in a corporation or private business
- ☐ in my own business
- ☐ in my family business
- ☐ in government
- ☐ Any other _____

Please discuss the following with your teacher/counsellor/parent/caregiver/peer. (Just mention in points)

What strengths or abilities will be most helpful for you in fulfilling this plan?	What will you need to improve in order to achieve this plan?	What challenges do you think you will face in fulfilling this plan?

6

With the 'Future Self' segment, learners are encouraged to think not only about themselves but about the impact they could have on society. Through this segment, the teacher can encourage learners to think about their potential role in society and how they can prepare for it.



Let's imagine your 'Future Self', 10 years from now...

What will you be doing to improve yourself?	What will you be doing to support your friends and family?	What will you be doing to improve society?

How do I feel about my future?

Circle as applicable.

Prepared – +

Excited – +

Confident – +

Curious – +

Why do you think so?	Parents' feedback

7

Part A (5)

Part A (5), titled **Accomplishments Inventory**, is intended to help learners look beyond their immediate obligations and begin thinking about their longer-term development The inventory encourages learners to take stock of actions they have taken and skills they have worked to acquire that will assist them in their life after school.

It is recommended that teachers show learners this inventory early in the year and encourage them to mark down any accomplishments they have already achieved. Learners should be encouraged to return to this inventory as they achieve new accomplishments. At the very least, they should be asked to look at it again at the close of the year.

Learners should be encouraged to see these accomplishments as part of a long-term process, not necessarily things that can be accomplished in a single year. Learners in the early grades of the Secondary Stage should be aware that preparation for post-secondary education or a vocation is best begun as early as possible.

PART A (5)

Accomplishments Inventory

This inventory will help you keep track of the necessary steps and skills that you may need as you move through school towards your next step. Circle the box that indicates that you have already taken the steps and skills that you have already acquired. Keep coming back to this Inventory till all the boxes have been circled!

Have I gathered Information about...	Entrance exams I may appear for	College(s)/University(ies)/ Skill Institutes (national/international) I want to apply to	Prospective job roles/opportunities
Have I started preparation for...	Entrance test(s) and/or interviews	Filling out college/skill institute/professional institute forms	Creating a portfolio highlighting my skills and achievements
Have I acquired academic skills like...	Thinking critically and creatively	Collaborating with peers and respecting various perspectives	Engaging in independent work/research
	Using technology and searching for and accessing information online	The ability to follow directions and manage ambiguity	Managing my time and developing study skills
Have I acquired life skills like...	Understanding the value of money and budgeting	Managing stress for self and others	Being safe and avoiding risky behaviours
	Developing holistic self-care routines	Upholding integrity and respecting institutional rules and policies	Asking for help/ assistance when needed
Have I worked to develop personal qualities like...	Mutual respect and tolerance	Empathy	Resilience
	Good citizenship	Appreciation for sustainability	Concern for society

8

Part A (6)

Following up on the Accomplishments Inventory, **Part A (6)**, titled **"Skills for Life"** encourages learners to take a deeper look at a single important skill that they feel they have learned and to reflect on what experiences helped them learn it.

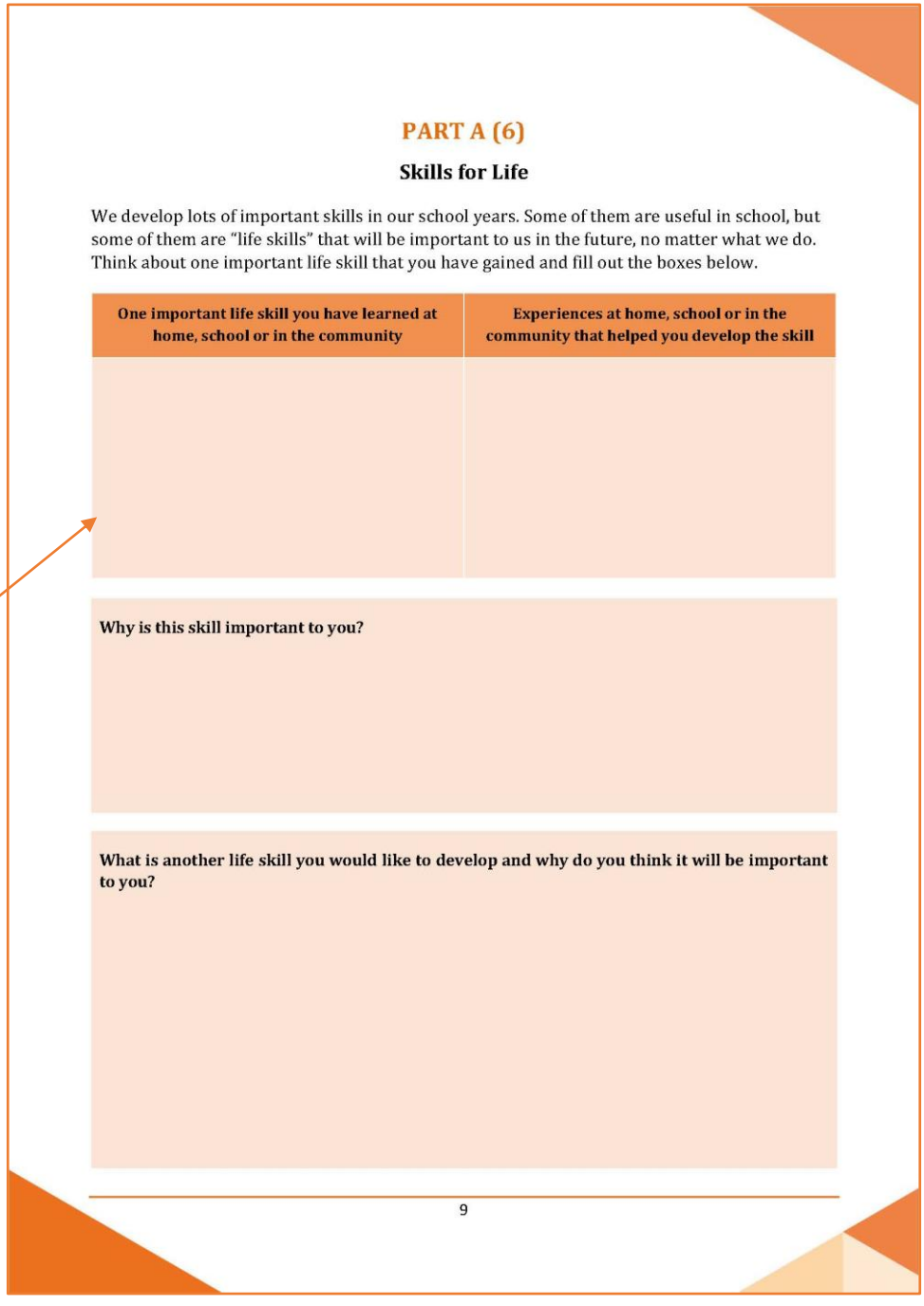
To start with, learners are encouraged to identify a skill they have learned at home, school, or in the community. They are then encouraged to think of experiences that have helped them develop this skill and scenarios that helped them gain those skills. Finally, they are asked to think about another skill they would like to obtain and why they think it will be important to them. Of course, it is expected that learners might not be able to pinpoint exact reference points to how they attained a particular skill, but teachers should help them think about possible ways to learn and develop a skill; this reflective exercise will help learners be prepared to acquire skills in the future as well.

Since it's important that learners enjoy the process of learning, they are encouraged to think about skills they really enjoy doing and how they can further use them. They are also encouraged to think of how skills they had learnt at school can be applied in college or in their future career.

To help learners fill this sheet, teachers could give examples from their life. They could mention some skills they had learnt at school (e.g., public speaking) and how they applied it in their future career (as teachers).

Before this page is filled, teachers should do activities to elicit skills learners have acquired in school and how they have acquired them. That involves providing learners with concrete examples and managing a discussion on the same.

This is a good opportunity for learners to engage in a discussion with their peers about whether experiences that make them happy have also helped develop any skill.



PART A (6)

Skills for Life

We develop lots of important skills in our school years. Some of them are useful in school, but some of them are "life skills" that will be important to us in the future, no matter what we do. Think about one important life skill that you have gained and fill out the boxes below.

One important life skill you have learned at home, school or in the community	Experiences at home, school or in the community that helped you develop the skill

Why is this skill important to you?

What is another life skill you would like to develop and why do you think it will be important to you?

9

Plan to do Online Courses

Students at the Secondary stage can earn some course credit for taking appropriate online courses. The final page of Part A of the Secondary HPC provides a reminder to the students to look into subjects they might be interested in taking. Teachers should encourage students to identify three or four topics of inline courses as early in the year as possible.

NOTE: Remind students that online course must be approved by you or your supervisor, they must require registration and proof of completion and they must include some end-of-course assessment.

Plan to do Online Courses

As part of your upskilling at this stage of school education, you are encouraged to do online courses and tutorials that help you develop different competencies. Given below is a list of possible areas you could do some research on before choosing courses that will be of interest.

At the beginning of the year, start planning courses you would like to do over the course of the year.

Be sure to check with your teacher about which courses are suitable.

10

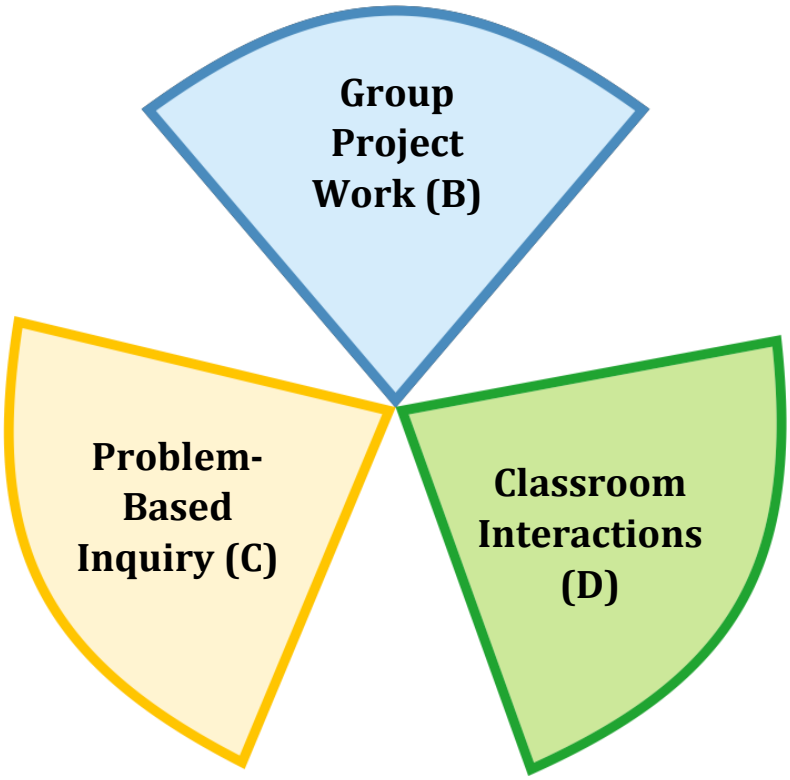
Parts B, C, and D

Parts B, C, and D

In stages preceding the Secondary stage, namely Foundational, Preparatory, and Middle, the Holistic Progress Card focuses on how activities can made competency-based and how learners can be assessed appropriately; the HPCs also look at how competency-based assessments can be used as a funnel for improving both learning strategies and teaching practices.

The Holistic Progress Card at the Secondary stage builds upon the frameworks covered in the previous stages and aims to make learners co-creators of knowledge. That entails exposing learners to the process of how knowledge/data is collected, categorised, analysed, and used to create new knowledge. It also involves learners intentionally thinking about how they think and learn (metacognition), a skill crucial for holistic development.

Parts B, C, and D comprise three different approaches of co-creating knowledge.



To start with, let's look at what each approach means and then look at the different steps involved in assessing learners through each approach.

Group Project Work

For the purposes of the Secondary HPC, **Group Project Work** involves these key elements:

- Engagement by a **group of learners** in an authentic situation with real-world applications
- A complex, open-ended task, question, or problem that can best by addressed through joint effort of a small group.
- A structured process of creation and revision
- A final product in the form of an artifact, performance, text, etc.

Problem-Based Inquiry

For the purposes of the Secondary HPC, Problem-Based Inquiry is a task done by an individual learner that involves these key elements:

- Engagement of a **single learner** with a real-world issue or problem
- A data-gathering exercise in the form of a survey or interviews of relevant individuals
- A peer review of the initial draft of the survey/interview script and problem analysis
- A final presentation of the response to the problem including a discussion of possible drawbacks to the proposed solution.

Classroom Interactions

For the purposes of the Secondary HPC, Classroom Interactions involves these key elements:

- A defined activity/interaction type (classroom discussion, organised debate, simulation/ roleplay, lab experiment, dramatic presentation). These can be group activities, paired activities or single-learner activities.
- Shorter duration than either Group Project or Problem-Based Inquiry (ideally 60 or 120 minutes)
- Incorporation of themes/topics/prompts where learners already have pre-existing knowledge and would not need a lot of prior preparation

It's also important to understand why learners at the Secondary stage should be exposed to these types of tasks.

Studies have shown that when learners are given a sense of agency and have greater engagement in their learning environment, their development of skills and their mastery of competencies

often improves, as compared to more passive learning experiences.[1] Group Projects and Problem-Based Inquiry, when properly implemented, can be powerful means of creating this sense of agency and engagement. In addition, they can better promote the development of 21st century skills and can provide learners with a preview of the kind of collaborative and analytic tasks they will encounter in post-secondary education and the workplace.

When creating or choosing Group Project or Problem-Based Inquiry opportunities, the teacher should keep in mind the goals of fostering agency and engagement. Requiring the learners to write a lengthy report on a topic from a textbook will be less likely to encourage agency and engagement than giving the learners a complex real-world problem to solve that has multiple possible solutions.

In Group projects and Problem-Based Inquiry the focus should be as much on the **PROCESS**, as on the **PRODUCT**. As the terms "project-based learning" and "problem-centered learning" imply, the activity assigned to the group or the individual learner should serve as the foundation for learning, not as an end in itself. Learners should be encouraged to view the creation of even relatively simple projects as an iterative process that involves at least some reevaluation and revision. Iteration and revision often do not come naturally to Secondary-stage learners and need to be encouraged through a structured process.[2] The phases specified in the HPC are intended to provide this structure.

[1] See for instance: Saavedra, A.R., Liu Y., Haderlein, S.K., Rapaport, A., Garland, M., Hoepfner, D., Morgan, K.L., Hu, A., & Lucas Education Research. (2021). *Project-Based Learning Boosts Student Achievement in AP Courses*. Lucas Education Research. KIA-Research-Brief.pdf (lucasedresearch.org)

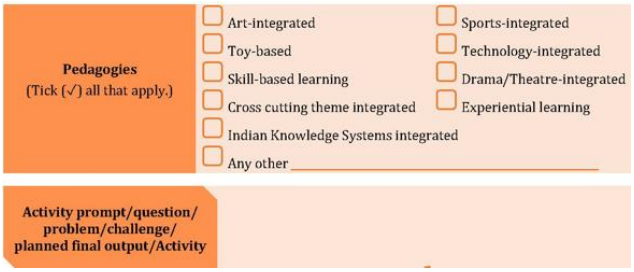
[2] English, M. C., & Kitsantas, A. (2013). Supporting Student Self-Regulated Learning in Problem- and Project-Based Learning. *Interdisciplinary Journal of Problem-Based Learning, 7*(2).
Available at: https://doi.org/10.7771/1541-5015.1339

Decoding Parts B, C, and D

The **teacher**, the **learner** and the **peer** fill different elements of these parts. To make it easy and intuitive for everyone, the fields to be filled by the teacher, learner, and the peer have been colour-coded.

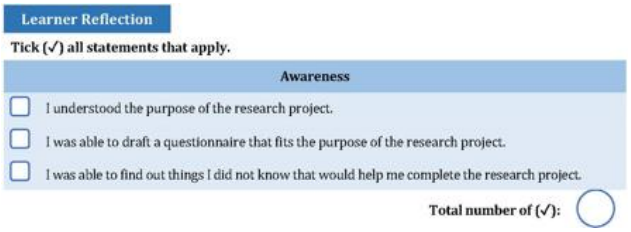
Teacher	Teacher

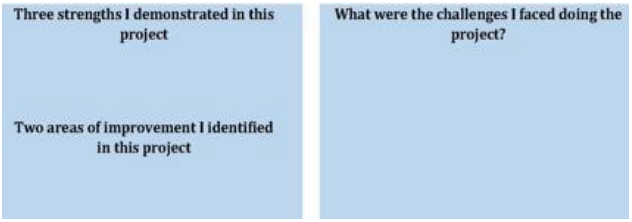
Examples



Learner	Learner

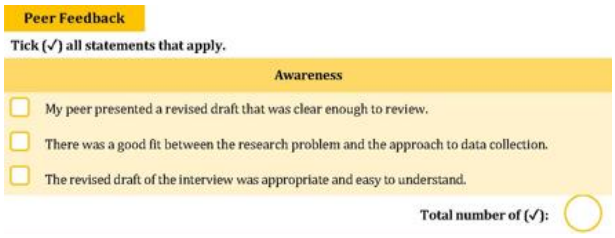
Examples

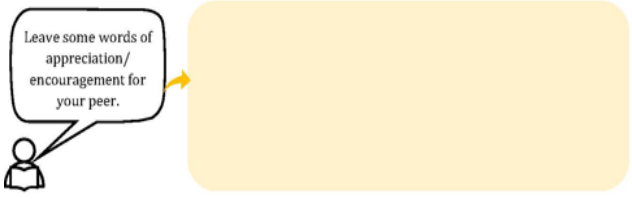




Peer	Peer

Examples





Group Project Work

The first template of the Holistic Progress Card at the Secondary Stage is **Group Project Work**, which involves a prompt that covers topics or themes from different content areas. It is recommended that the teacher decides the duration of the project in consultation with the learners and adapts it as per their pace throughout the project.

It is desirable that learners get to collaborate with each other in a classroom setting multiple times. Ideally, they should do it at least three times, once when the project starts (Stage 1), once when the project work is halfway through, as in a preliminary draft has been submitted (Stage 2), and once when the project has been completed (Stage 3).

While the Group Project Work can be done with almost any content area, given below are some content areas where Group Project Work works best.

Development Economics	Folk Painting
Sociology	Graphic Design
Anthropology	Motion Pictures
Archaeology	Photography
Biology	Textile Designing
Computational Biology	Business Studies
Earth Sciences	Sustainability and Climate Change
Indian Classical Music	Media and Journalism
Contemporary Music	Family and Community Sciences
Theatre	Indian Knowledge Systems
Sculpture	Legal Studies
Fine Arts	

* Please note, this list is only illustrative and not a definitive list of possible combinations in any classroom.

Features of Group Projects for the Secondary HPC

For the Secondary HPC, a Group Project can be thought of as being oriented toward a final output. The output can be an artifact, a text, a performance, or anything else that is produced through the effort of the group. In order to facilitate a structured process of draft, discussion, revision and finalization, the Group Project goes through three stages, each of which has its own section in the HPC.

Stage 1

After the teacher has established the project prompt each learner is tasked with the following:

- Creating a set of guiding questions for approaching the project
- Creating a list of important pieces of information that they already have ("What do I know?")
- Creating a list of important information that they will need to find out ("What do I need to find out?")

As a group, the learners are tasked with

- Creating a tentative project schedule
- Creating a brief list of resources needed
- Establishing roles for the different group members
- Identifying possible barriers to completing the project

Once these sections of the card have been filled out, the teacher, based on the filled-out phase 1 section of the card and observation of the group at work, fills out the Teacher section of the card, ticking off all the boxes that accurately describe the learner's performance in the three Ability categories. The student then ticks off the boxes that they believe accurately describe their performance.

Stage 2

This stage occurs after the group has created a first draft, or sketch, or prototype of the final output. The teacher uses the draft and observations of the group at work to fill out the Stage 2 section of the card, ticking off all the boxes that accurately describe the learner's performance in the three Ability categories. There is **no** self-evaluation or peer evaluation at this stage.

Stage 3

Stage 3 occurs after the group has created the final output. The teacher should construct a rubric across the three Abilities, based on the contents of the output. This rubric can be created ahead of time and shared with the students.

In addition to the Teacher evaluation, there is another round of self-evaluation and a round of peer evaluation.

Once all evaluations have been entered, the teacher totals up the score and assigns a final achievement level for each of the Abilities in the Overview section.

Choosing the Output for a Group Project

Virtually anything can be chosen as the final output, but certain parameters should be kept in mind.

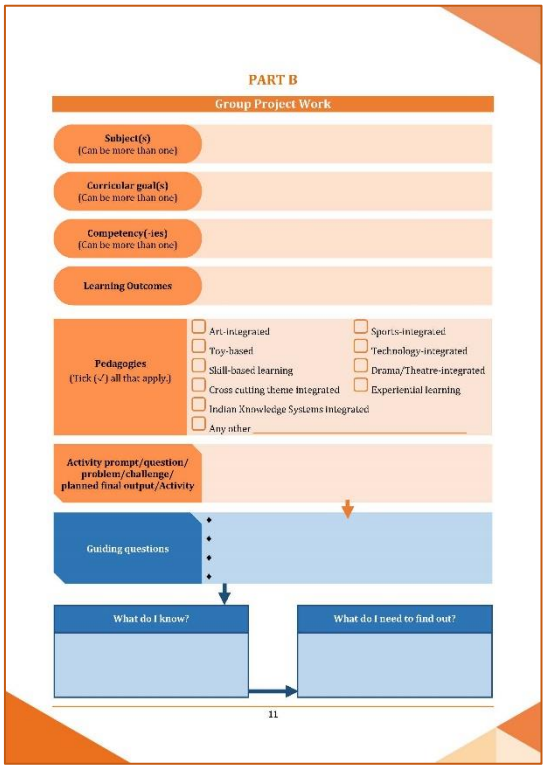
- First, it is preferable to have as an output something that is typically produced by a group. A traditional research paper is unlikely to serve as a good output for a Group Project.
- Second, the output should ideally be something that a small group can reasonably be expected to produce in a 1-2 weeks of class time.
- Third, the output should be something that can be produced with available resources.
- Fourth, creating the output is best used as an opportunity to reinforce knowledge and skills required in the established curriculum.
- Finally, the output should be something that can spark engagement and creativity among the learners.

Flexibility is important. For instance, the lack of facilities may make it impossible for a group to create a working model of a device, but it might be possible for them to create plans for a device and supporting explanations and documentation. Similarly, if lack of time or large class size would make it difficult for all groups to stage performances, the final output could be a script and/or a production design document.

A project can be assigned at whatever part of the academic year works best. Although group projects have often been assigned at the end of the academic year or even after final exams, it may be preferable to have the project occur at a point where it can complement and augment regular coursework.

This is how the **template for Group Project Work** looks like.

Page 1



PART B

Group Project Work

Subject(s)
(Can be more than one)

Curricular goal(s)
(Can be more than one)

Competency(-ies)
(Can be more than one)

Learning Outcomes

Pedagogies
(Tick (✓) all that apply.)

- ☐ Art-integrated
- ☐ Toy-based
- ☐ Skill-based learning
- ☐ Cross cutting theme integrated
- ☐ Indian Knowledge Systems integrated
- ☐ Any other _____
- ☐ Sports-integrated
- ☐ Technology-integrated
- ☐ Drama/Theatre-integrated
- ☐ Experiential learning

Activity prompt/question/ problem/challenge/ planned final output/Activity

Guiding questions

- ◆
- ◆
- ◆
- ◆

What do I know?

What do I need to find out?

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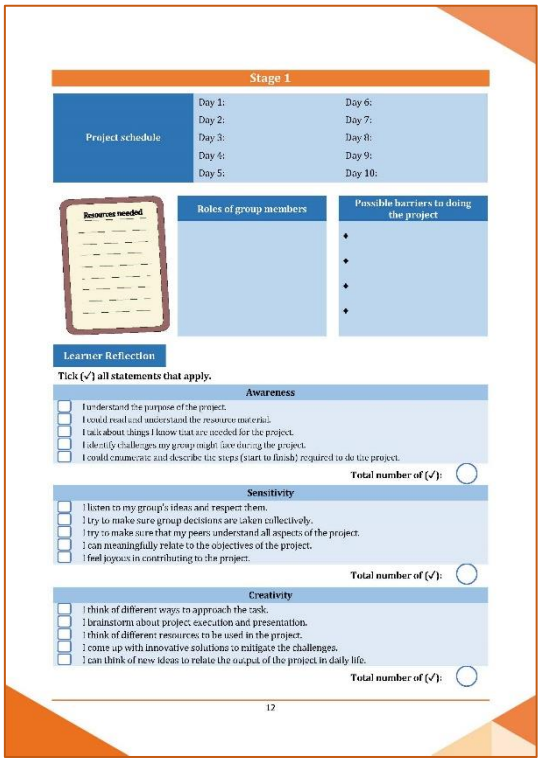
Page 2



Stage 1

Project schedule

Day 1: Day 6:
Day 2: Day 7:
Day 3: Day 8:
Day 4: Day 9:
Day 5: Day 10:

Resources needed

Roles of group members

Possible barriers to doing the project

- ◆
- ◆
- ◆
- ◆

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- ☐ I understand the purpose of the project.
- ☐ I could read and understand the resource material.
- ☐ I talk about things I know that are needed for the project.
- ☐ I identify challenges my group might face during the project.
- ☐ I could enumerate and describe the steps (start to finish) required to do the project.

Total number of (✓): ◯

Sensitivity

- ☐ I listen to my group's ideas and respect them.
- ☐ I try to make sure group decisions are taken collectively.
- ☐ I try to make sure that my peers understand all aspects of the project.
- ☐ I can meaningfully relate to the objectives of the project.
- ☐ I feel joyous in contributing to the project.

Total number of (✓): ◯

Creativity

- ☐ I think of different ways to approach the task.
- ☐ I brainstorm about project execution and presentation.
- ☐ I think of different resources to be used in the project.
- ☐ I come up with innovative solutions to mitigate the challenges.
- ☐ I can think of new ideas to relate the output of the project in daily life.

Total number of (✓): ◯

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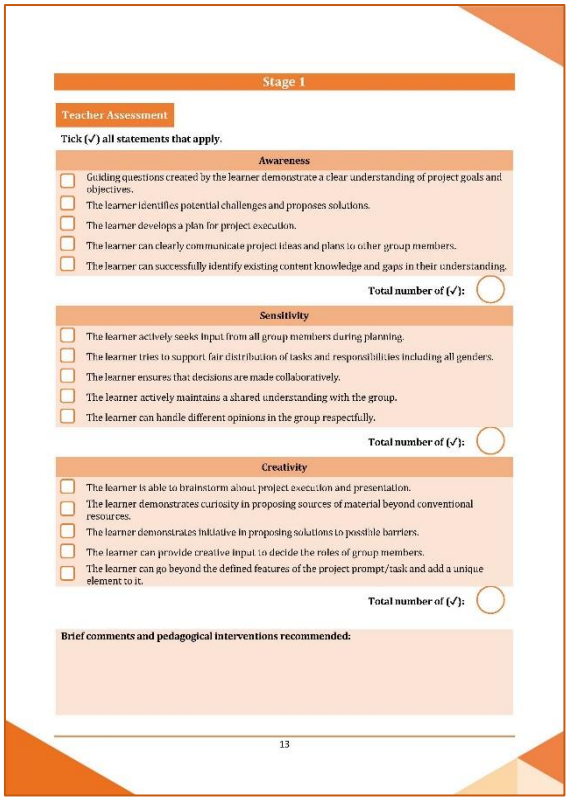
Page 3



Stage 1

Teacher Assessment

Tick (✓) all statements that apply.

Awareness

- ☐ Guiding questions created by the learner demonstrate a clear understanding of project goals and objectives.
- ☐ The learner identifies potential challenges and proposes solutions.
- ☐ The learner develops a plan for project execution.
- ☐ The learner can clearly communicate project ideas and plans to other group members.
- ☐ The learner can successfully identify existing content knowledge and gaps in their understanding.

Total number of (✓): ◯

Sensitivity

- ☐ The learner actively seeks input from all group members during planning.
- ☐ The learner tries to support fair distribution of tasks and responsibilities including all genders.
- ☐ The learner ensures that decisions are made collaboratively.
- ☐ The learner actively maintains a shared understanding with the group.
- ☐ The learner can handle different opinions in the group respectfully.

Total number of (✓): ◯

Creativity

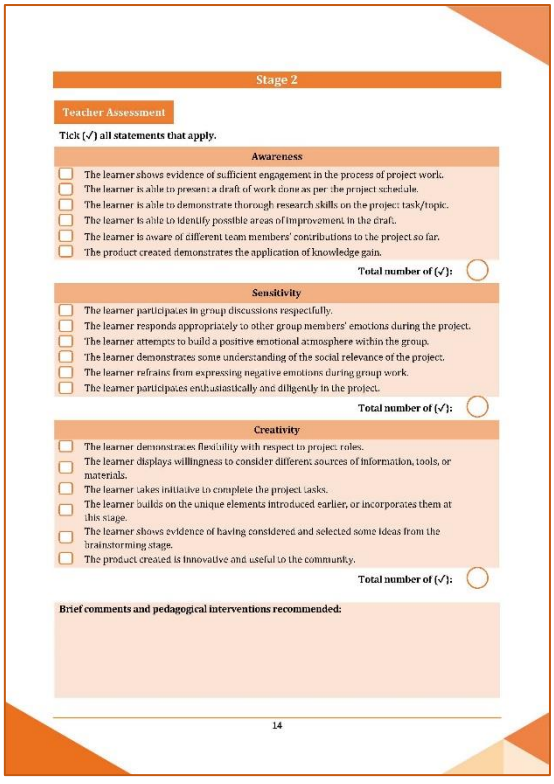
- ☐ The learner is able to brainstorm about project execution and presentation.
- ☐ The learner demonstrates curiosity in proposing sources of material beyond conventional resources.
- ☐ The learner demonstrates initiative in proposing solutions to possible barriers.
- ☐ The learner can provide creative input to decide the roles of group members.
- ☐ The learner can go beyond the defined features of the project prompt/task and add a unique element to it.

Total number of (✓): ◯

Brief comments and pedagogical interventions recommended:

13

Page 4



Stage 2

Teacher Assessment

Tick (✓) all statements that apply.

Awareness

- ☐ The learner shows evidence of sufficient engagement in the process of project work.
- ☐ The learner is able to present a draft of work done as per the project schedule.
- ☐ The learner is able to demonstrate thorough research skills on the project task/topic.
- ☐ The learner is able to identify possible areas of improvement in the draft.
- ☐ The learner is aware of different team members' contributions to the project so far.
- ☐ The product created demonstrates the application of knowledge gain.

Total number of (✓): ◯

Sensitivity

- ☐ The learner participates in group discussions respectfully.
- ☐ The learner responds appropriately to other group members' emotions during the project.
- ☐ The learner attempts to build a positive emotional atmosphere within the group.
- ☐ The learner demonstrates some understanding of the social relevance of the project.
- ☐ The learner refrains from expressing negative emotions during group work.
- ☐ The learner participates enthusiastically and diligently in the project.

Total number of (✓): ◯

Creativity

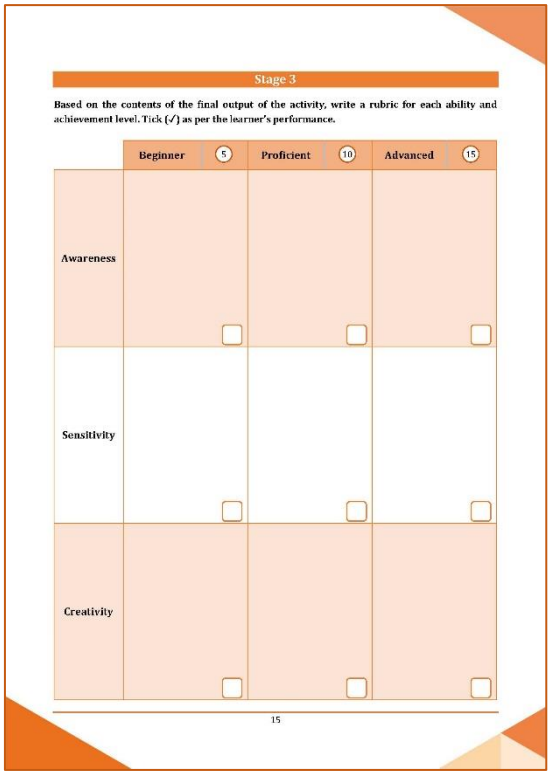
- ☐ The learner demonstrates flexibility with respect to project roles.
- ☐ The learner displays willingness to consider different sources of information, tools, or materials.
- ☐ The learner takes initiative to complete the project tasks.
- ☐ The learner builds on the unique elements introduced earlier, or incorporates them at this stage.
- ☐ The learner shows evidence of having considered and selected some ideas from the brainstorming stage.
- ☐ The product created is innovative and useful to the community.

Total number of (✓): ◯

Brief comments and pedagogical interventions recommended:

14

Page 5



Stage 3

Based on the contents of the final output of the activity, write a rubric for each ability and achievement level. Tick (✓) as per the learner's performance.

	Beginner (5)	Proficient (10)	Advanced (15)
Awareness			
Sensitivity			
Creativity			

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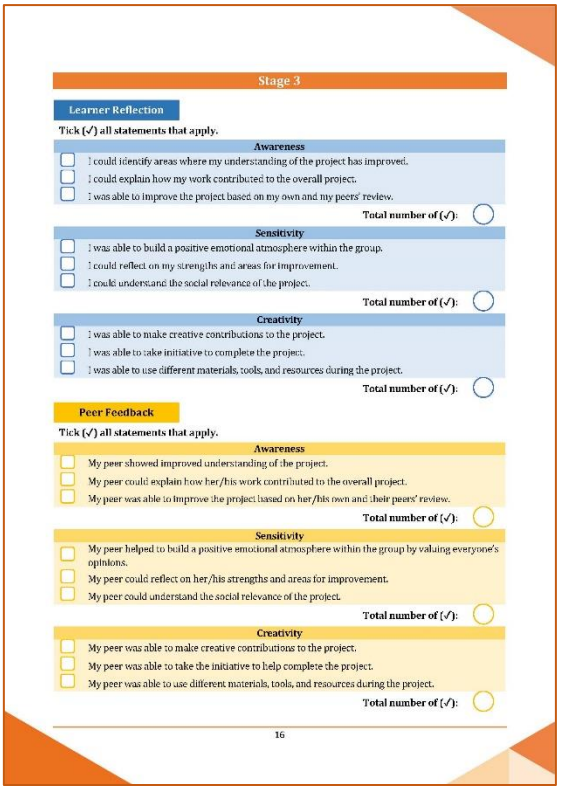
Page 6



Stage 3

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- I could identify areas where my understanding of the project has improved.
- I could explain how my work contributed to the overall project.
- I was able to improve the project based on my own and my peers' review.

Total number of (✓):

Sensitivity

- I was able to build a positive emotional atmosphere within the group.
- I could reflect on my strengths and areas for improvement.
- I could understand the social relevance of the project.

Total number of (✓):

Creativity

- I was able to make creative contributions to the project.
- I was able to take initiative to complete the project.
- I was able to use different materials, tools, and resources during the project.

Total number of (✓):

Peer Feedback

Tick (✓) all statements that apply.

Awareness

- My peer showed improved understanding of the project.
- My peer could explain how her/his work contributed to the overall project.
- My peer was able to improve the project based on her/his own and their peers' review.

Total number of (✓):

Sensitivity

- My peer helped to build a positive emotional atmosphere within the group by valuing everyone's opinions.
- My peer could reflect on her/his strengths and areas for improvement.
- My peer could understand the social relevance of the project.

Total number of (✓):

Creativity

- My peer was able to make creative contributions to the project.
- My peer was able to take the initiative to help complete the project.
- My peer was able to use different materials, tools, and resources during the project.

Total number of (✓):

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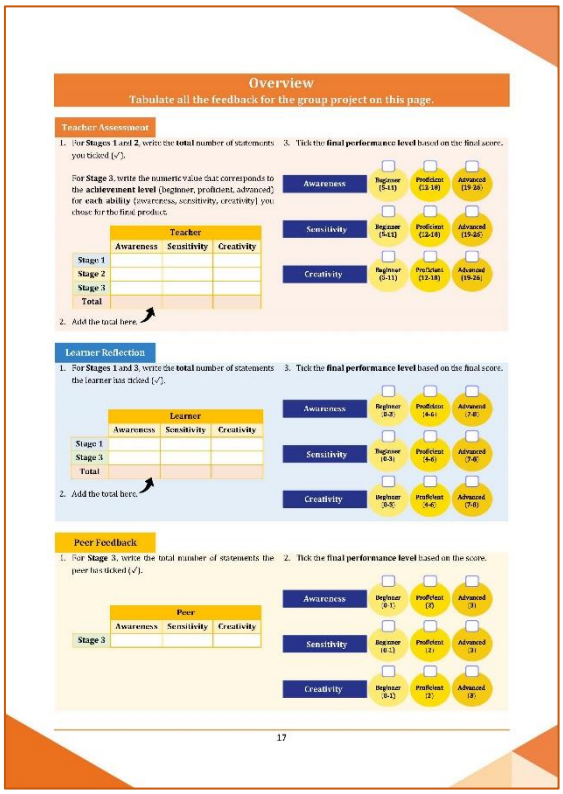
Page 7



Overview

Tabulate all the feedback for the group project on this page.

Teacher Assessment

1. For **Stages 1** and **2**, write the **total** number of statements you ticked (✓).

   For **Stage 3**, write the numeric value that corresponds to the **achievement level** (beginner, proficient, advanced) for **each ability** (awareness, sensitivity, creativity) you chose for the final product.

Teacher	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

	Beginner	Proficient	Advanced
Awareness	(5-11)	(12-18)	(19-26)
Sensitivity	(5-11)	(12-18)	(19-26)
Creativity	(5-11)	(12-18)	(19-26)

Learner Reflection

1. For **Stages 1** and **3**, write the **total** number of statements the learner has ticked (✓).

Learner	Awareness	Sensitivity	Creativity
Stage 1			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

	Beginner	Proficient	Advanced
Awareness	(0-3)	(4-6)	(7-8)
Sensitivity	(0-3)	(4-6)	(7-8)
Creativity	(0-3)	(4-6)	(7-8)

Peer Feedback

1. For **Stage 3**, write the total number of statements the peer has ticked (✓).

Peer	Awareness	Sensitivity	Creativity
Stage 3			

2. Tick the **final performance level** based on the score.

	Beginner	Proficient	Advanced
Awareness	(0-1)	(2)	(3)
Sensitivity	(0-1)	(2)	(3)
Creativity	(0-1)	(2)	(3)

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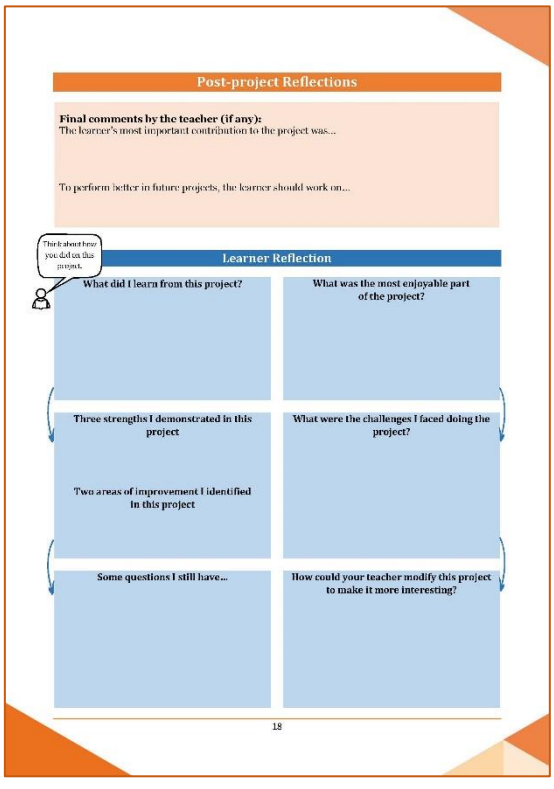
Page 8



Post-project Reflections

Final comments by the teacher (if any):

The learner's most important contribution to the project was…

To perform better in future projects, the learner should work on…

Think about how you did on this project.

Learner Reflection

What did I learn from this project?	What was the most enjoyable part of the project?
Three strengths I demonstrated in this project Two areas of improvement I identified in this project	What were the challenges I faced doing the project?
Some questions I still have…	How could your teacher modify this project to make it more interesting?

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Group Project Work
Page 1

The flow of the observation template for **Group Project Work** is given below.

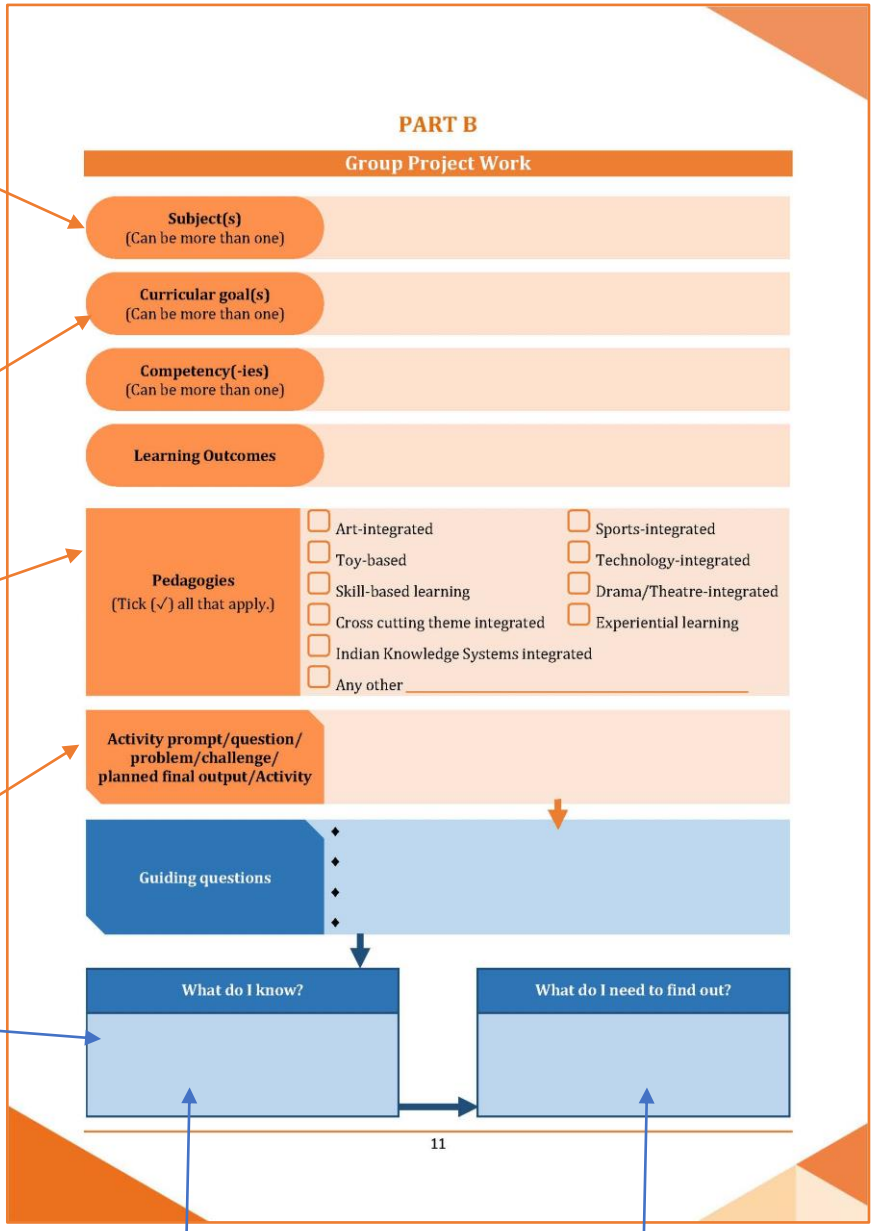
Teacher chooses the subject or multiple subjects that this Group Project Work covers.

Teacher chooses the curricular goals and competencies they want to focus on in this Group Project Work.

Teacher chooses the pedagogies/approaches this Group Project Work uses/ integrates.

Teacher identifies the project prompt/challenge/planned final output.

Learners write some guiding questions to "unpack" the project prompt/question.



Learners note down what they already know about the project prompt/question.

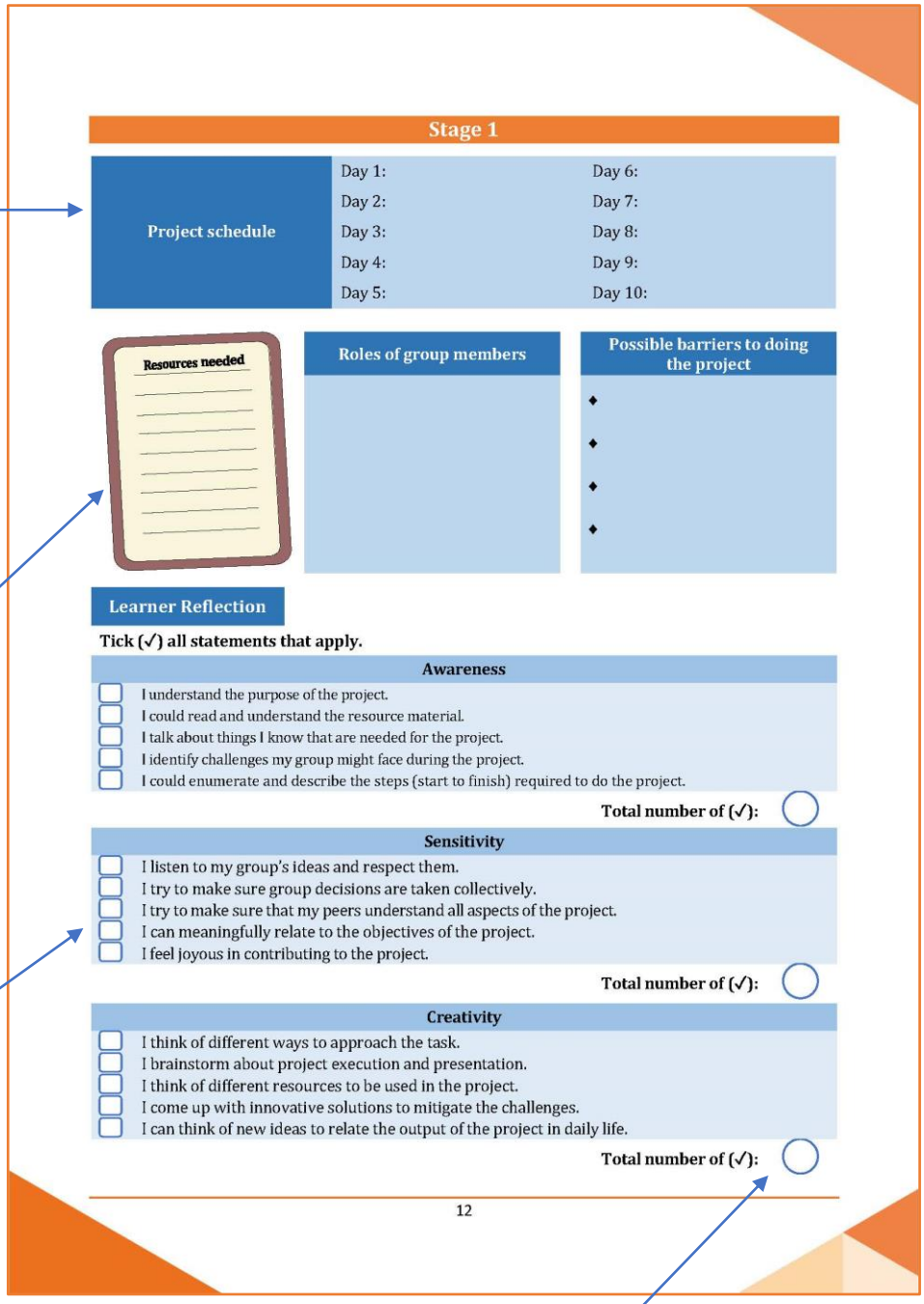
Learners identify what they need to find out to do the project work and fill this box.

Group Project Work
Stage 1 (Self-reflection)

Learners are encouraged to come up with a project schedule after discussing as a group. The teacher is to remind learner about keeping the schedule realistic.

Learners write down resources needed, the roles of group members, and possible barriers to doing the project. The teacher is to encourage learners to do a group discussion to find solutions for the barriers.

Learners are encouraged to think about the planning stage of the group project work and individually tick the applicable statements.



Stage 1

Project schedule		
	Day 1:	Day 6:
	Day 2:	Day 7:
	Day 3:	Day 8:
	Day 4:	Day 9:
	Day 5:	Day 10:

Resources needed

Roles of group members	Possible barriers to doing the project
	◆
	◆
	◆
	◆

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- ☐ I understand the purpose of the project.
- ☐ I could read and understand the resource material.
- ☐ I talk about things I know that are needed for the project.
- ☐ I identify challenges my group might face during the project.
- ☐ I could enumerate and describe the steps (start to finish) required to do the project.

Total number of (✓): ◯

Sensitivity

- ☐ I listen to my group's ideas and respect them.
- ☐ I try to make sure group decisions are taken collectively.
- ☐ I try to make sure that my peers understand all aspects of the project.
- ☐ I can meaningfully relate to the objectives of the project.
- ☐ I feel joyous in contributing to the project.

Total number of (✓): ◯

Creativity

- ☐ I think of different ways to approach the task.
- ☐ I brainstorm about project execution and presentation.
- ☐ I think of different resources to be used in the project.
- ☐ I come up with innovative solutions to mitigate the challenges.
- ☐ I can think of new ideas to relate the output of the project in daily life.

Total number of (✓): ◯

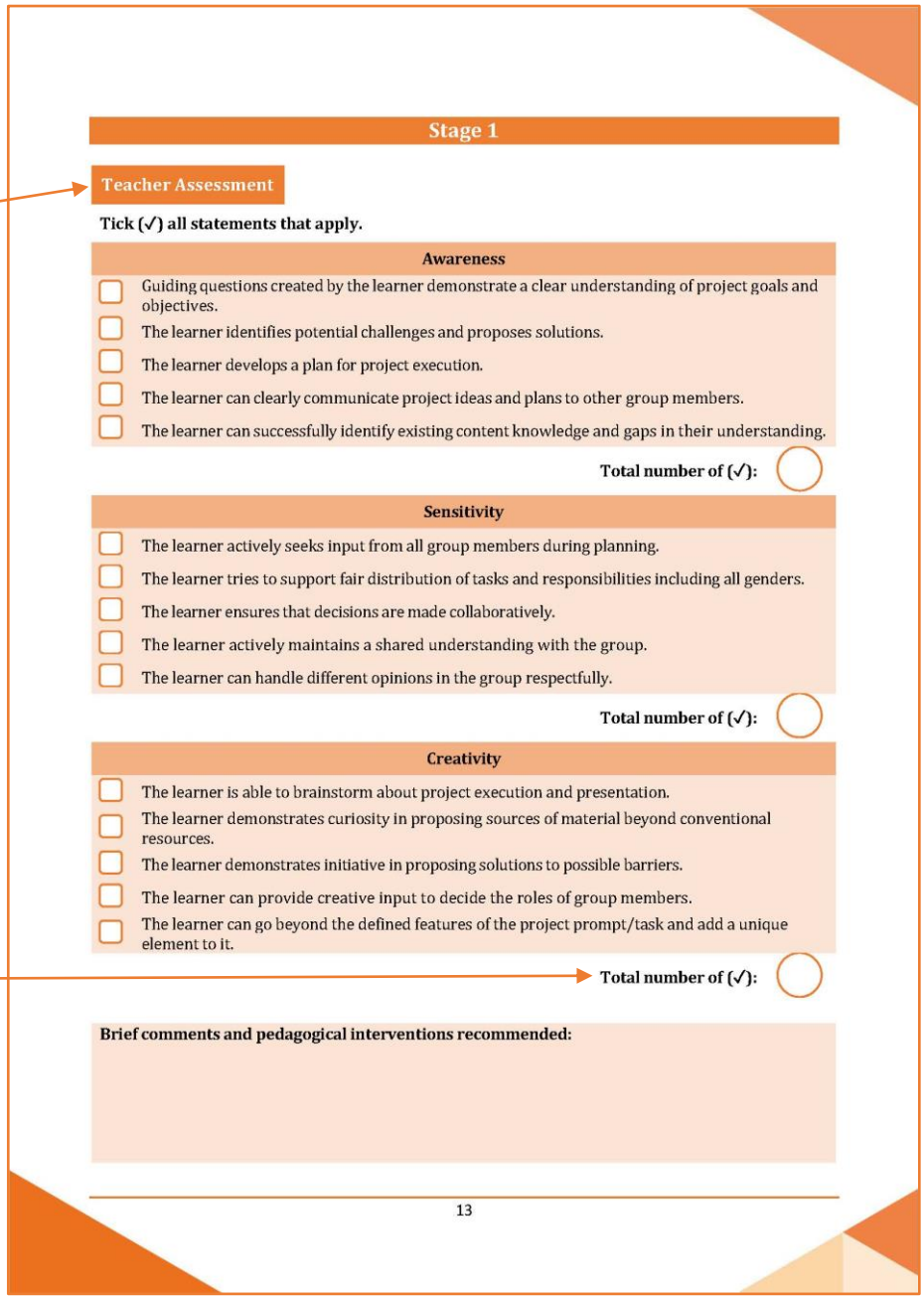
12

Learners count the number of ticks for each ability and write the total in the circle.

Group Project Work
Stage 1 (Teacher Evaluation)

Teachers assesses each learner based on their participation during the planning stage and ticks the applicable statements.

Teacher counts the number of ticks for each ability and write the total in the circle.



Stage 1

Teacher Assessment

Tick (✓) all statements that apply.

Awareness

- ☐ Guiding questions created by the learner demonstrate a clear understanding of project goals and objectives.
- ☐ The learner identifies potential challenges and proposes solutions.
- ☐ The learner develops a plan for project execution.
- ☐ The learner can clearly communicate project ideas and plans to other group members.
- ☐ The learner can successfully identify existing content knowledge and gaps in their understanding.

Total number of (✓): ◯

Sensitivity

- ☐ The learner actively seeks input from all group members during planning.
- ☐ The learner tries to support fair distribution of tasks and responsibilities including all genders.
- ☐ The learner ensures that decisions are made collaboratively.
- ☐ The learner actively maintains a shared understanding with the group.
- ☐ The learner can handle different opinions in the group respectfully.

Total number of (✓): ◯

Creativity

- ☐ The learner is able to brainstorm about project execution and presentation.
- ☐ The learner demonstrates curiosity in proposing sources of material beyond conventional resources.
- ☐ The learner demonstrates initiative in proposing solutions to possible barriers.
- ☐ The learner can provide creative input to decide the roles of group members.
- ☐ The learner can go beyond the defined features of the project prompt/task and add a unique element to it.

Total number of (✓): ◯

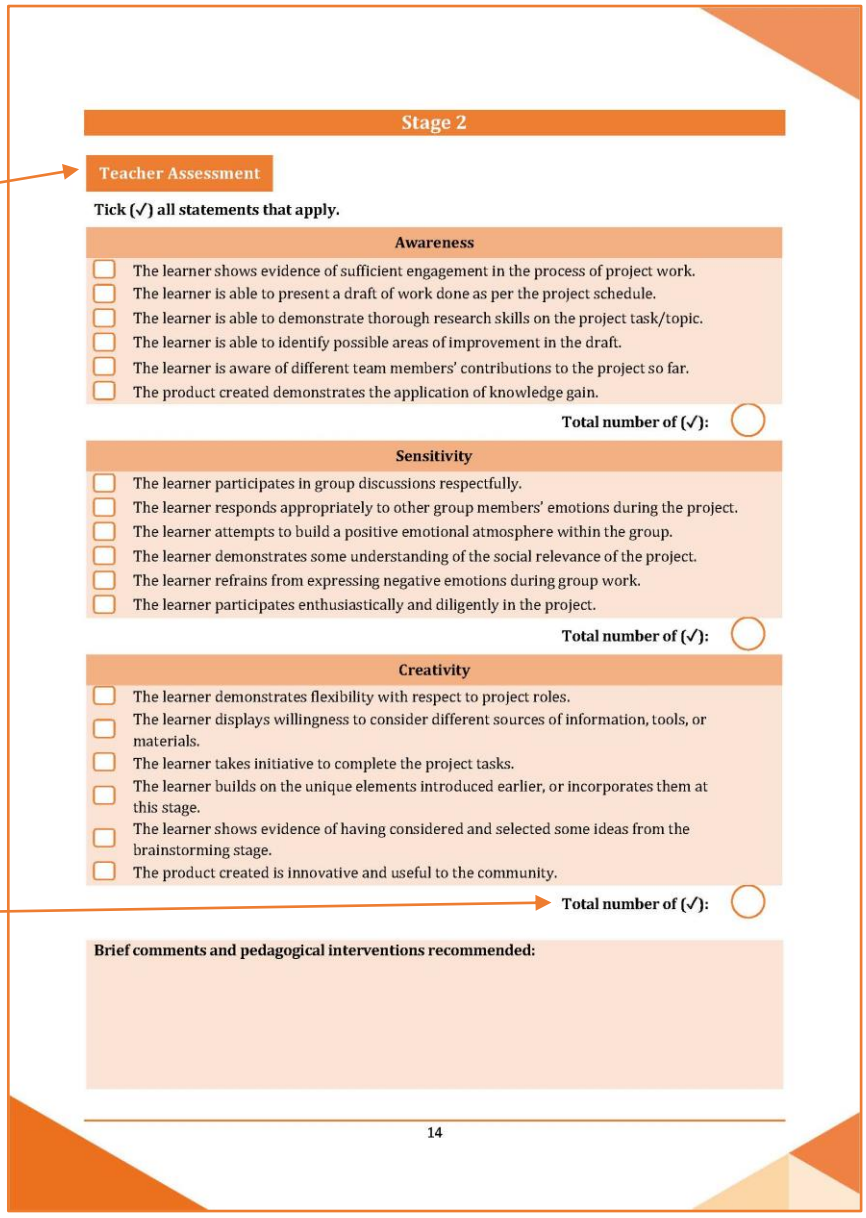
Brief comments and pedagogical interventions recommended:

13

Group Project Work
Stage 2 (Teacher Evaluation)

Teacher assesses each learner based on their participation and performance after the planning stage and till **they have completed a first draft of the project work**. Teacher ticks the applicable statements.

Teacher counts the number of ticks for each ability and write the total in the circle.



Stage 2

Teacher Assessment

Tick (✓) all statements that apply.

Awareness

- ☐ The learner shows evidence of sufficient engagement in the process of project work.
- ☐ The learner is able to present a draft of work done as per the project schedule.
- ☐ The learner is able to demonstrate thorough research skills on the project task/topic.
- ☐ The learner is able to identify possible areas of improvement in the draft.
- ☐ The learner is aware of different team members' contributions to the project so far.
- ☐ The product created demonstrates the application of knowledge gain.

Total number of (✓): ◯

Sensitivity

- ☐ The learner participates in group discussions respectfully.
- ☐ The learner responds appropriately to other group members' emotions during the project.
- ☐ The learner attempts to build a positive emotional atmosphere within the group.
- ☐ The learner demonstrates some understanding of the social relevance of the project.
- ☐ The learner refrains from expressing negative emotions during group work.
- ☐ The learner participates enthusiastically and diligently in the project.

Total number of (✓): ◯

Creativity

- ☐ The learner demonstrates flexibility with respect to project roles.
- ☐ The learner displays willingness to consider different sources of information, tools, or materials.
- ☐ The learner takes initiative to complete the project tasks.
- ☐ The learner builds on the unique elements introduced earlier, or incorporates them at this stage.
- ☐ The learner shows evidence of having considered and selected some ideas from the brainstorming stage.
- ☐ The product created is innovative and useful to the community.

Total number of (✓): ◯

Brief comments and pedagogical interventions recommended:

14

Group Project Work
Stage 3 (Teacher Evaluation of Final Product)

After the learner submits the project work, the teacher writes rubrics to assess the contents of the final output of the project. Teacher ticks the applicable level (Beginner, Proficient, Advanced) or each ability (Awareness, Sensitivity, Creativity).

Stage 3

Based on the contents of the final output of the activity, write a rubric for each ability and achievement level. Tick (✓) as per the learner's performance.

	Beginner (5)	Proficient (10)	Advanced (15)
Awareness	☐	☐	☐
Sensitivity	☐	☐	☐
Creativity	☐	☐	☐

15

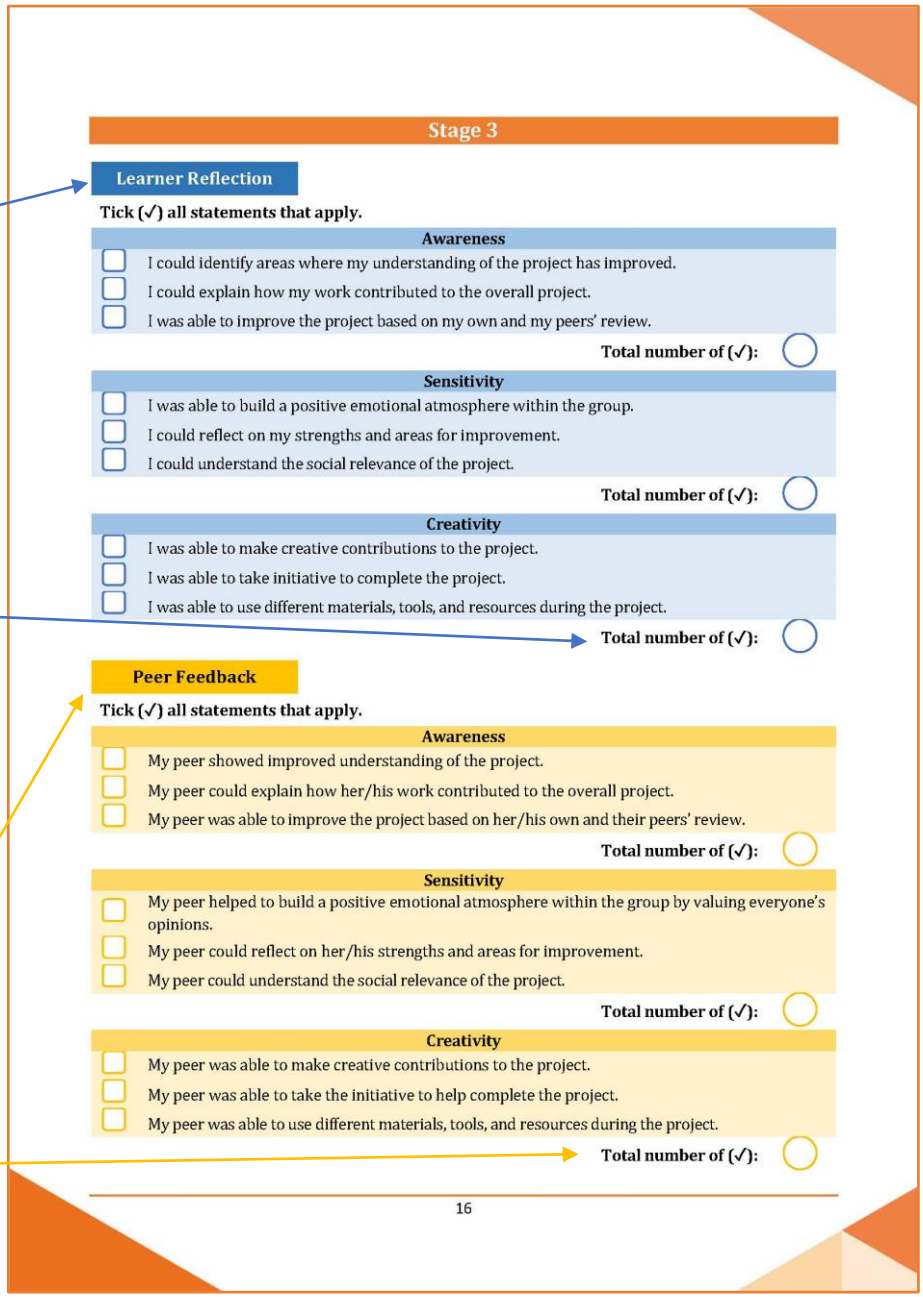
Group Project Work
Stage 3 (Self-reflection and Peer Evaluation)

Learners are encouraged to think about the group project work as a whole and tick the applicable statements.

Learners count the number of ticks for each ability and write the total in the circle.

A peer is encouraged to think about the learner's contribution to the group project work as a whole and tick the applicable statements.

Peer counts the total number of statements ticked and completes the table.



Stage 3

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- ☐ I could identify areas where my understanding of the project has improved.
- ☐ I could explain how my work contributed to the overall project.
- ☐ I was able to improve the project based on my own and my peers' review.

Total number of (✓): ◯

Sensitivity

- ☐ I was able to build a positive emotional atmosphere within the group.
- ☐ I could reflect on my strengths and areas for improvement.
- ☐ I could understand the social relevance of the project.

Total number of (✓): ◯

Creativity

- ☐ I was able to make creative contributions to the project.
- ☐ I was able to take initiative to complete the project.
- ☐ I was able to use different materials, tools, and resources during the project.

Total number of (✓): ◯

Peer Feedback

Tick (✓) all statements that apply.

Awareness

- ☐ My peer showed improved understanding of the project.
- ☐ My peer could explain how her/his work contributed to the overall project.
- ☐ My peer was able to improve the project based on her/his own and their peers' review.

Total number of (✓): ◯

Sensitivity

- ☐ My peer helped to build a positive emotional atmosphere within the group by valuing everyone's opinions.
- ☐ My peer could reflect on her/his strengths and areas for improvement.
- ☐ My peer could understand the social relevance of the project.

Total number of (✓): ◯

Creativity

- ☐ My peer was able to make creative contributions to the project.
- ☐ My peer was able to take the initiative to help complete the project.
- ☐ My peer was able to use different materials, tools, and resources during the project.

Total number of (✓): ◯

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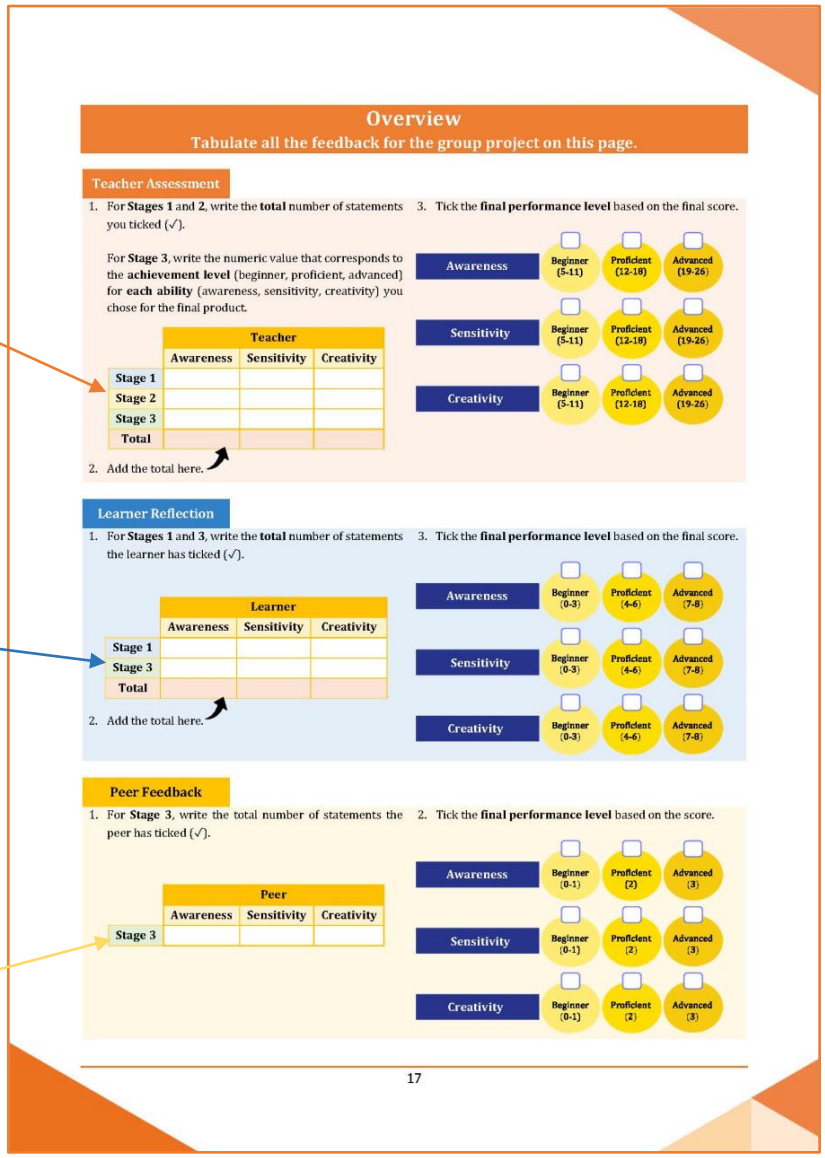
Group Project Work
Page 7

Teacher counts the total numbers of statements ticked for Stages 1 and 2. Teacher writes the numeric value that corresponds to the achievement level for each ability and completes the table.

Learner counts the total number of statements ticked for stages 1 and 3 and completes the table.

The teacher counts the statements ticked by the peer for stage 3 and completes the table.



Overview

Tabulate all the feedback for the group project on this page.

Teacher Assessment

1. For **Stages 1** and **2**, write the **total** number of statements you ticked (✓).

   For **Stage 3**, write the numeric value that corresponds to the **achievement level** (beginner, proficient, advanced) for **each ability** (awareness, sensitivity, creativity) you chose for the final product.

Teacher	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

	Beginner (5-11)	Proficient (12-18)	Advanced (19-26)
Awareness	☐	☐	☐
Sensitivity	☐	☐	☐
Creativity	☐	☐	☐

Learner Reflection

1. For **Stages 1** and **3**, write the **total** number of statements the learner has ticked (✓).

Learner	Awareness	Sensitivity	Creativity
Stage 1			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

	Beginner (0-3)	Proficient (4-6)	Advanced (7-8)
Awareness	☐	☐	☐
Sensitivity	☐	☐	☐
Creativity	☐	☐	☐

Peer Feedback

1. For **Stage 3**, write the total number of statements the peer has ticked (✓).

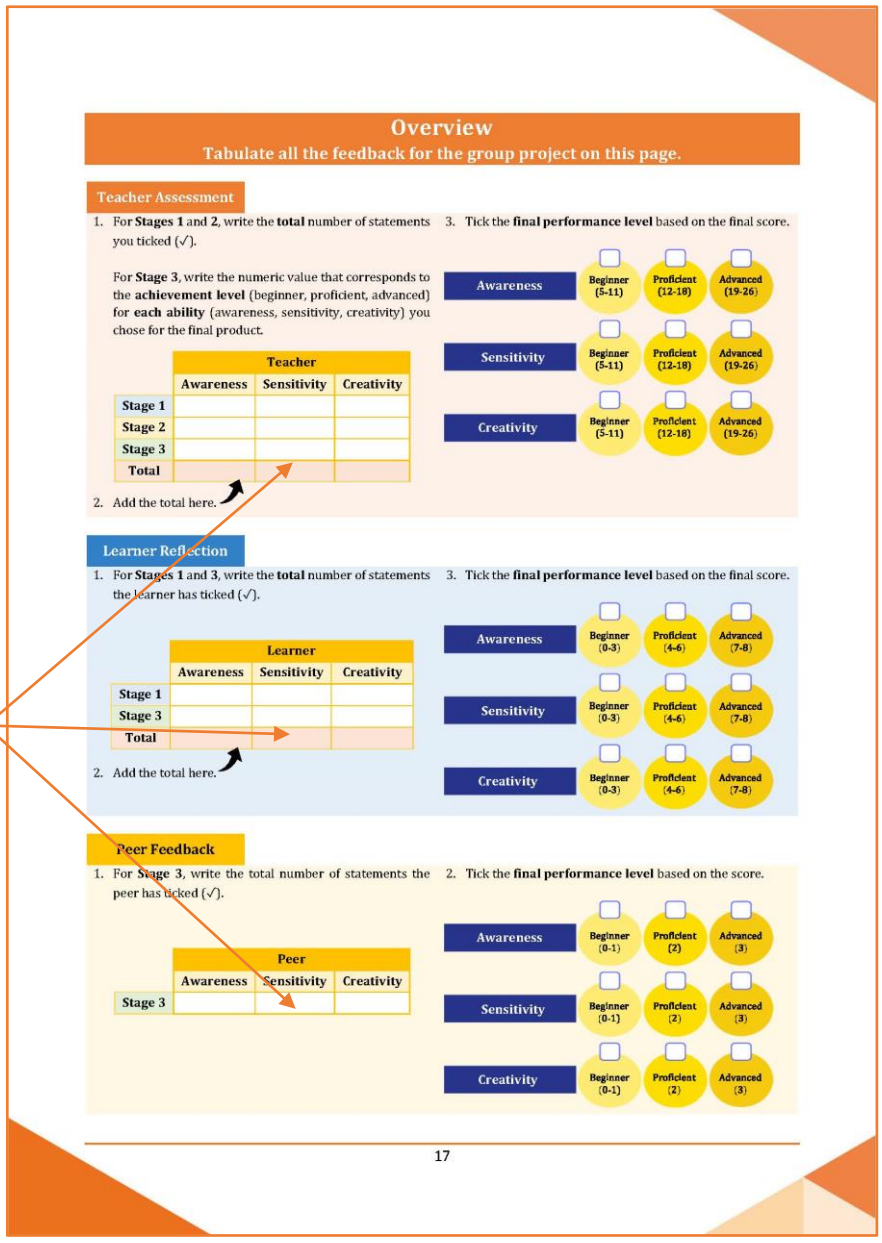
Peer	Awareness	Sensitivity	Creativity
Stage 3			

2. Tick the **final performance level** based on the score.

	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness	☐	☐	☐
Sensitivity	☐	☐	☐
Creativity	☐	☐	☐

17

Based on the total score for each ability (Awareness, Sensitivity, Creativity) for all three stakeholders, the teacher ticks the final performance level.



Overview

Tabulate all the feedback for the group project on this page.

Teacher Assessment

1. For **Stages 1** and **2**, write the **total** number of statements you ticked (✓).

   For **Stage 3**, write the numeric value that corresponds to the **achievement level** (beginner, proficient, advanced) **for each ability** (awareness, sensitivity, creativity) you chose for the final product.

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

Awareness	☐ Beginner (5-11)	☐ Proficient (12-18)	☐ Advanced (19-26)
Sensitivity	☐ Beginner (5-11)	☐ Proficient (12-18)	☐ Advanced (19-26)
Creativity	☐ Beginner (5-11)	☐ Proficient (12-18)	☐ Advanced (19-26)

Learner Reflection

1. For **Stages 1** and **3**, write the **total** number of statements the learner has ticked (✓).

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

Awareness	☐ Beginner (0-3)	☐ Proficient (4-6)	☐ Advanced (7-8)
Sensitivity	☐ Beginner (0-3)	☐ Proficient (4-6)	☐ Advanced (7-8)
Creativity	☐ Beginner (0-3)	☐ Proficient (4-6)	☐ Advanced (7-8)

Peer Feedback

1. For **Stage 3**, write the total number of statements the peer has ticked (✓).

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3			

2. Tick the **final performance level** based on the score.

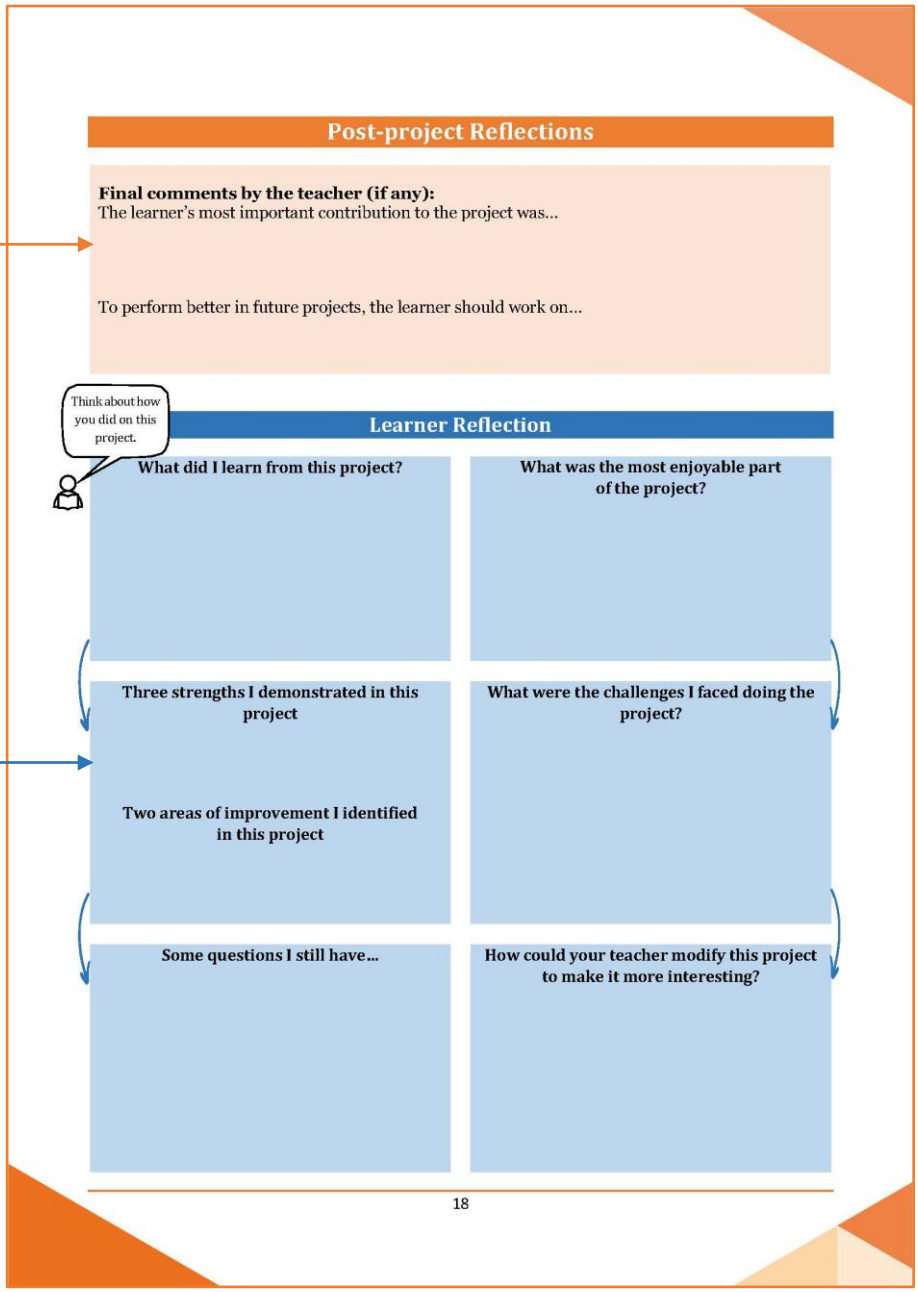
Awareness	☐ Beginner (0-1)	☐ Proficient (2)	☐ Advanced (3)
Sensitivity	☐ Beginner (0-1)	☐ Proficient (2)	☐ Advanced (3)
Creativity	☐ Beginner (0-1)	☐ Proficient (2)	☐ Advanced (3)

17

Group Project Work
Post-project reflections

Teacher writes some final comments and feedback for the learner.

Learner completes the post-project reflection template and responds to the prompts/question. It also includes feedback for the teacher.



Post-project Reflections

Final comments by the teacher (if any):
The learner's most important contribution to the project was...

To perform better in future projects, the learner should work on...

Think about how you did on this project.

Learner Reflection

What did I learn from this project?	**What was the most enjoyable part of the project?**
Three strengths I demonstrated in this project **Two areas of improvement I identified in this project**	**What were the challenges I faced doing the project?**
Some questions I still have...	**How could your teacher modify this project to make it more interesting?**

18

Part C: Problem-Based Inquiry

The second template of the Holistic Progress Card at the Secondary Stage is **Problem-Based Inquiry (PBI)**, which involves a prompt that covers topic or themes from different content areas. It is recommended that the teacher decides the duration of the inquiry in consultation with the learners and adapts it as per their pace throughout the task.

The **Problem-Based Inquiry** is conducted by a single learner, rather than a group. As implied by the name, the task set for the individual should be problem-oriented, requiring learners to propose solutions to a contemporary, real-world issue. The solutions must be supported by data in the form of responses to a short questionnaire or interview that the learner creates, disseminates and analyses. As with the Group Project, the Problem-Based Inquiry emphasizes process as much as the final product in the form of proposed solutions. A key part of the Problem-Based Inquiry is the peer review of the draft. To that effect, it is desirable that learners get to collaborate and reflect three times, once after they create a draft plan (Stage 1), once after they create a refined draft based on feedback from Stage 1 (Stage 2), and once after the research task has been completed (Stage 3).

Given below are some content areas where Problem-Based Inquiry works best.

History	Computer Science
Geography	Indian Classical Music
Political Science	Sculpture
Psychology	Fine Arts
Development Economics	Graphic Design
Sociology	Photography
Anthropology	Textile Designing
Archaeology	Sustainability and Climate Change
Philosophy	Media and Journalism
Biology	Family and Community Sciences
Chemistry	Indian Knowledge Systems
Physics	Legal Studies
Modern Physics	
Earth Sciences	

* Please note, this list is only illustrative and not a definitive list of possible combinations in any classroom.

Scope and Features of the Task

The topic of a PBI can be virtually any issue that affects a group. Some possibilities are:

- How can our city/town/region encourage more use of public transportation?
- How can a local historical site attract more visitors?
- What would be the most effective way to protect a local waterway from pollution?
- What new products or services should a company offer to its potential customers?

As can be seen from the examples, the problem or issue should have multiple possible solutions, to enable the exercise of creativity. The proposed solutions also require input from stakeholders, as well as interaction with a peer who will review a draft of the questionnaire/interview, to enable the exercise of sensitivity. The learners are also expected to demonstrate awareness of the context of the issue/problem and some understanding of the range of possible solutions.

Learners can be assigned to work on particular issues, they can be invited to choose from a list of possibilities, or they can generate their own ideas. It is recommended that not all learners in a class be assigned the same problem/issue.

If learners are struggling with the task of imagining possible solutions, the teacher may supply a hypothesis or proposed solution for the learners to use as a starting point. Alternatively, more advanced and confident students can be asked to supply their own hypothesis or proposed solution. Whichever alternative is employed, the formulation of a hypothesis or possible solution is an important part of the process. Learners need to be made aware that research and construction of knowledge does not start from a "blank slate." Instead, it is produced by testing out possibilities against real-world data.

The questionnaire or interview is the crucial element of the Problem-Based Inquiry. The questionnaire or interview will provide the learner with data in the form of responses, which the learner is expected to analyse and turn into findings. These findings should serve as support for the learner's proposed solution to the problem or issue. A well-conceived and well-worded questionnaire will provide useful data and findings. Given time limitations, it is recommended that a questionnaire not exceed ten questions and that an interview not exceed five minutes per interviewee.

Learners should be encouraged to collect as much data, in the form of interview or questionnaire responses, as possible. Teachers assigning a PBI should require a minimum of ten interviews or filled-out questionnaires and should require the learner to document the participants.

As with Group Projects, Problem-Based Inquiry follow a three-stage process, outlined below. Note that it is not required that the learners complete the task in five consecutive days. Also, as with Group Projects, the topic of the PBI can be chosen to complement and augment topics currently being covered in the regular curriculum.

Stage 1

After the learner has been assigned or has chosen a problem/issue, each learner is tasked with the following

- Creating a list of important pieces of information that they already have ("What do I know?")
- Creating a list of important information that they will need to find out ("What do I need to find out?")
- Creating a tentative schedule

The learners fill out the relevant sections of the card. The learners then write a short sketch of how they intend to approach the task. The draft should include some possible solutions that performance, the use to shape the questionnaire or interview script, some possible questions, some possible suggestions for what groups will be targeted for the questionnaire or interview.

Once these sections of the card have been filled out, the teacher, based on the draft sketch, fills out the Teacher Assessment section of the card for Stage 1, ticking off all the boxes that accurately describe the learner's performance in the three Ability categories. Note that three of the statements are already printed on the card because they should apply regardless of the topic of the PBI. For the remaining two statements about the learner's performance, the teacher should either choose two statements from the list of parameter statements or create their own.

The learner then ticks off the boxes that they believe accurately describe their performance.

Stage 2

The learner then prepares a complete draft of the questionnaire or interview script, a description of the group that will be targeted for the questionnaire or interview (this can be a specific list of people or a general description of the type of people), and a justification for targeting this group. The learner uses the questionnaire or interview script to gather data. The data can be collected in any form that makes sense to the learner, but it should be a complete roster of responses. The learner then isolates what they consider to be the most significant findings from the data. The learner then writes up a brief (1-2 page) draft of the summary document describing their findings, their proposed solution to the issue or problem and how the findings justify that solution. The summary document should also contain a brief description of any possible drawbacks to the proposed solution. The teacher fills out their section based on their evaluation of the draft and the data collection. The learner then fills out the self-evaluation for Stage 2.

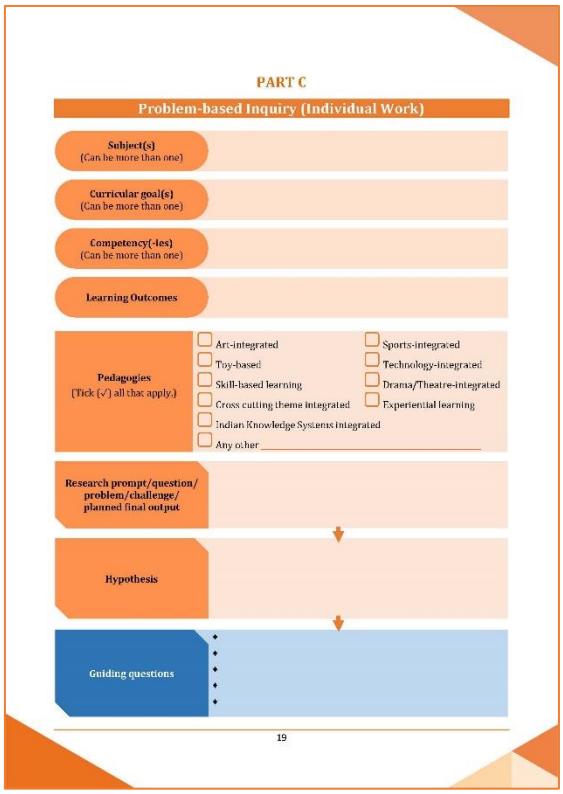
Stage 3

After the first draft has been submitted and evaluated, the teacher pairs the learners off and has each present their draft to their peer for comment. It is advisable that pairs of learners are not assigned the same issue or problem. The reviewer gives feedback on the draft and makes suggestions for revisions. The reviewer fills out the Peer Feedback section in Stage 3, based on their interaction with the learner. The learner revises their summary based and feedback and re-submits it to the teacher. The teacher fills out the Teacher assessment section, based on the summary document and the response roster. The learner fills out the Learner Reflection section.

Once all evaluations have been entered, the teacher totals up the score and assigns a final achievement level for each of the Abilities in the Overview section.

This is how the **template for Problem-Based Inquiry** looks.

Page 1



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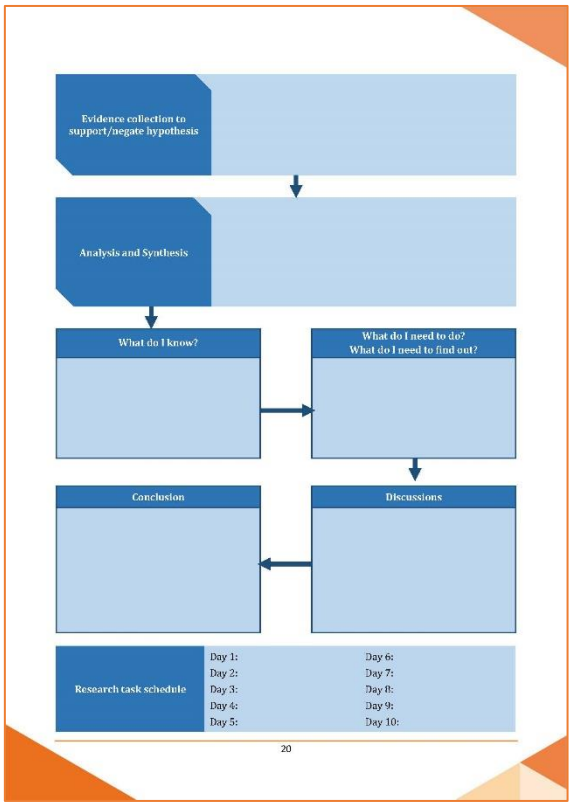
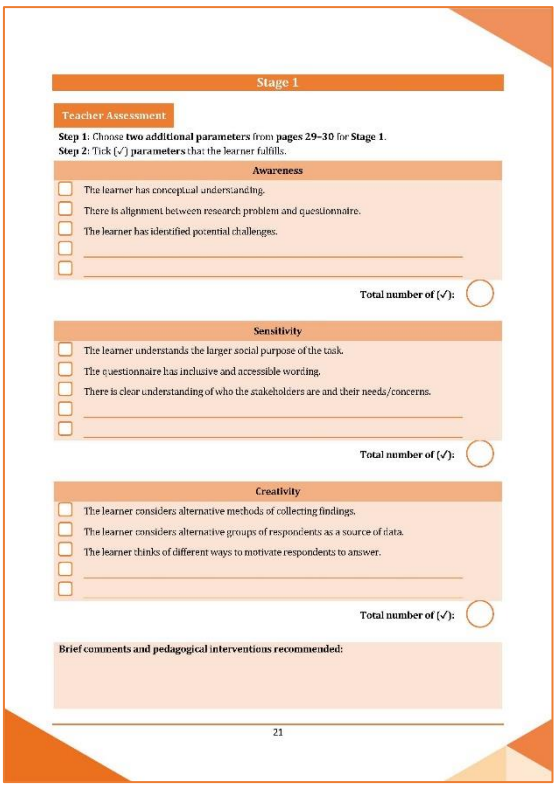


Page 3



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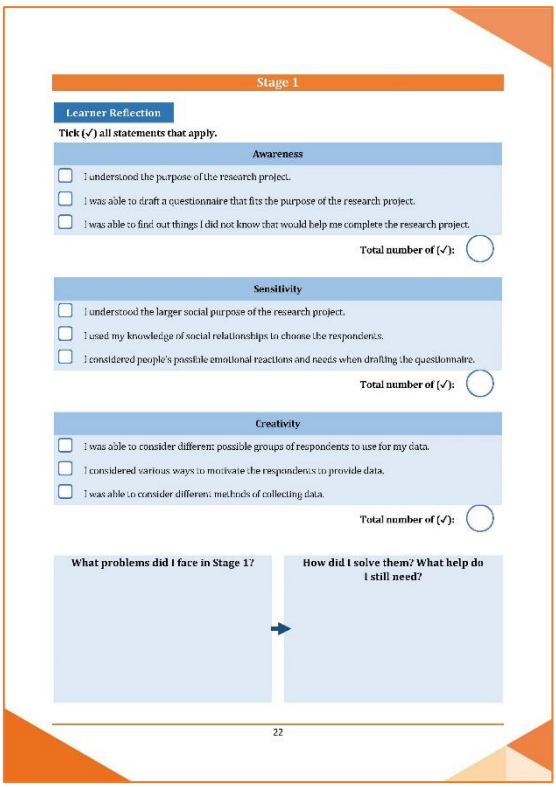
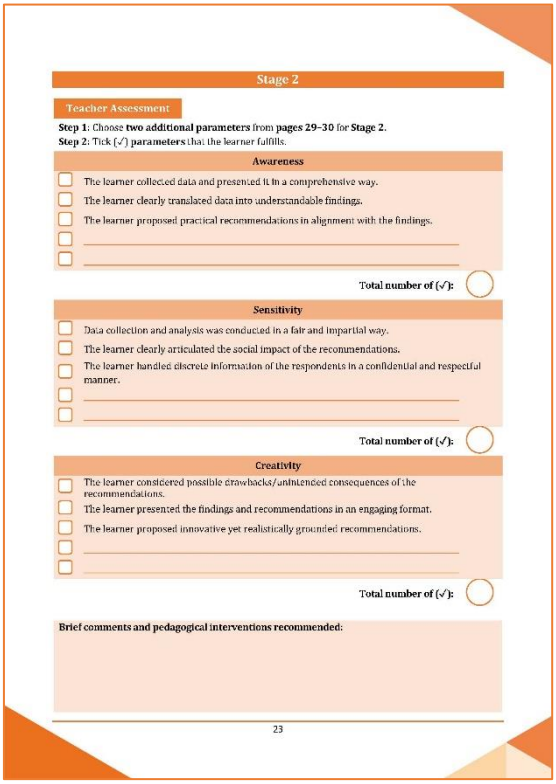


Page 5



Stage 2

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 29–30** for **Stage 2**.
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness

- ☐ The learner collected data and presented it in a comprehensive way.
- ☐ The learner clearly translated data into understandable findings.
- ☐ The learner proposed practical recommendations in alignment with the findings.
- ☐ _____
- ☐ _____

Total number of (✓):

Sensitivity

- ☐ Data collection and analysis was conducted in a fair and impartial way.
- ☐ The learner clearly articulated the social impact of the recommendations.
- ☐ The learner handled discrete information of the respondents in a confidential and respectful manner.
- ☐ _____
- ☐ _____

Total number of (✓):

Creativity

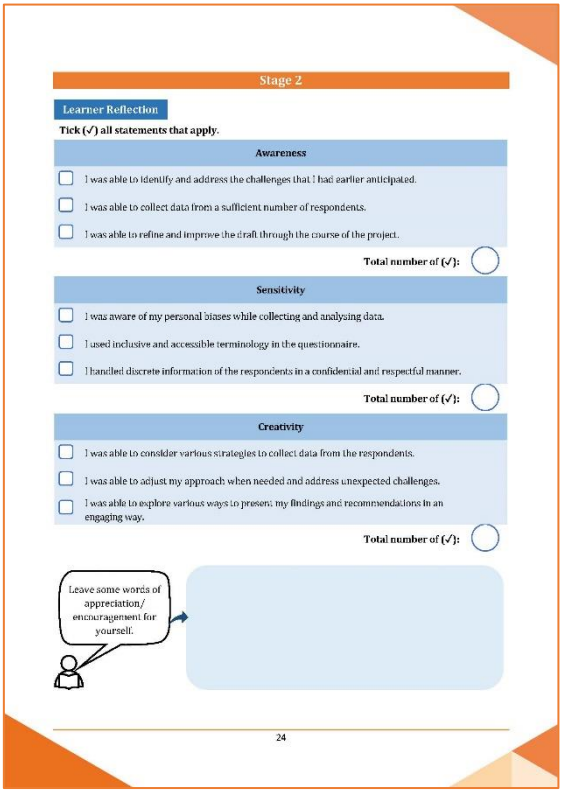
- ☐ The learner considered possible drawbacks/unintended consequences of the recommendations.
- ☐ The learner presented the findings and recommendations in an engaging format.
- ☐ The learner proposed innovative yet realistically grounded recommendations.
- ☐ _____
- ☐ _____

Total number of (✓):

Brief comments and pedagogical interventions recommended:

23

Page 6



Stage 2

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- ☐ I was able to identify and address the challenges that I had earlier anticipated.
- ☐ I was able to collect data from a sufficient number of respondents.
- ☐ I was able to refine and improve the draft through the course of the project.

Total number of (✓):

Sensitivity

- ☐ I was aware of my personal biases while collecting and analysing data.
- ☐ I used inclusive and accessible terminology in the questionnaire.
- ☐ I handled discrete information of the respondents in a confidential and respectful manner.

Total number of (✓):

Creativity

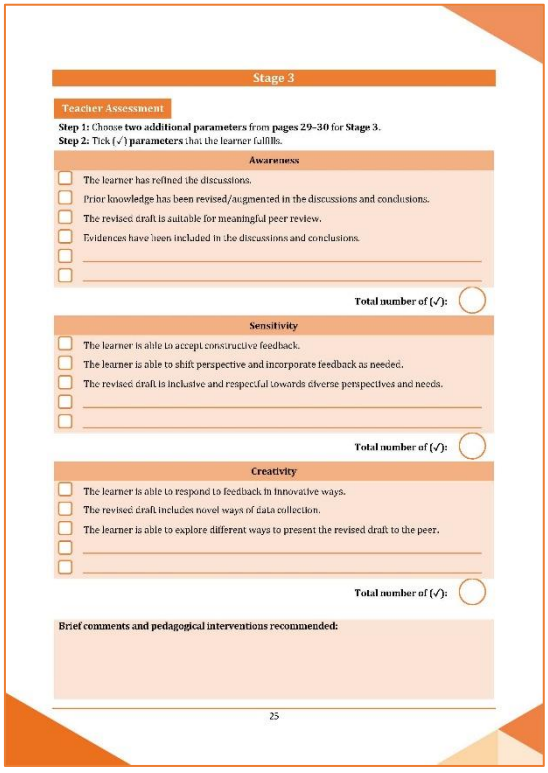
- ☐ I was able to consider various strategies to collect data from the respondents.
- ☐ I was able to adjust my approach when needed and address unexpected challenges.
- ☐ I was able to explore various ways to present my findings and recommendations in an engaging way.

Total number of (✓):

Leave some words of appreciation/ encouragement for yourself.

24

Page 7



Stage 3

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 29–30** for **Stage 3**.
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness

- ☐ The learner has refined the discussions.
- ☐ Prior knowledge has been revised/augmented in the discussions and conclusions.
- ☐ The revised draft is suitable for meaningful peer review.
- ☐ Evidences have been included in the discussions and conclusions.
- ☐ _____
- ☐ _____

Total number of (✓):

Sensitivity

- ☐ The learner is able to accept constructive feedback.
- ☐ The learner is able to shift perspective and incorporate feedback as needed.
- ☐ The revised draft is inclusive and respectful towards diverse perspectives and needs.
- ☐ _____
- ☐ _____

Total number of (✓):

Creativity

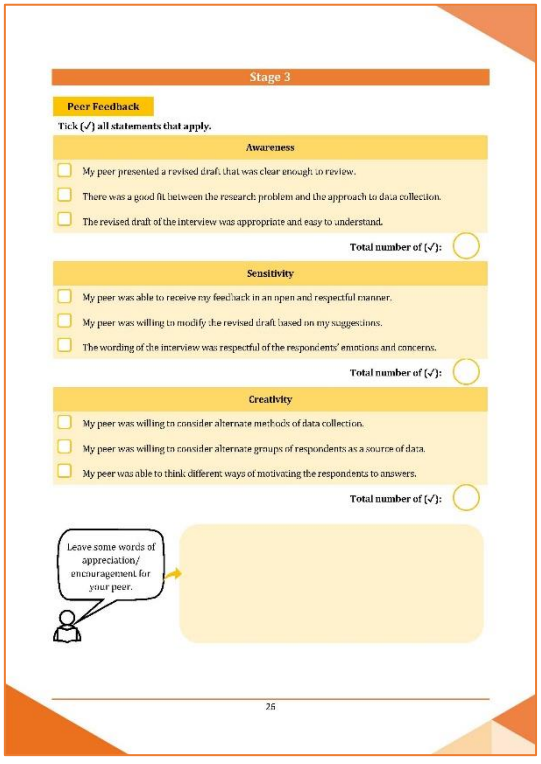
- ☐ The learner is able to respond to feedback in innovative ways.
- ☐ The revised draft includes novel ways of data collection.
- ☐ The learner is able to explore different ways to present the revised draft to the peer.
- ☐ _____
- ☐ _____

Total number of (✓):

Brief comments and pedagogical interventions recommended:

25

Page 8



Stage 3

Peer Feedback

Tick (✓) all statements that apply.

Awareness

- ☐ My peer presented a revised draft that was clear enough to review.
- ☐ There was a good fit between the research problem and the approach to data collection.
- ☐ The revised draft of the interview was appropriate and easy to understand.

Total number of (✓):

Sensitivity

- ☐ My peer was able to receive my feedback in an open and respectful manner.
- ☐ My peer was willing to modify the revised draft based on my suggestions.
- ☐ The wording of the interview was respectful of the respondents' emotions and concerns.

Total number of (✓):

Creativity

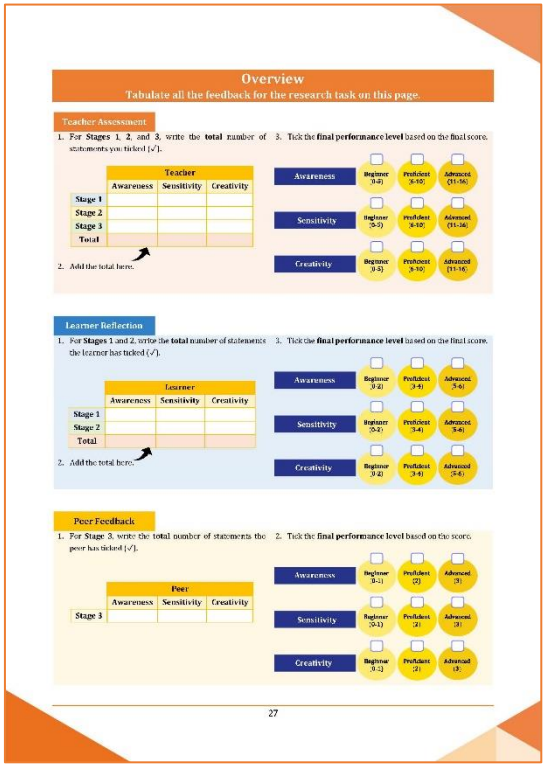
- ☐ My peer was willing to consider alternate methods of data collection.
- ☐ My peer was willing to consider alternate groups of respondents as a source of data.
- ☐ My peer was able to think different ways of motivating the respondents to answers.

Total number of (✓):

Leave some words of appreciation/ encouragement for your peer.

26

Page 9



Overview

Tabulate all the feedback for the research task on this page.

Teacher Assessment

1. For **Stages** 1, 2, and 3, write the **total** number of statements you ticked (✓).

Teacher	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

	Beginner	Proficient	Advanced
Awareness	(0-8)	(9-10)	(11-16)
Sensitivity	(0-5)	(6-10)	(11-16)
Creativity	(0-8)	(9-10)	(11-16)

Learner Reflection

1. For **Stages** 1 and 2, write the **total** number of statements the learner has ticked (✓).

Learner	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

	Beginner	Proficient	Advanced
Awareness	(0-2)	(3-4)	(5-6)
Sensitivity	(0-2)	(3-4)	(5-6)
Creativity	(0-2)	(3-4)	(5-6)

Peer Feedback

1. For **Stage** 3, write the **total** number of statements the peer has ticked (✓).

Peer	Awareness	Sensitivity	Creativity
Stage 3			

2. Tick the **final performance level** based on the score.

	Beginner	Proficient	Advanced
Awareness	(0-1)	(2)	(3)
Sensitivity	(0-1)	(2)	(3)
Creativity	(0-1)	(2)	(3)

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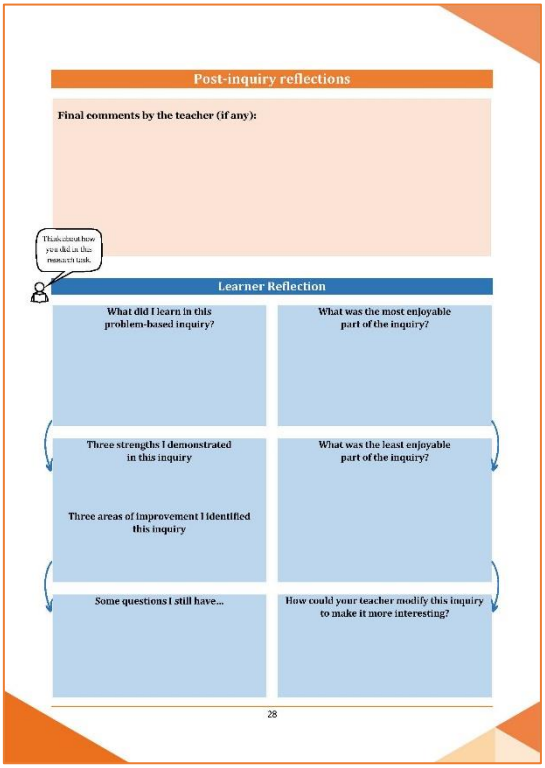
Page 10



Post-inquiry reflections

Final comments by the teacher (if any):

Think about how you did in the research task.

Learner Reflection

What did I learn in this problem-based inquiry?	What was the most enjoyable part of the inquiry?
Three strengths I demonstrated in this inquiry Three areas of improvement I identified this inquiry	What was the least enjoyable part of the inquiry?
Some questions I still have...	How could your teacher modify this inquiry to make it more interesting?

28

Page 11

Assessment Parameters for Problem-based Inquiry

*These assessment parameters are only illustrative. Please adapt them as per the research task and the classroom dynamics.

Awareness

Stage 1	Stage 2	Stage 3
• The learner demonstrates understanding of what would constitute supporting evidence for a proposal. • The learner considers the merits of alternative groups as sources of input for the questionnaire/interview. • The learner considers significant constraints (time/access/respondents' attitudes) when crafting the questionnaire/interview. • The learner uses background knowledge and understanding of the context to effectively frame and limit the topics of inquiry.	• The learner demonstrates understanding of the possible limitations of data collected from a particular group in the questionnaire/ interview. • The learner demonstrates understanding of possible problems with the reliability and credibility of responses to the questionnaire/ interview. • The learner shows understanding of how to obtain meaningful data from the questionnaire/interview by asking clear, unambiguous questions. • The learner demonstrates the ability to distinguish between essential and non-essential peer feedback.	• The learner acknowledges results of the questionnaire/ interview that go against the recommended course of action. • The learner presents findings in a clear and easily understood manner. • The learner demonstrates ability to discern more meaningful data or responses. • The learner demonstrates ability to articulate connections between particular findings and recommendations.

Sensitivity

Stage 1	Stage 2	Stage 3
• The learner demonstrates consideration of possible emotional impacts of the questionnaire/interview. • The learner demonstrates understanding of the different impacts of policy proposals on different groups. • The learner avoids overly intrusive questions on potentially sensitive topics. • The learner adapts the questionnaire to accommodate diverse communication styles.	• The learner adopts a professional tone appropriate to the topic of inquiry. • The learner demonstrates ability to adapt the approach of the questionnaire/ interview to the needs of the respondents. • The learner responds to negative feedback in a constructive manner. • The learner shows the ability to acknowledge their own personal biases and how they might affect the task.	• The learner avoids skewing the possible results of the questionnaire/interview by avoiding emotionally charged wording. • The learner conducts interviews in a professional manner. • The learner responds appropriately to expressions of emotion during interviews. • The learner shows understanding of positive and negative consequences of proposals.

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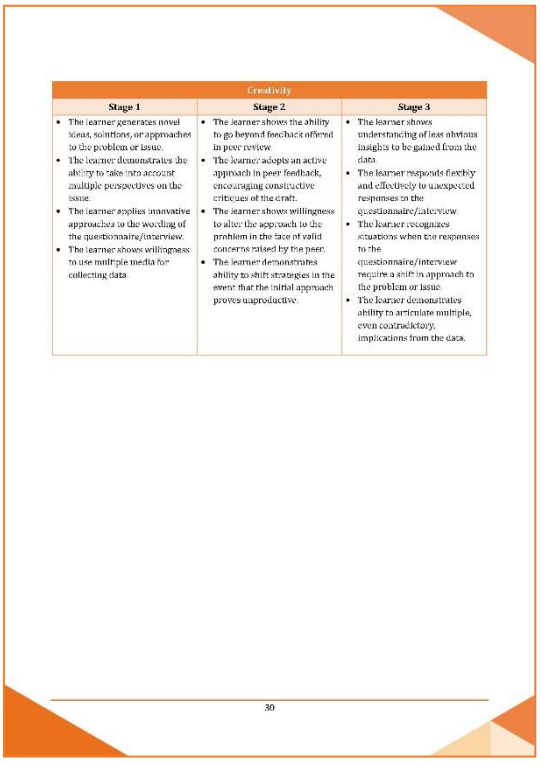

Creativity

Stage 1	Stage 2	Stage 3
• The learner generates novel ideas, solutions, or approaches to the problem or issue. • The learner demonstrates the ability to take into account multiple perspectives on the issue. • The learner applies innovative approaches to the wording of the questionnaire/interview. • The learner shows willingness to use multiple media for collecting data.	• The learner shows the ability to go beyond feedback offered in peer review. • The learner adopts an active approach in peer feedback, encouraging constructive criticism of the draft. • The learner shows willingness to alter the approach to the problem in the face of valid concerns raised by the peer. • The learner demonstrates ability to shift strategies in the event that the initial approach proves unproductive.	• The learner shows understanding of less obvious insights to be gained from the data. • The learner responds flexibly and effectively to unexpected responses to the questionnaire/interview. • The learner recognizes situations when the responses to the questionnaire/interview require a shift in approach to the problem or issue. • The learner demonstrates ability to articulate multiple, even contradictory, implications from the data.

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Problem-Based Inquiry
Page 1

The flow of the observation template for **Problem-Based Inquiry** is given below.

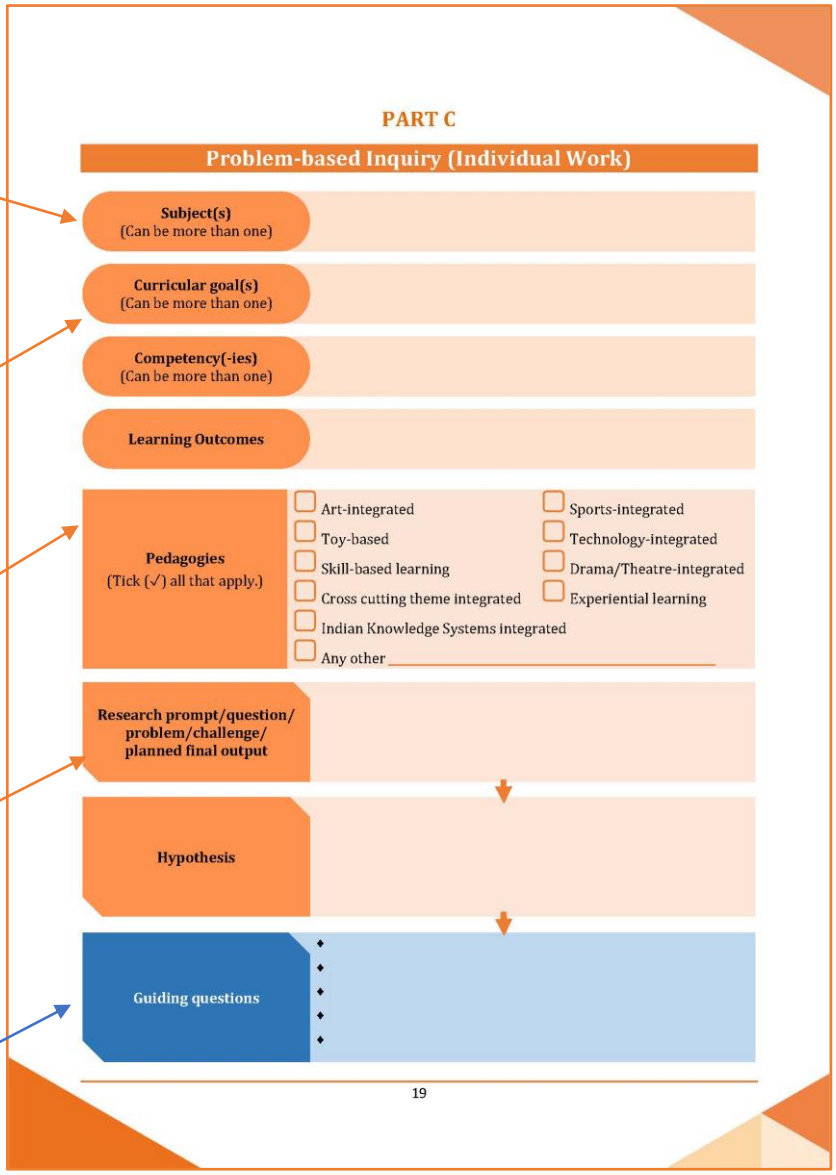
Teacher chooses the subject or multiple subjects that Problem-Based Inquiry covers.

Teacher chooses the curricular goals and competencies they want to focus on in this Problem-Based Inquiry.

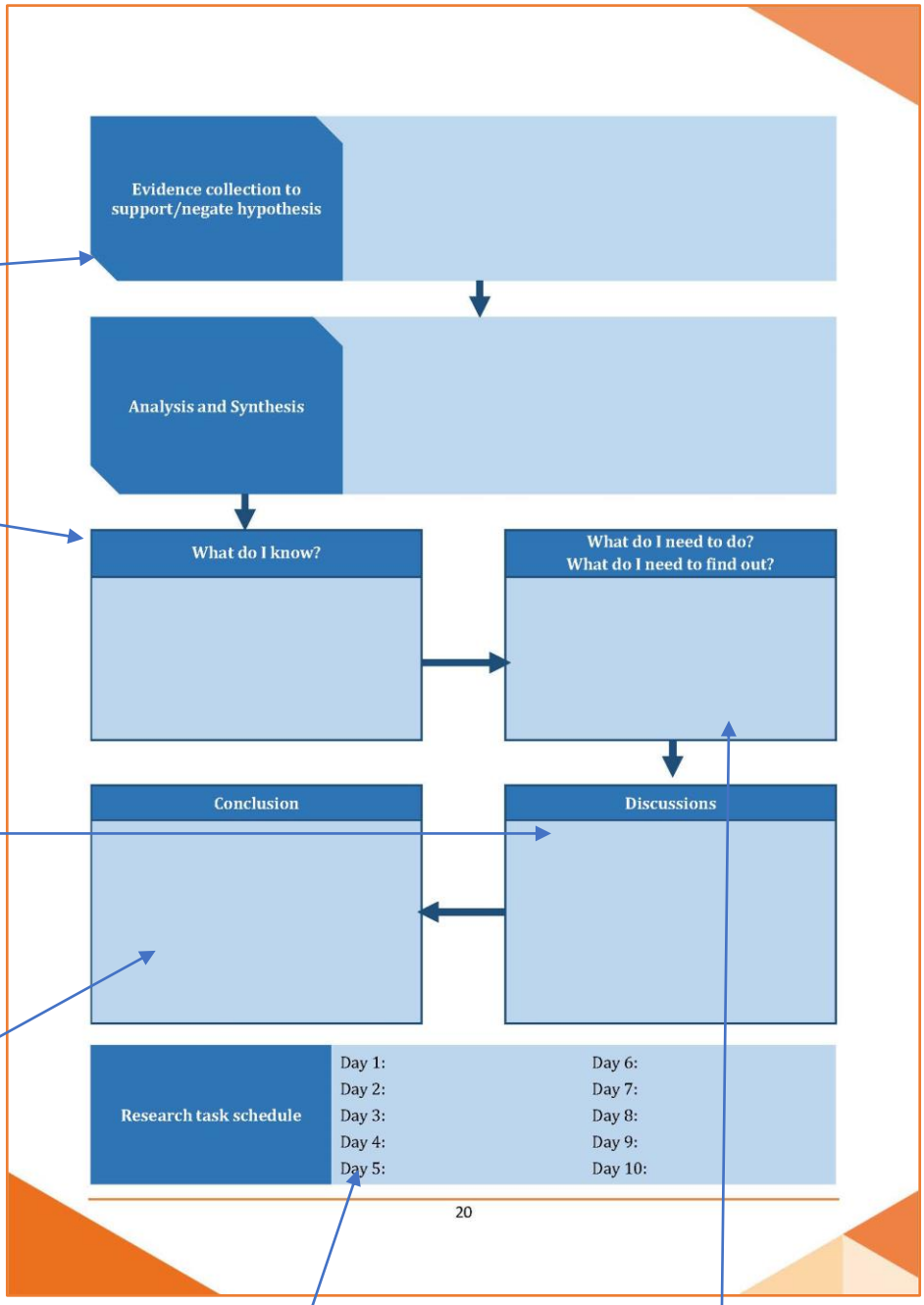
Teacher chooses the pedagogies/approaches this Problem-Based Inquiry uses/integrates.

Teacher identifies the task prompt/challenge/planned final output.
Teacher also identifies hypothesis, if appropriate.

Learners write some guiding questions to "unpack" the task prompt/question.



Problem-Based Inquiry
Page 2



Learners proposes some possible evidence in response to a proposed hypothesis or solution.

Learners note down what they already know about the task prompt/question.

Learners discuss the problem, either with peers or internally and record some considerations that come out of these discussions.

Learners come to a tentative conclusion or proposed solution.

Learners plan their task schedule. As mentioned earlier, days need not be consecutive but instead should be thought of mini stages to do the inquiry task.

Learners identify what they need to find out to do the research task and fill this box.

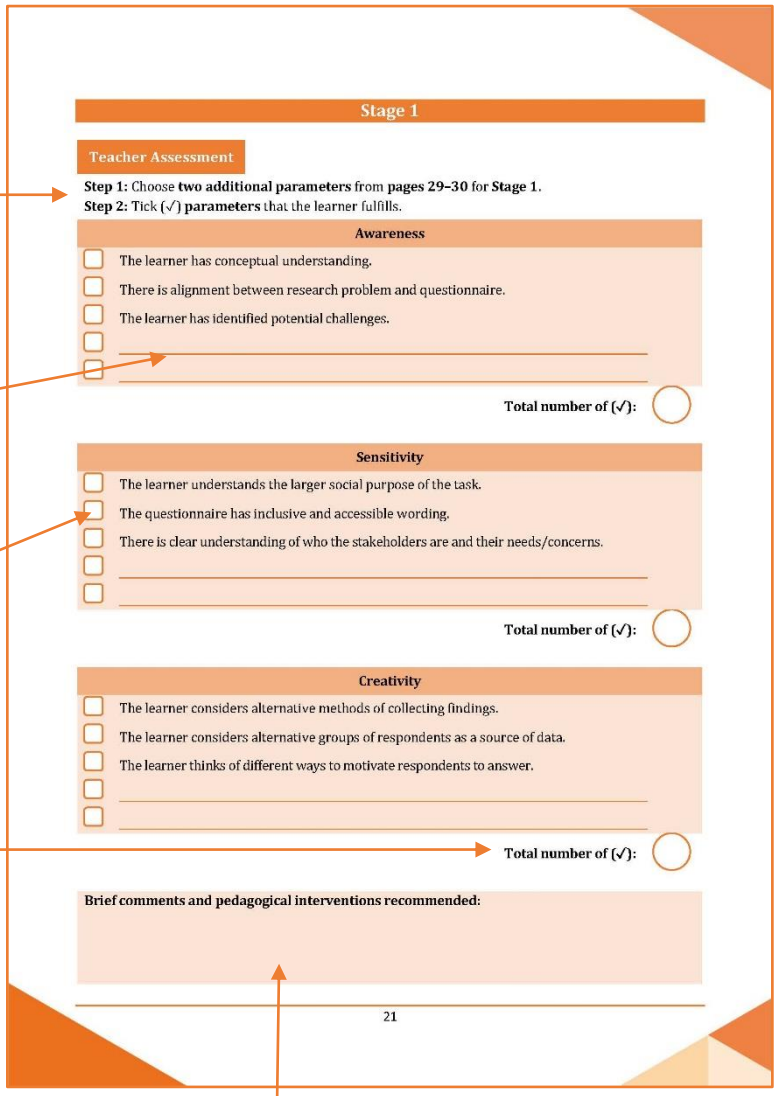
Problem Based Inquiry
Page 3

Some existing parameters that will automatically apply for this stage have been added.

Teacher identifies two additional parameters per ability to assess learners after Stage 1 and adds them here.

Teacher ticks the applicable parameters for each ability.

Teacher counts the total number of ticked statements and writes them in the circles.



Stage 1

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 29–30** for **Stage 1**.
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness

- ☐ The learner has conceptual understanding.
- ☐ There is alignment between research problem and questionnaire.
- ☐ The learner has identified potential challenges.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

Sensitivity

- ☐ The learner understands the larger social purpose of the task.
- ☐ The questionnaire has inclusive and accessible wording.
- ☐ There is clear understanding of who the stakeholders are and their needs/concerns.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

Creativity

- ☐ The learner considers alternative methods of collecting findings.
- ☐ The learner considers alternative groups of respondents as a source of data.
- ☐ The learner thinks of different ways to motivate respondents to answer.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

Brief comments and pedagogical interventions recommended:

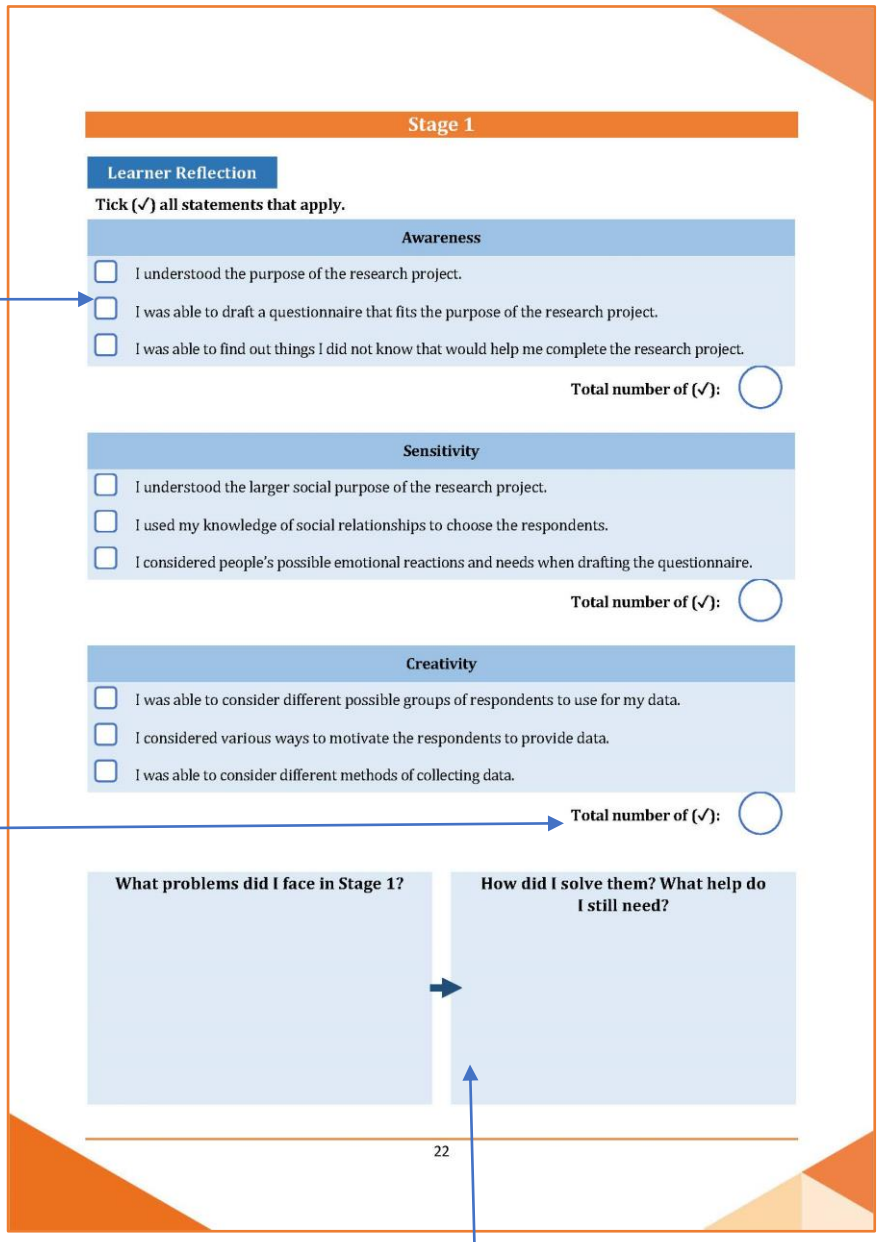
21

Teacher writes some comments about the learner's performance.

Problem-Based Inquiry
Page 4

Learners are encouraged to think about their experience of creating a draft plan in terms of the questionnaire and the problem and solutions. They tick the applicable statements.

Learners count the number of ticks for each ability and write the total in the circle.



Stage 1

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- ☐ I understood the purpose of the research project.
- ☐ I was able to draft a questionnaire that fits the purpose of the research project.
- ☐ I was able to find out things I did not know that would help me complete the research project.

Total number of (✓): ◯

Sensitivity

- ☐ I understood the larger social purpose of the research project.
- ☐ I used my knowledge of social relationships to choose the respondents.
- ☐ I considered people's possible emotional reactions and needs when drafting the questionnaire.

Total number of (✓): ◯

Creativity

- ☐ I was able to consider different possible groups of respondents to use for my data.
- ☐ I considered various ways to motivate the respondents to provide data.
- ☐ I was able to consider different methods of collecting data.

Total number of (✓): ◯

What problems did I face in Stage 1?	How did I solve them? What help do I still need?

22

Learners are encouraged to think about problems they faced in Stage 1, how they solved them, and think about support they still need.

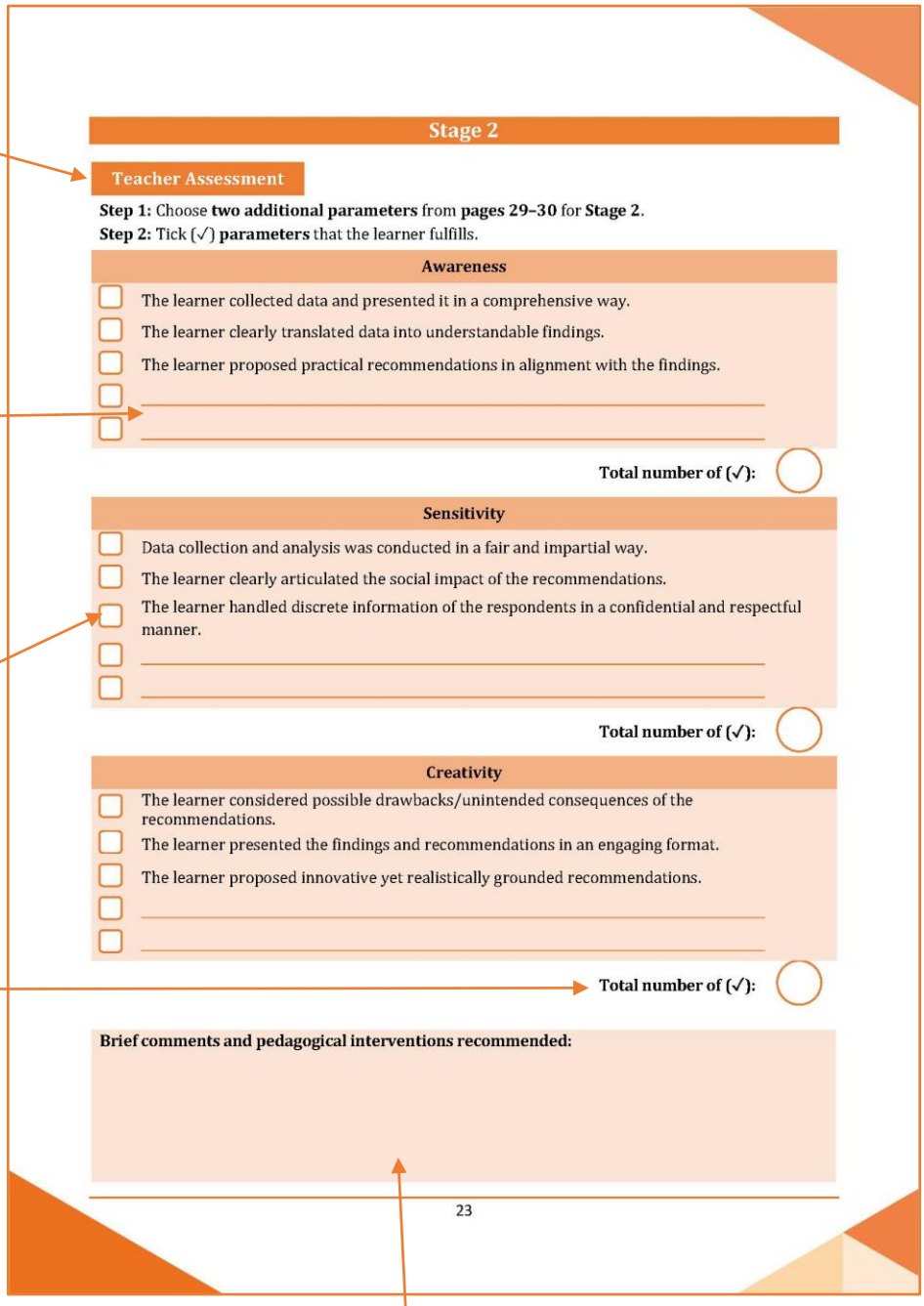
Problem-Based Inquiry
Page 5

Some existing parameters that will automatically apply for this stage have been added.

Teacher identifies two additional parameters per ability to assess learners after Stage 2 and adds them here. This is after the peer reviews the draft the learner has prepared.

Teacher ticks the applicable parameters for each ability.

Teacher counts the total number of ticked statements and writes them in the circles.



Stage 2

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 29–30** for **Stage 2**.
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness

- ☐ The learner collected data and presented it in a comprehensive way.
- ☐ The learner clearly translated data into understandable findings.
- ☐ The learner proposed practical recommendations in alignment with the findings.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

Sensitivity

- ☐ Data collection and analysis was conducted in a fair and impartial way.
- ☐ The learner clearly articulated the social impact of the recommendations.
- ☐ The learner handled discrete information of the respondents in a confidential and respectful manner.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

Creativity

- ☐ The learner considered possible drawbacks/unintended consequences of the recommendations.
- ☐ The learner presented the findings and recommendations in an engaging format.
- ☐ The learner proposed innovative yet realistically grounded recommendations.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

Brief comments and pedagogical interventions recommended:

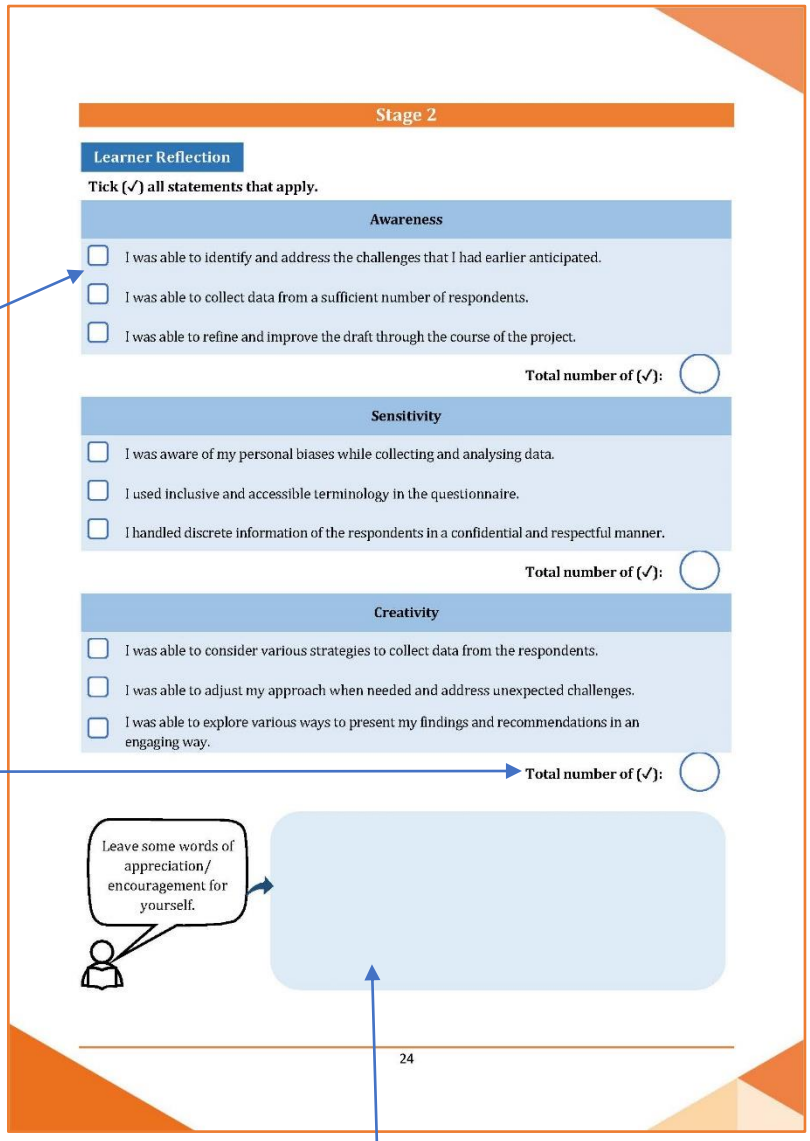
23

Teacher writes some comments about the learner's performance.

Problem-Based Inquiry
Page 6

Learners are encouraged to think about their experience of working on the research work and how they progressed from Stage 1 to 2 to 3. They tick the applicable statements.

Learners count the number of ticks for each ability and write the total in the circle.



Stage 2

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- ☐ I was able to identify and address the challenges that I had earlier anticipated.
- ☐ I was able to collect data from a sufficient number of respondents.
- ☐ I was able to refine and improve the draft through the course of the project.

Total number of (✓): ◯

Sensitivity

- ☐ I was aware of my personal biases while collecting and analysing data.
- ☐ I used inclusive and accessible terminology in the questionnaire.
- ☐ I handled discrete information of the respondents in a confidential and respectful manner.

Total number of (✓): ◯

Creativity

- ☐ I was able to consider various strategies to collect data from the respondents.
- ☐ I was able to adjust my approach when needed and address unexpected challenges.
- ☐ I was able to explore various ways to present my findings and recommendations in an engaging way.

Total number of (✓): ◯

Leave some words of appreciation/ encouragement for yourself.

24

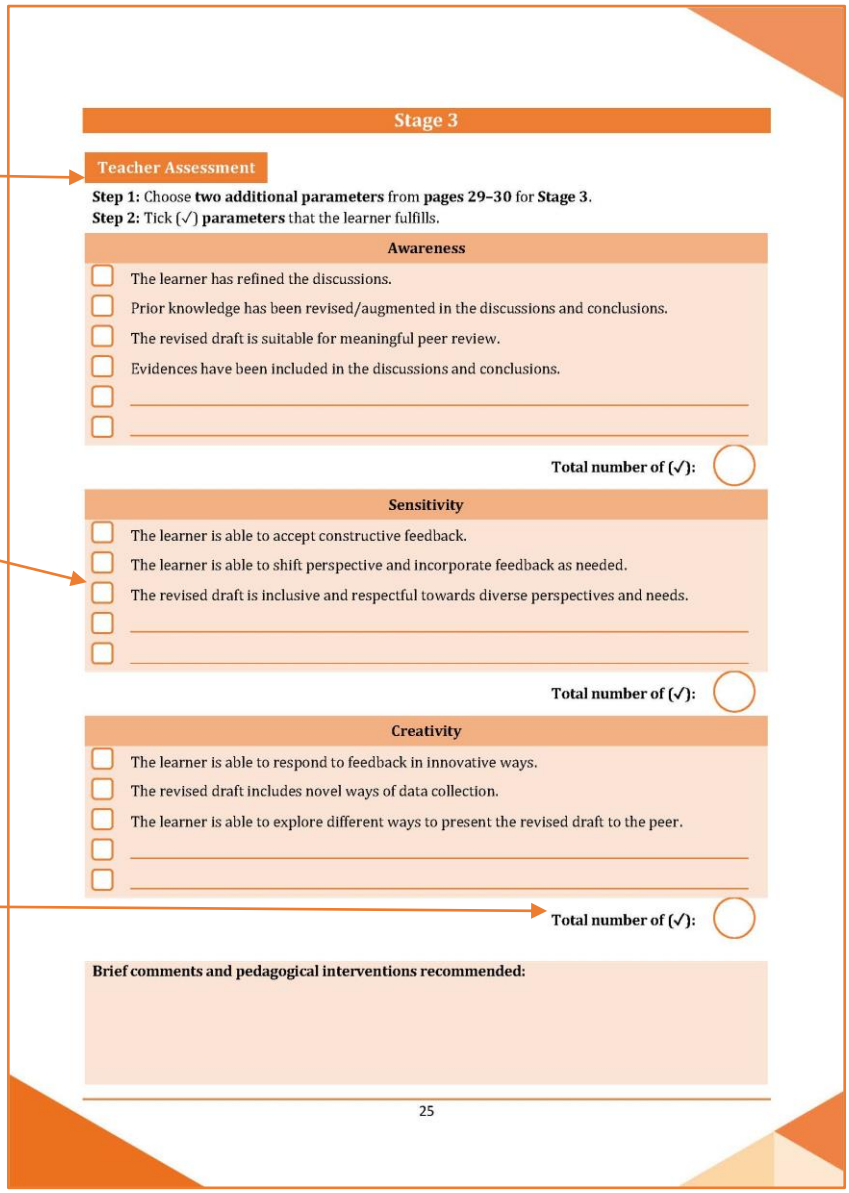
Learners are encouraged to think about how they have progressed write some words of appreciation for themselves.

Problem-Based Inquiry
Page 7

Some existing parameters that will automatically apply for this stage have been added.

Teacher identifies two additional parameters per ability to assess learners after Stage 3 and adds them here. This is after the final research work has been submitted and reviewed.

Teacher ticks the applicable parameters for each ability.



Stage 3

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 29–30** for **Stage 3**.
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness

- ☐ The learner has refined the discussions.
- ☐ Prior knowledge has been revised/augmented in the discussions and conclusions.
- ☐ The revised draft is suitable for meaningful peer review.
- ☐ Evidences have been included in the discussions and conclusions.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

Sensitivity

- ☐ The learner is able to accept constructive feedback.
- ☐ The learner is able to shift perspective and incorporate feedback as needed.
- ☐ The revised draft is inclusive and respectful towards diverse perspectives and needs.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

Creativity

- ☐ The learner is able to respond to feedback in innovative ways.
- ☐ The revised draft includes novel ways of data collection.
- ☐ The learner is able to explore different ways to present the revised draft to the peer.
- ☐ _____
- ☐ _____

Total number of (✓): ◯

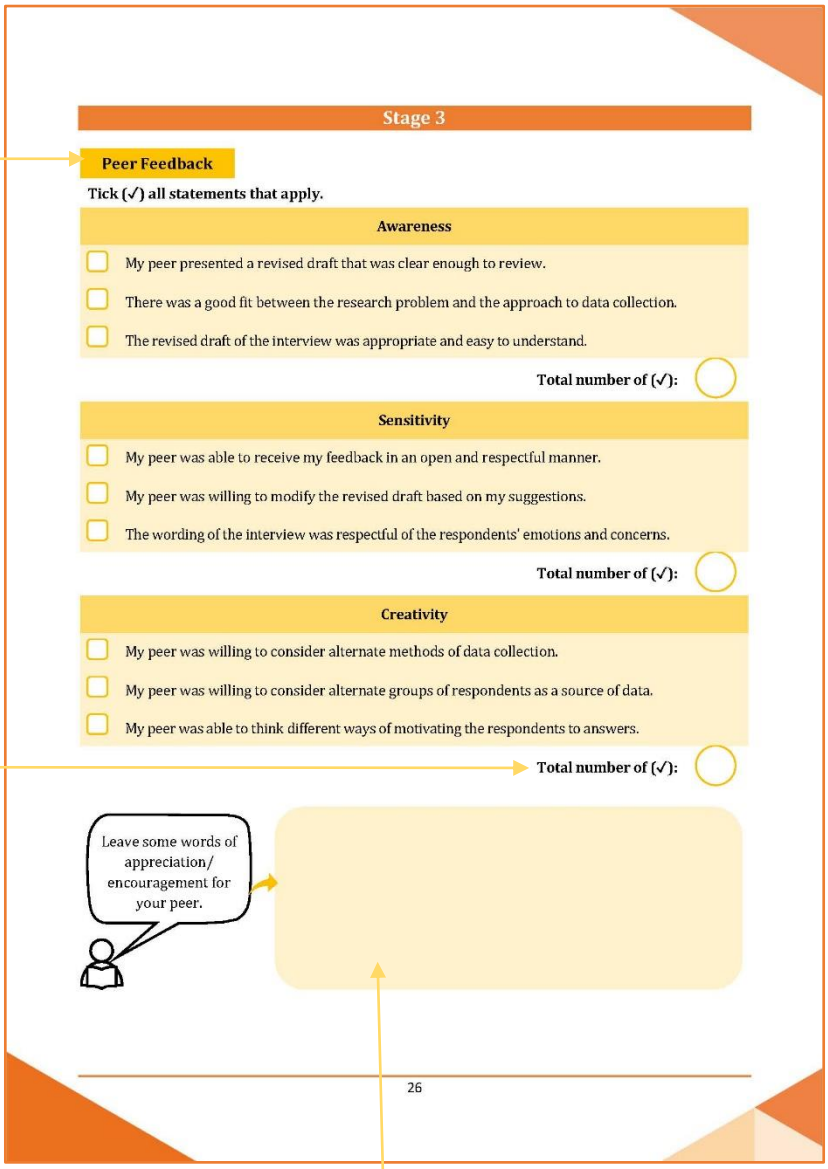
Brief comments and pedagogical interventions recommended:

25

Problem-Based Inquiry
Page 8

Peer reviews the revised draft created by the learner and then ticks the applicable statements.

Peer counts the number of ticks for each ability and writes the total in the circle.



Stage 3

Peer Feedback

Tick (✓) all statements that apply.

Awareness

- ☐ My peer presented a revised draft that was clear enough to review.
- ☐ There was a good fit between the research problem and the approach to data collection.
- ☐ The revised draft of the interview was appropriate and easy to understand.

Total number of (✓): ◯

Sensitivity

- ☐ My peer was able to receive my feedback in an open and respectful manner.
- ☐ My peer was willing to modify the revised draft based on my suggestions.
- ☐ The wording of the interview was respectful of the respondents' emotions and concerns.

Total number of (✓): ◯

Creativity

- ☐ My peer was willing to consider alternate methods of data collection.
- ☐ My peer was willing to consider alternate groups of respondents as a source of data.
- ☐ My peer was able to think different ways of motivating the respondents to answers.

Total number of (✓): ◯

Leave some words of appreciation/ encouragement for your peer.

26

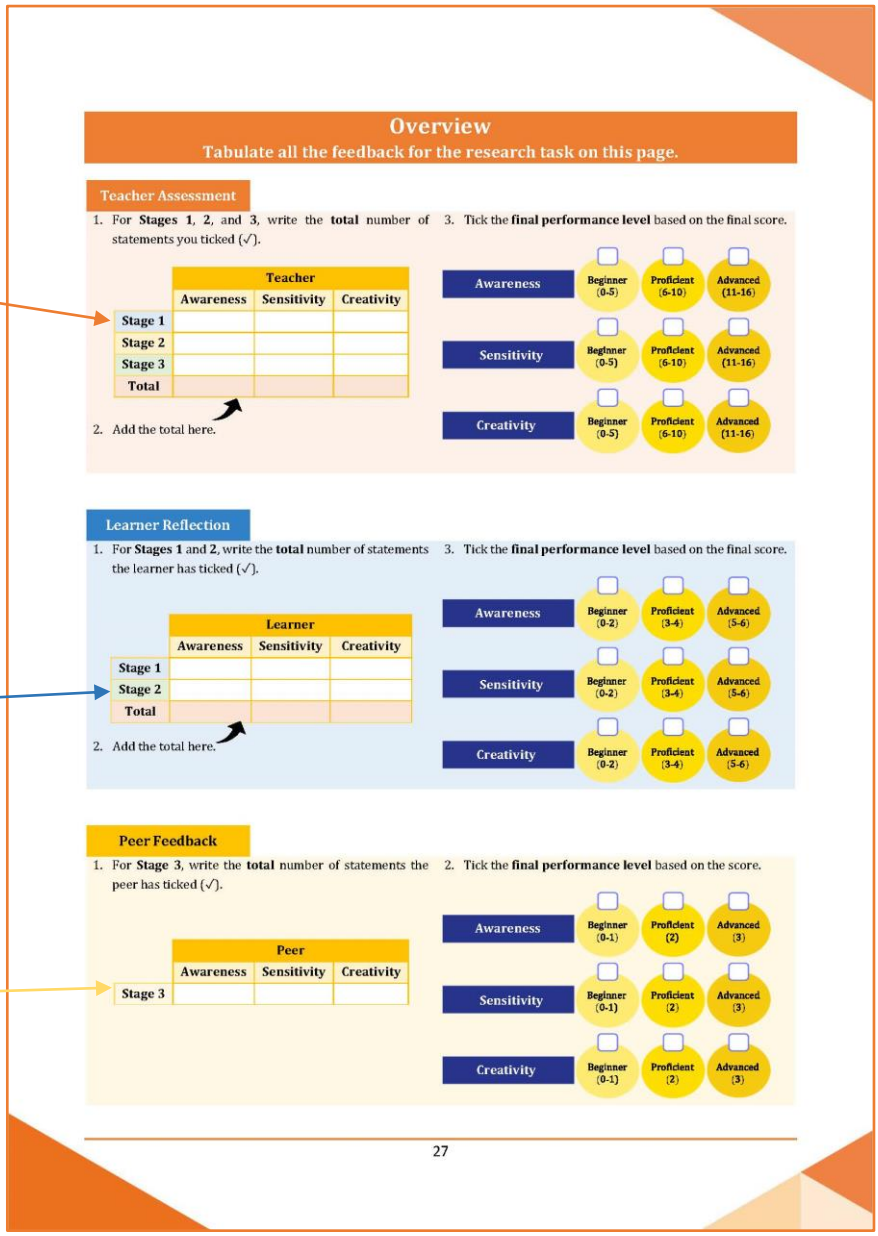
Peer is encouraged to leave some words of appreciation/ encouragement for the learner and any other feedback they would like to share.

Problem-Based Inquiry
Page 9

Teacher counts the total of statements ticked for all stages and completes the table.

Learner counts the total of statements ticked for stages 1 and 3 and completes the table.

Peer counts the total of statements ticked and completes the table.



Overview

Tabulate all the feedback for the research task on this page.

Teacher Assessment

1. For **Stages 1, 2,** and **3,** write the **total** number of statements you ticked (✓).

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

Awareness	☐ Beginner (0-5)	☐ Proficient (6-10)	☐ Advanced (11-16)
Sensitivity	☐ Beginner (0-5)	☐ Proficient (6-10)	☐ Advanced (11-16)
Creativity	☐ Beginner (0-5)	☐ Proficient (6-10)	☐ Advanced (11-16)

Learner Reflection

1. For **Stages 1** and **2,** write the **total** number of statements the learner has ticked (✓).

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

Awareness	☐ Beginner (0-2)	☐ Proficient (3-4)	☐ Advanced (5-6)
Sensitivity	☐ Beginner (0-2)	☐ Proficient (3-4)	☐ Advanced (5-6)
Creativity	☐ Beginner (0-2)	☐ Proficient (3-4)	☐ Advanced (5-6)

Peer Feedback

1. For **Stage 3,** write the **total** number of statements the peer has ticked (✓).

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3			

2. Tick the **final performance level** based on the score.

Awareness	☐ Beginner (0-1)	☐ Proficient (2)	☐ Advanced (3)
Sensitivity	☐ Beginner (0-1)	☐ Proficient (2)	☐ Advanced (3)
Creativity	☐ Beginner (0-1)	☐ Proficient (2)	☐ Advanced (3)

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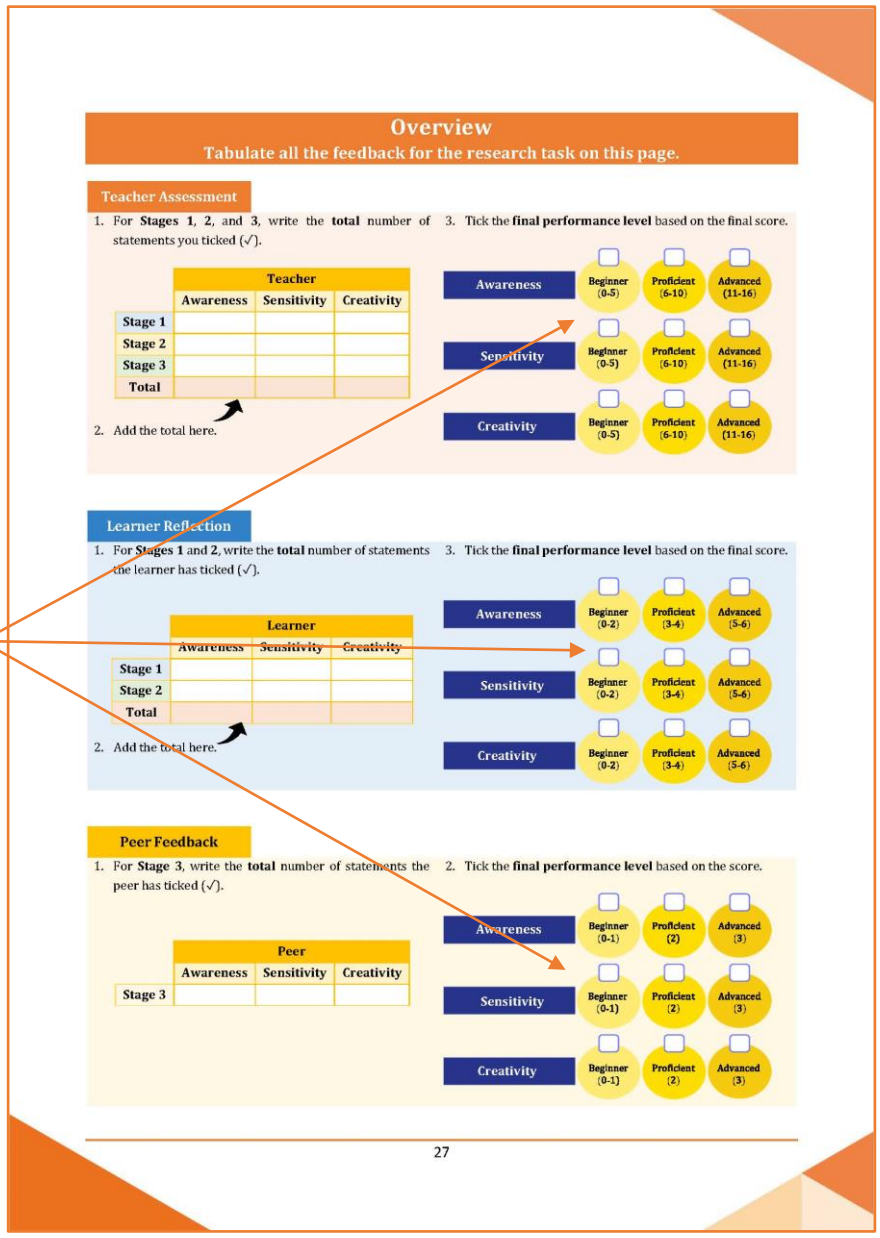
Based on the total score for each ability (Awareness, Sensitivity, Creativity) for all three stakeholders, the teacher ticks the final performance level.



Overview

Tabulate all the feedback for the research task on this page.

Teacher Assessment

1. For **Stages 1**, **2**, and **3**, write the **total** number of statements you ticked (✓).

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

Awareness	☐ Beginner (0-5)	☐ Proficient (6-10)	☐ Advanced (11-16)
Sensitivity	☐ Beginner (0-5)	☐ Proficient (6-10)	☐ Advanced (11-16)
Creativity	☐ Beginner (0-5)	☐ Proficient (6-10)	☐ Advanced (11-16)

Learner Reflection

1. For **Stages 1** and **2**, write the **total** number of statements the learner has ticked (✓).

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

Awareness	☐ Beginner (0-2)	☐ Proficient (3-4)	☐ Advanced (5-6)
Sensitivity	☐ Beginner (0-2)	☐ Proficient (3-4)	☐ Advanced (5-6)
Creativity	☐ Beginner (0-2)	☐ Proficient (3-4)	☐ Advanced (5-6)

Peer Feedback

1. For **Stage 3**, write the **total** number of statements the peer has ticked (✓).

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3			

2. Tick the **final performance level** based on the score.

Awareness	☐ Beginner (0-1)	☐ Proficient (2)	☐ Advanced (3)
Sensitivity	☐ Beginner (0-1)	☐ Proficient (2)	☐ Advanced (3)
Creativity	☐ Beginner (0-1)	☐ Proficient (2)	☐ Advanced (3)

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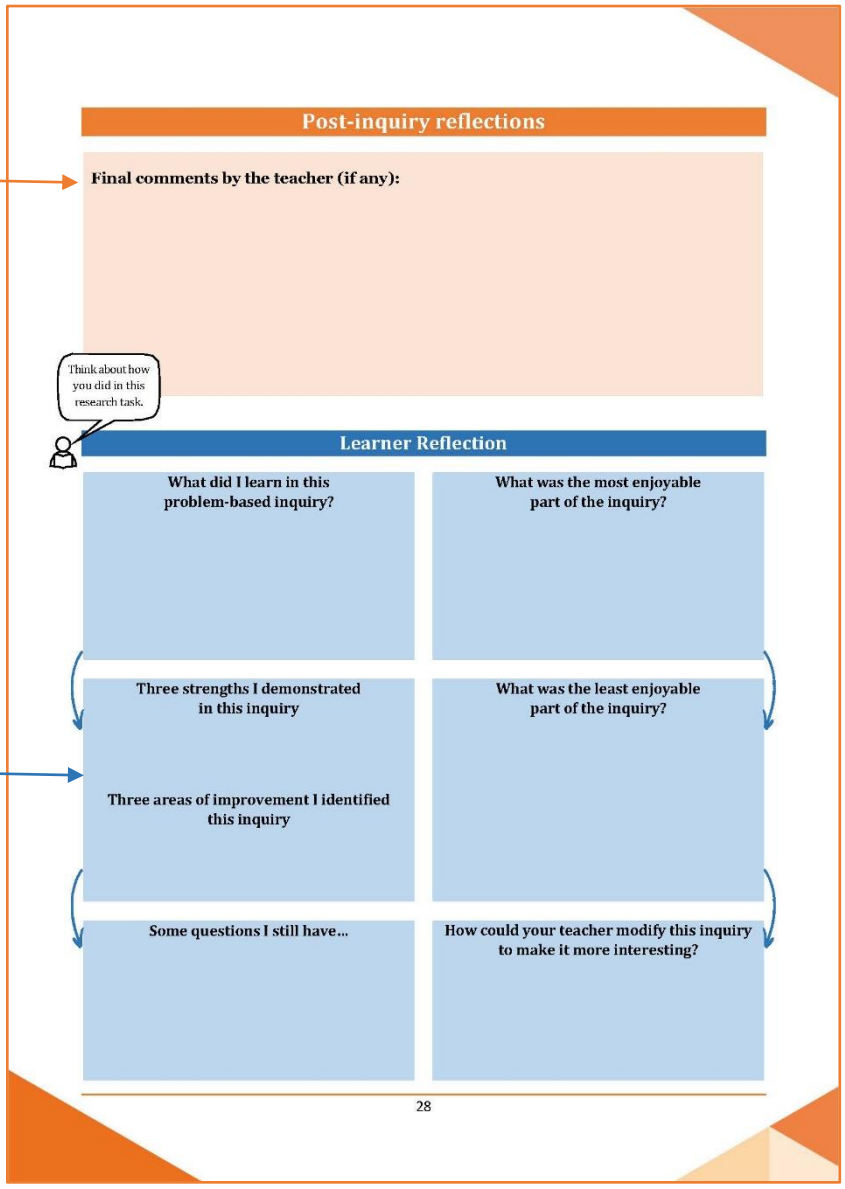
Problem-Based Inquiry
Page 10

Teacher writes some final comments and feedback for the learner.

Learner completes the post-project reflection template and responds to the prompts/ questions. It also includes feedback for the teacher.



Post-inquiry reflections

Final comments by the teacher (if any):

Think about how you did in this research task.

Learner Reflection

What did I learn in this problem-based inquiry?	**What was the most enjoyable part of the inquiry?**
Three strengths I demonstrated in this inquiry **Three areas of improvement I identified this inquiry**	**What was the least enjoyable part of the inquiry?**
Some questions I still have...	**How could your teacher modify this inquiry to make it more interesting?**

28

Problem-Based Inquiry
Page 11

Teacher uses an appropriate selection of these parameters on in all three stages.

Assessment Parameters for Problem-based Inquiry

*These assessment parameters are only illustrative. Please adapt them as per the research task and the classroom dynamics.

Awareness		
Stage 1	**Stage 2**	**Stage 3**
• The learner demonstrates understanding of what would constitute supporting evidence for a proposal. • The learner considers the merits of alternative groups as sources of input for the questionnaire/interview. • The learner considers significant constraints (time/access/respondents' attitudes) when drafting the questionnaire/interview. • The learner uses background knowledge and understanding of the context to effectively frame and limit the topics of inquiry.	• The learner demonstrates understanding of the possible limitations of data collected from a particular group in the questionnaire/ interview. • The learner demonstrates understanding of possible problems with the reliability and credibility of responses to the questionnaire/ interview. • The learner shows understanding of how to obtain meaningful data from the questionnaire/interview by asking clear, unambiguous questions. • The learner demonstrates the ability to distinguish between essential and non-essential peer feedback.	• The learner acknowledges results of the questionnaire/ interview that go against the recommended course of action. • The learner presents findings in a clear and easily understood manner. • The learner demonstrates ability to discern more meaningful data or responses. • The learner demonstrates ability to articulate connections between particular findings and recommendations.

Sensitivity		
Stage 1	**Stage 2**	**Stage 3**
• The learner demonstrates consideration of possible emotional impacts of the questionnaire/interview. • The learner demonstrates understanding of the different impacts of policy proposals on different groups. • The learner avoids overly intrusive questions on potentially sensitive topics. • The learner adapts the questionnaire to accommodate diverse communication styles.	• The learner adopts a professional tone appropriate to the topic of inquiry. • The learner demonstrates ability to adapt the approach of the questionnaire/ interview to the needs of the respondents. • The learner responds to negative feedback in a constructive manner. • The learner shows the ability to acknowledge their own personal biases and how they might affect the task.	• The learner avoids skewing the possible results of the questionnaire/interview by avoiding emotionally charged wording. • The learner conducts interviews in a professional manner. • The learner responds appropriately to expressions of emotion during interviews. • The learner shows understanding of positive and negative consequences of proposals.

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Problem-Based Inquiry
Page 12

Teacher uses an appropriate selection of these parameters on in all three stages.

Creativity		
Stage 1	**Stage 2**	**Stage 3**
• The learner generates novel ideas, solutions, or approaches to the problem or issue. • The learner demonstrates the ability to take into account multiple perspectives on the issue. • The learner applies innovative approaches to the wording of the questionnaire/interview. • The learner shows willingness to use multiple media for collecting data.	• The learner shows the ability to go beyond feedback offered in peer review. • The learner adopts an active approach in peer feedback, encouraging constructive critiques of the draft. • The learner shows willingness to alter the approach to the problem in the face of valid concerns raised by the peer. • The learner demonstrates ability to shift strategies in the event that the initial approach proves unproductive.	• The learner shows understanding of less obvious insights to be gained from the data. • The learner responds flexibly and effectively to unexpected responses to the questionnaire/interview. • The learner recognizes situations when the responses to the questionnaire/interview require a shift in approach to the problem or issue. • The learner demonstrates ability to articulate multiple, even contradictory, implications from the data.

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Part D: Observation Template for Classroom Interactions

The third template of the Holistic Progress Card at the Secondary Stage focuses on different classroom interactions that happen across content areas. These interactions are usually held over the course of **one classroom period of 60 minutes or a block period of 120 minutes**. It is also possible for the teachers to do the prep work for some interaction types over many periods. However, the general suggestion is to use these templates for classroom interactions of short durations.

While there is a wide range of classroom interactions that can be done, the template includes some key interaction types. There's additional space if the teacher would like to add an alternate interaction type.

The key interaction types listed in the observation template are:

Classroom discussion: – A classroom discussion is an informal, interactive conversation among students, which is somewhat moderated by the teacher. Usually, there is an overarching topic or theme to the classroom discussion, which is decided by the teacher, based on the subject areas/areas. The purpose of a classroom discussion is to develop communication skills and express their opinions on a stated topic or theme.

Organised debate: – An organised debated is a more formal discussion where individuals or teams present arguments for or against a specific proposition. Rules are set down to ensure every team gets to present their arguments and defend their position. Time limits are also set in place to ensure fair distribution of speaking time. The purpose of an organized debate is to develop public speaking and research and critical thinking skills and encourage learners to think about different perspectives on a prompt, theme, or topic.

Simulation/role play: – A simulation or role play involves learners taking on specific characters or roles to enact a scenario. This interaction type enables learners to experience real-life situations, albeit in a controlled environment. Learners get to demonstrate their understanding of concepts in different subject areas. They also develop skills like problem-solving, collaboration, and the ability to think on one's feet.

Lab experiment: – A lab experiment is a practical activity, usually in a laboratory, that involves collecting data, making observations, and drawing conclusions based on scientific methods. This interaction type helps reinforce theoretical concepts through practical application and develop skills like scientific reasoning, data analysis and independent critical thinking.

Digital Learning: - Teachers might offer learners the opportunity to use the Internet to do some preliminary research and know more about a particular topic/theme; using that information, they might summarise it/present their opinions in the form of a monologue or dialogue. E.g, Learners watch a video related to a topic they've read about in class and do a short video presentation about it.

The teacher might also do other types of classroom interactions, for which space is provided. An example of that is given below.

Dramatic presentation: – A dramatic presentation is a theatrical rendition of a piece of information or a story and can be presented through forms of performance like monologues, skits, or plays. The purpose of this interaction type is to enable learners to present or convey information or a message creatively. By participating in this interaction type, learners develop their presentation skills and get opportunities to express themselves in a creative and engaging manner.

Each interaction type mentioned above, and many others used by teachers target different goals and cater to a wide range of learners and their learning strategies. Using a good mix of interaction types ensures a dynamic and engaging learning environment. At the same time, it's important to note that some interaction types are more suited to certain subject areas. The table below gives an illustrative list of subject areas for each interaction type.

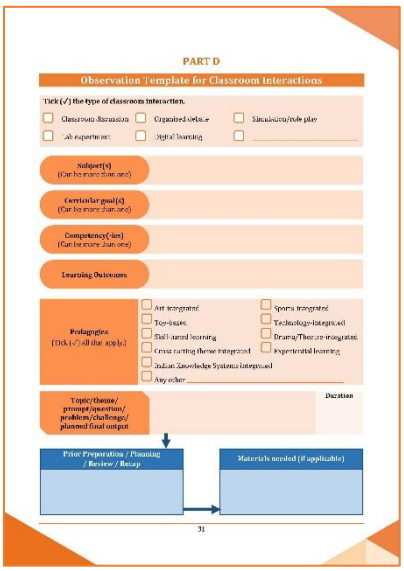
Classroom interaction type	**Content areas where the interaction type works well**	
Classroom discussion	History Geography Political Science Psychology Sociology Anthropology Archaeology Philosophy	Development Economics Media and Journalism Sustainability and Climate Change Indian Knowledge Systems Legal Studies
Organised debate	Political Science Economics Development Economics	Sociology Anthropology Legal Studies
Simulation/role play	Sociology Anthropology Archaeology Biology Computational Biology Earth Sciences	Business Studies Sustainability and Climate Media and Journalism Family and Community Sciences Indian Knowledge Systems
Lab experiment	Biology Chemistry Physics Modern Physics	Computational Biology Earth Sciences Mathematics Psychology

Dramatic presentation	Literature (Indian and World) Indian Classical Music Folk Music Contemporary Music Theatre Puppetry Sculpture	Fine Arts Folk Painting Graphic Design Motion Pictures Photography Textile Designing

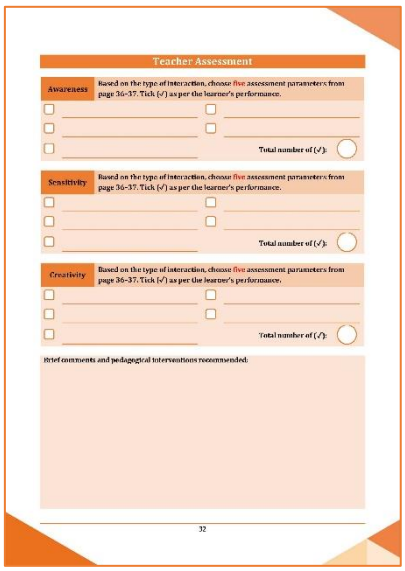
***** Please note, this list is only illustrative and not a definitive list of possible combinations in any classroom.

This is how the **Observation Template for Classroom Interactions** looks.

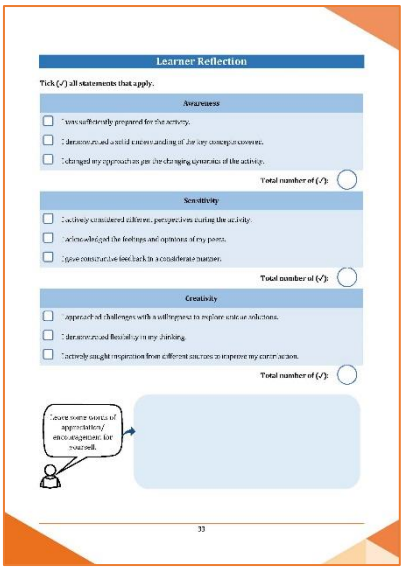
Page 1



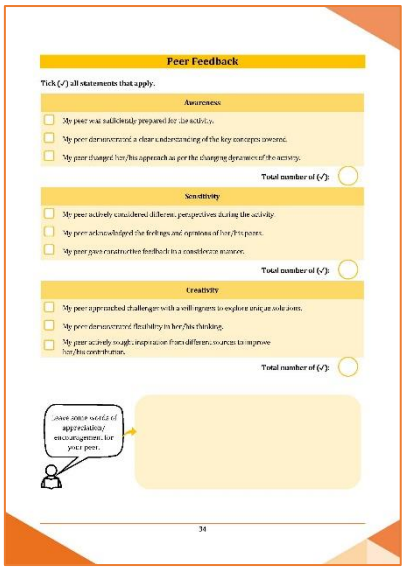
Page 2



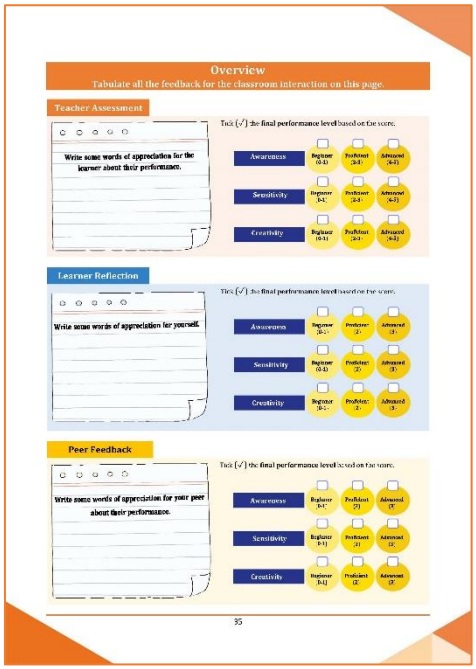
Page 3



Page 4



Page 5



Overview

Tabulate all the feedback for the classroom interaction on this page.

Teacher Assessment

Write some words of appreciation for the learner about their performance.

Tick (✓) the final performance level based on the score.

	Beginner (0-1)	Proficient (2-3)	Advanced (4-5)
Awareness			
Sensitivity			
Creativity			

Learner Reflection

Write some words of appreciation for yourself.

Tick (✓) the final performance level based on the score.

	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness			
Sensitivity			
Creativity			

Peer Feedback

Write some words of appreciation for your peer about their performance.

Tick (✓) the final performance level based on the score.

	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness			
Sensitivity			
Creativity			

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Pages 6

Assessment Parameters for Classroom Interactions

These statements are not intended to complete list. You may create your own or adapt these according to the type of classroom interaction and the classroom dynamics.

Awareness

- Identifies and articulates relevant issues within the context of the interaction
- Produces valid positions, content, data, or findings relevant to the topic or problem
- Shows ability to clearly and concisely present positions, findings, or results in oral or written form
- Shows ability to collect, preserve and present relevant supporting data or other supporting materials
- Demonstrates a clear understanding of key concepts relevant to the topic of the interaction
- Acknowledges and addresses counterarguments effectively
- Acknowledges the global perspectives relevant to the topic of the interaction
- Evaluates the reliability and credibility of information sources
- Displays knowledge of interdisciplinary connections relevant to the topic of the interaction
- Integrates knowledge from multiple sources to enhance the topic of the interaction
- Shows understanding of historical or contextual factors influencing the topic of the interaction
- Presents clear supporting evidence for claims
- Demonstrates a clear understanding of the purpose of the interaction
- Presents material relevant to the interaction in an organized and systematic manner
- Shows ability to explain apparent contradictions in supporting data or materials

Sensitivity

- Adopts communication strategies appropriate to the audience
- Is willing and able to share knowledge to improve the effort of the group
- Facilitates an inclusive and supportive environment for all participants
- Takes on an appropriate share of the work involved in the interaction
- Recognizes the wider social implications of the subject, issue or problem
- Responds empathetically to personal experiences shared in the interaction
- Adapts approach to the peer/group dynamics that develop during the interaction
- Responds empathetically to the viewpoints of others
- Recognizes and respects diverse communication styles
- Adopts a tone appropriate for the given format
- Handles disagreements or conflicts appropriately
- Encourages and values contributions from all participants
- Acknowledges the emotional content of the interaction
- Employs emotional appeals and strategies as appropriate to the interaction
- Accepts constructive critiques and uses them to improve the interaction
- Responds appropriately to expressions of emotion by other members of the group

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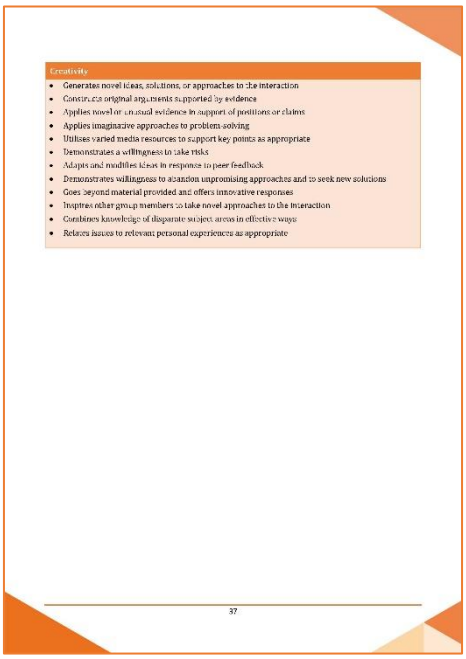
Pages 7



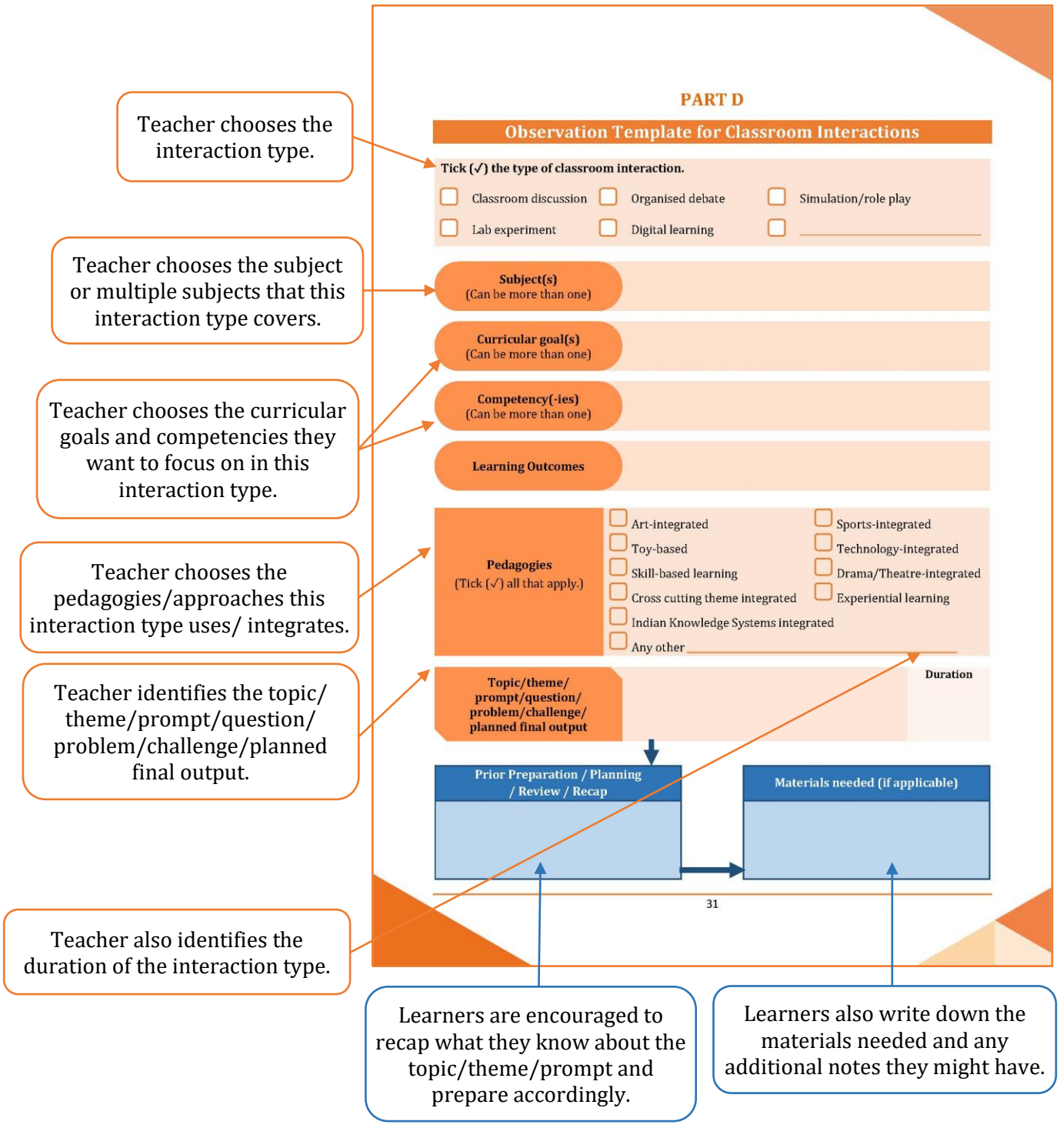
Creativity

- Generates novel ideas, solutions, or approaches to the interaction
- Constructs original arguments supported by evidence
- Applies novel or unusual evidence in support of positions or claims
- Applies imaginative approaches to problem-solving
- Utilises varied media resources to support key points as appropriate
- Demonstrates a willingness to take risks
- Adapts and modifies ideas in response to peer feedback
- Demonstrates willingness to abandon unpromising approaches and to seek new solutions
- Goes beyond material provided and offers innovative responses
- Inspires other group members to take novel approaches to the interaction
- Combines knowledge of disparate subject areas in effective ways
- Relates issues to relevant personal experiences as appropriate

37

Observation Template for Classroom Interactions Page 1

The flow of the observation template for classroom interactions is given below.

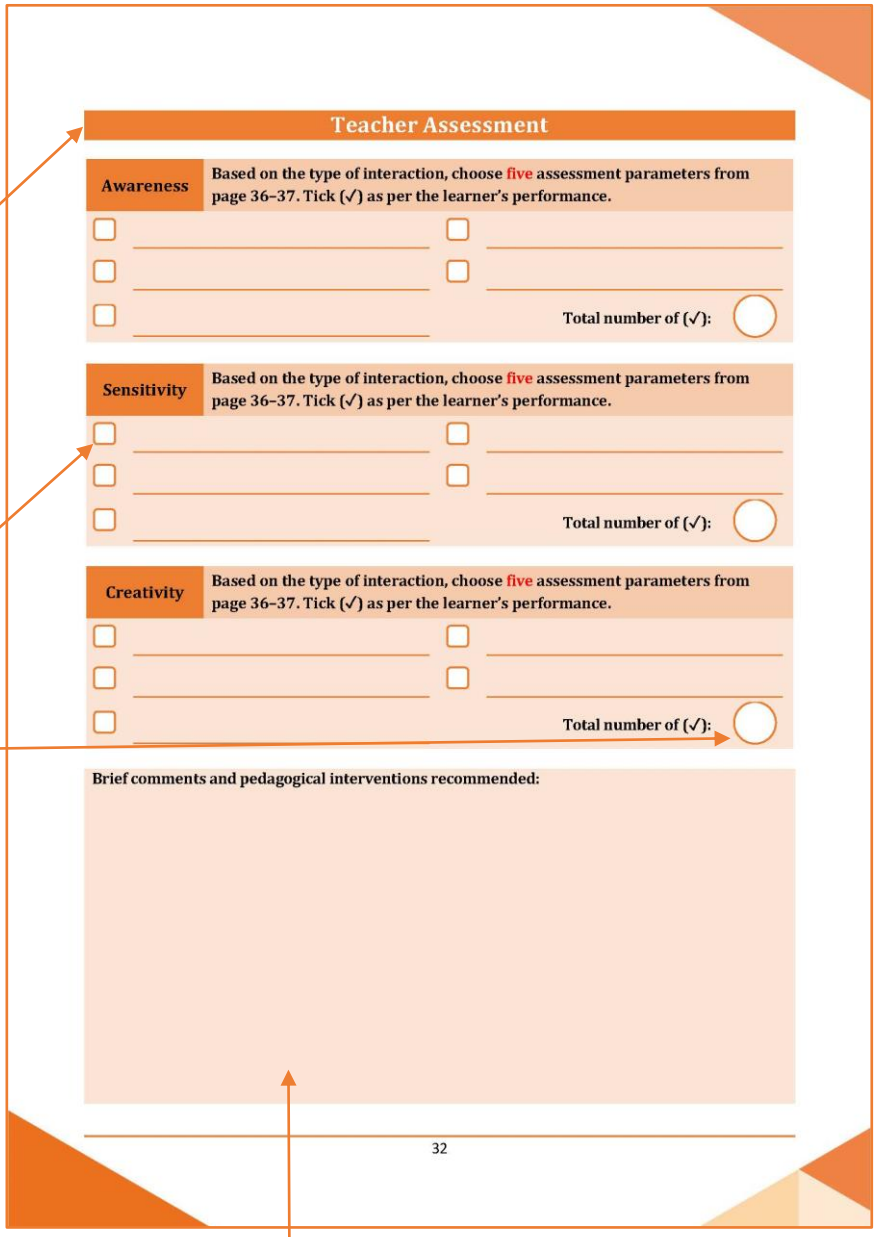


Observation Template for Classroom Interactions Page 2

Teacher refers to the assessment parameters on page 6 and identifies five parameters each for awareness, sensitivity, and creativity. The assessment parameters are clearly aligned to the interaction type.

Teacher ticks the assessment parameters as per the learner's performance.

Teacher writes the total number of statements ticked per ability in the box.



Teacher Assessment

Awareness Based on the type of interaction, choose five assessment parameters from page 36–37. Tick (✓) as per the learner's performance.

☐ _____ ☐ _____

☐ _____ ☐ _____

☐ _____ Total number of (✓): ◯

Sensitivity Based on the type of interaction, choose five assessment parameters from page 36–37. Tick (✓) as per the learner's performance.

☐ _____ ☐ _____

☐ _____ ☐ _____

☐ _____ Total number of (✓): ◯

Creativity Based on the type of interaction, choose five assessment parameters from page 36–37. Tick (✓) as per the learner's performance.

☐ _____ ☐ _____

☐ _____ ☐ _____

☐ _____ Total number of (✓): ◯

Brief comments and pedagogical interventions recommended:

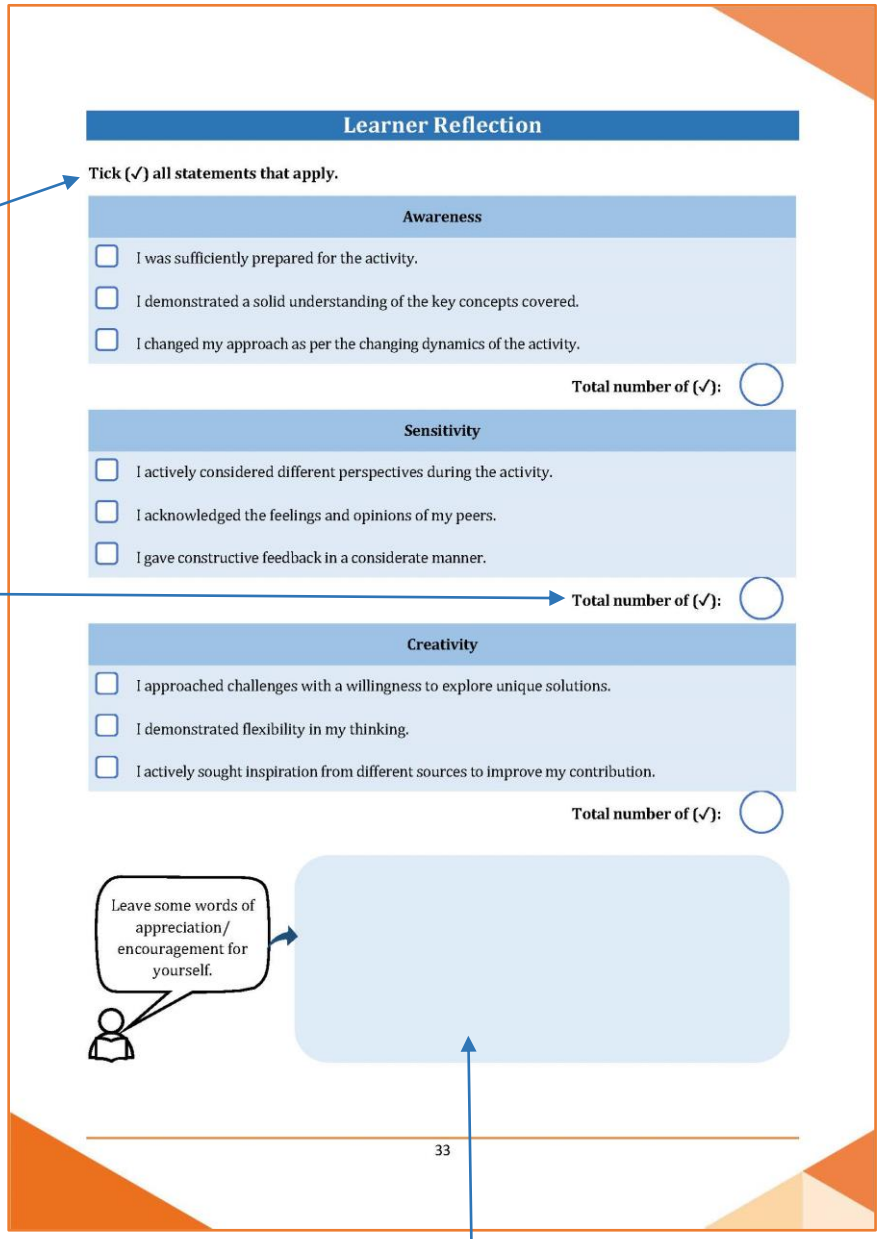
32

Teacher writes some comments.

Observation Template for Classroom Interactions Page 3

Learner reads the statements and ticks all that apply.

Learner writes the total number of statements ticked per ability in the box.



Learner Reflection

Tick (✓) all statements that apply.

Awareness

- ☐ I was sufficiently prepared for the activity.
- ☐ I demonstrated a solid understanding of the key concepts covered.
- ☐ I changed my approach as per the changing dynamics of the activity.

Total number of (✓): ◯

Sensitivity

- ☐ I actively considered different perspectives during the activity.
- ☐ I acknowledged the feelings and opinions of my peers.
- ☐ I gave constructive feedback in a considerate manner.

Total number of (✓): ◯

Creativity

- ☐ I approached challenges with a willingness to explore unique solutions.
- ☐ I demonstrated flexibility in my thinking.
- ☐ I actively sought inspiration from different sources to improve my contribution.

Total number of (✓): ◯

Leave some words of appreciation/ encouragement for yourself.

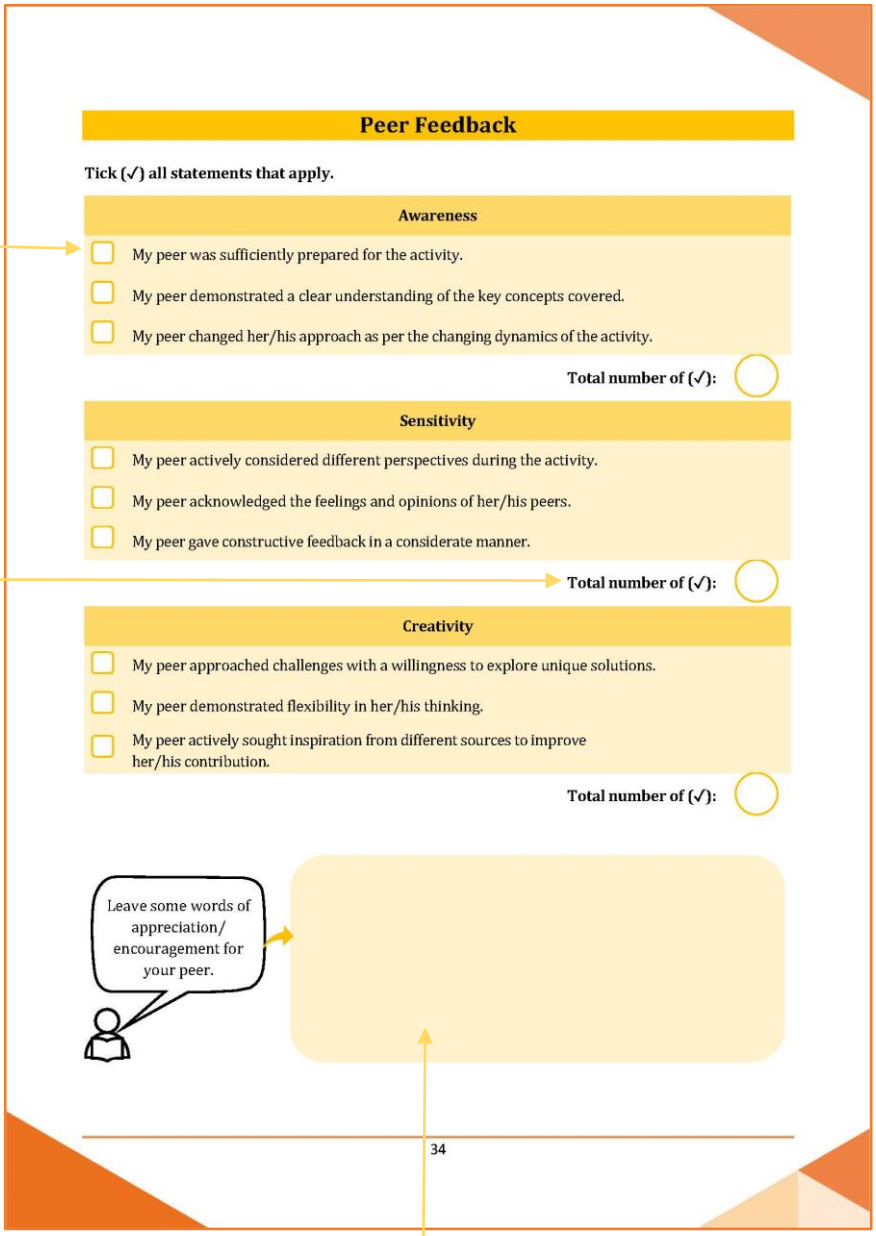
33

Learner writes a note of appreciation for himself.

Observation Template for Classroom Interactions Page 4

Peer reads the statements and ticks all that apply.

Peer writes the total number of statements ticked per ability in the box.



Peer Feedback

Tick (✓) all statements that apply.

Awareness

- ☐ My peer was sufficiently prepared for the activity.
- ☐ My peer demonstrated a clear understanding of the key concepts covered.
- ☐ My peer changed her/his approach as per the changing dynamics of the activity.

Total number of (✓): ◯

Sensitivity

- ☐ My peer actively considered different perspectives during the activity.
- ☐ My peer acknowledged the feelings and opinions of her/his peers.
- ☐ My peer gave constructive feedback in a considerate manner.

Total number of (✓): ◯

Creativity

- ☐ My peer approached challenges with a willingness to explore unique solutions.
- ☐ My peer demonstrated flexibility in her/his thinking.
- ☐ My peer actively sought inspiration from different sources to improve her/his contribution.

Total number of (✓): ◯

Leave some words of appreciation/ encouragement for your peer.

34

Peer writes a note of appreciation for the learner.

Observation Template for Classroom Interactions Page 5

Teacher looks at the total number of ticks per ability marked by them and choose the appropriate performance level (Beginner, Proficient, Advanced) accordingly.

Teacher looks at the total number of ticks per ability marked by the student and choose the appropriate performance level accordingly.

Teacher looks at the total number of ticks per ability marked by the peer and choose the appropriate performance level accordingly.

Overview

Tabulate all the feedback for the classroom interaction on this page.

Teacher Assessment

Write some words of appreciation for the learner about their performance.

Tick (√) the **final performance level** based on the score.

	Beginner (0-1)	Proficient (2-3)	Advanced (4-5)
Awareness	☐	☐	☐
Sensitivity	☐	☐	☐
Creativity	☐	☐	☐

Learner Reflection

Write some words of appreciation for yourself.

Tick (√) the **final performance level** based on the score.

	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness	☐	☐	☐
Sensitivity	☐	☐	☐
Creativity	☐	☐	☐

Peer Feedback

Write some words of appreciation for your peer about their performance.

Tick (√) the **final performance level** based on the score.

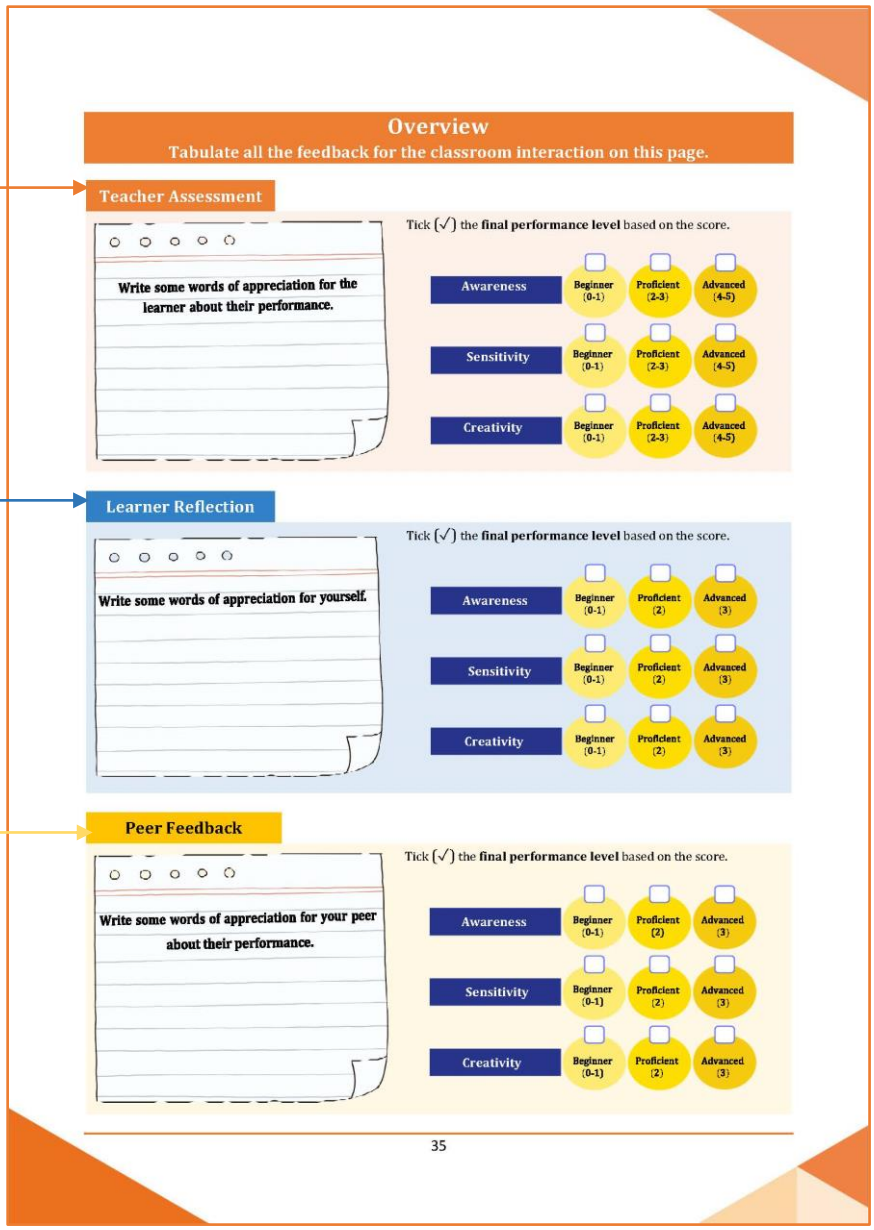
	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness	☐	☐	☐
Sensitivity	☐	☐	☐
Creativity	☐	☐	☐

35

Teacher writes a note of appreciation for the learner.

Student is encouraged to write a note of appreciation for themselves based on their performance.

Peer is encouraged to write a note of appreciation for the student based on their performance.



Observation Template for Classroom Interactions Page 6

Teacher uses an appropriate selection of these parameters or ones they construct themselves.

Assessment Parameters for Classroom Interactions

These statements are not intended to complete list. You may create your own or adapt these according to the type of classroom interaction and the classroom dynamics.

Awareness

- Identifies and articulates relevant issues within the context of the interaction
- Produces valid positions, content, data, or findings relevant to the topic or problem
- Shows ability to clearly and concisely present positions, findings, or results in oral or written form
- Shows ability to collect, preserve and present relevant supporting data or other supporting materials
- Demonstrates a clear understanding of key concepts relevant to the topic of the interaction
- Acknowledges and addresses counterarguments effectively
- Acknowledges the global perspectives relevant to the topic of the interaction
- Evaluates the reliability and credibility of information sources
- Displays knowledge of interdisciplinary connections relevant to the topic of the interaction
- Integrates knowledge from multiple sources to enhance the topic of the interaction
- Shows understanding of historical or contextual factors influencing the topic of the interaction
- Presents clear supporting evidence for claims
- Demonstrates a clear understanding of the purpose of the interaction
- Presents material relevant to the interaction in an organized and systematic manner
- Shows ability to explain apparent contradictions in supporting data or materials

Sensitivity

- Adopts communication strategies appropriate to the audience
- Is willing and able to share knowledge to improve the effort of the group
- Facilitates an inclusive and supportive environment for all participants
- Takes on an appropriate share of the work involved in the interaction
- Recognizes the wider social implications of the subject, issue or problem
- Responds empathetically to personal experiences shared in the interaction
- Adapts approach to the peer/group dynamics that develop during the interaction
- Responds empathetically to the viewpoints of others
- Recognizes and respects diverse communication styles
- Adopts a tone appropriate for the given format
- Handles disagreements or conflicts appropriately
- Encourages and values contributions from all participants
- Acknowledges the emotional content of the interaction
- Employs emotional appeals and strategies as appropriate to the interaction
- Accepts constructive critiques and uses them to improve the interaction
- Responds appropriately to expressions of emotion by other members of the group

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Teachers are encouraged to use these assessment parameters as a framework. They can tweak the existing parameters or add more of their own.

Observation Template for Classroom Interactions Page 7

Creativity
• Generates novel ideas, solutions, or approaches to the interaction • Constructs original arguments supported by evidence • Applies novel or unusual evidence in support of positions or claims • Applies imaginative approaches to problem-solving • Utilises varied media resources to support key points as appropriate • Demonstrates a willingness to take risks • Adapts and modifies ideas in response to peer feedback • Demonstrates willingness to abandon unpromising approaches and to seek new solutions • Goes beyond material provided and offers innovative responses • Inspires other group members to take novel approaches to the interaction • Combines knowledge of disparate subject areas in effective ways • Relates issues to relevant personal experiences as appropriate

Part E

Learning through Online Courses

"Online course" refers to approved online courses taken by the learner during the year.

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		

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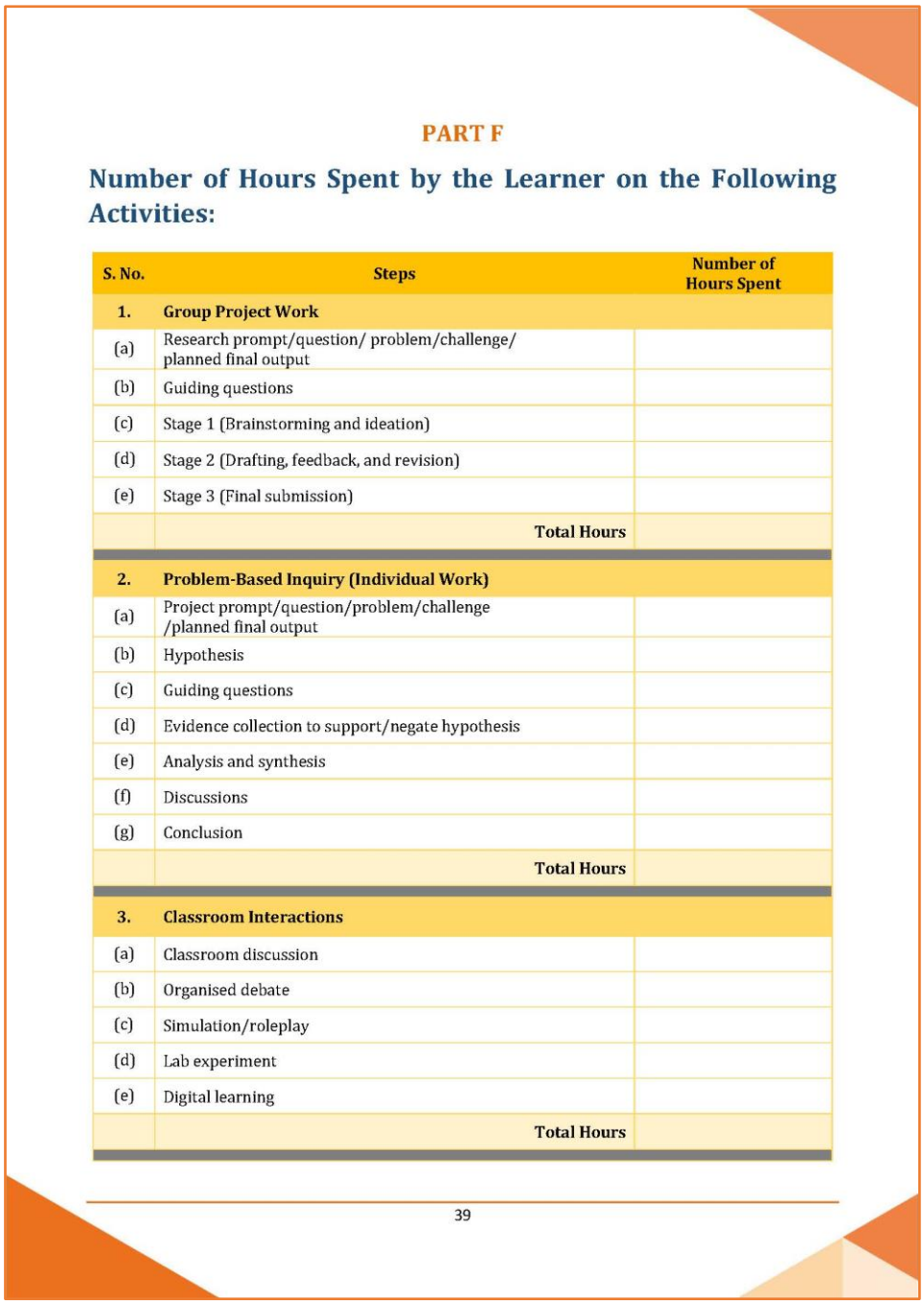
Part F: Time Inventory

This section of the Holistic Progress Card is intended to provide some insight into the time spent by learners on various parts of different activities that contribute to their evaluation. While absolute precision is probably not possible, making a time inventory can serve to remind learners of their accomplishments and of the importance of various steps of the process for Group project and Problem-Based Inquiry. It can also remind learners and teachers of significant investments of time in other important activities. It is recommended that the inventory be filled out by the teacher with input from the learner as various activities are completed



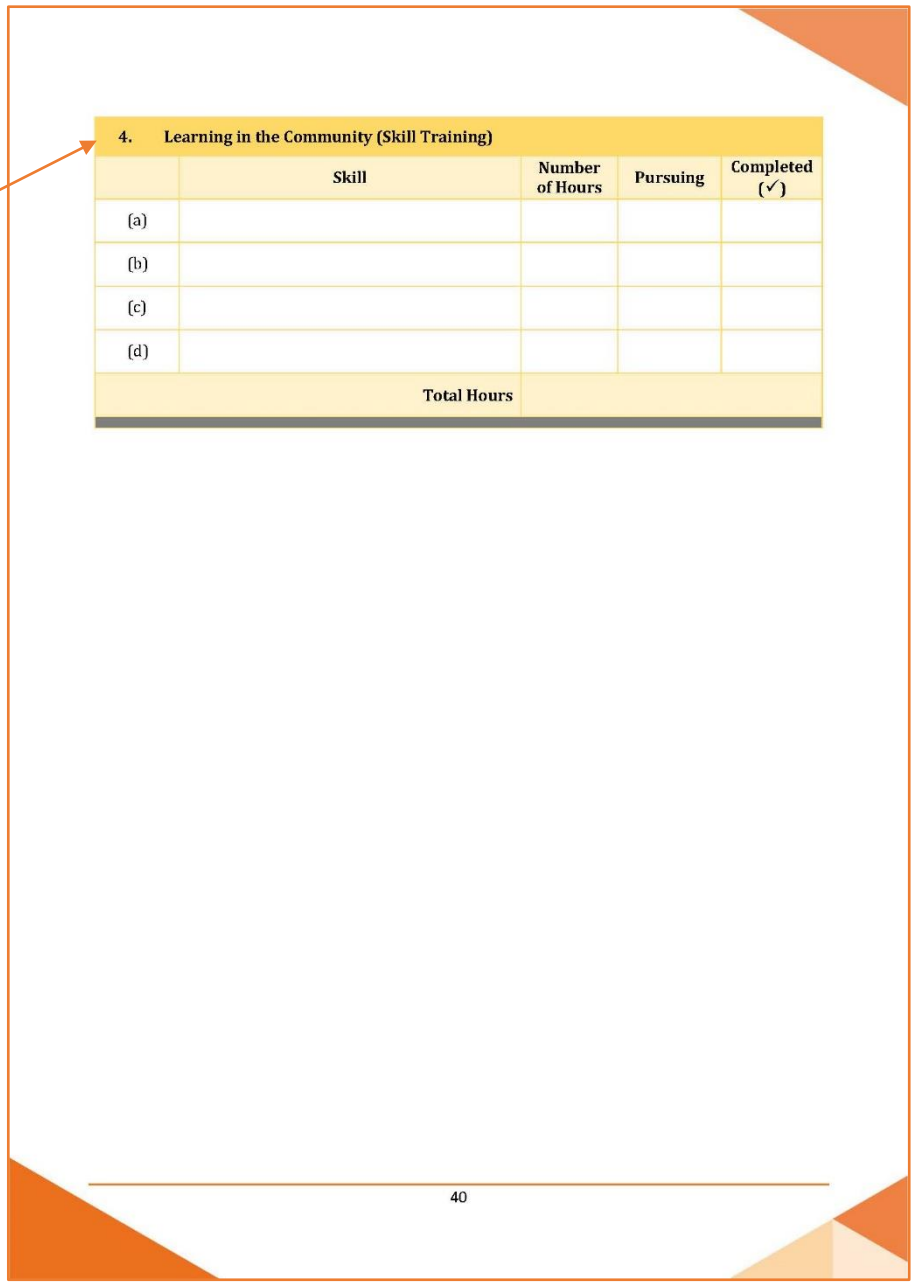
PART F

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	

39

"Skill training" refers to organised training received by the learner outside the classroom.



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

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Student's Competency Profile

This section of the Holistic Progress Card is intended provide the opportunity to evaluate the leaner's progress in various significant competencies that form part of the traditional academic curriculum as well as other important qualities. The teacher should fill this out at the end of each year based on her observation of the learner in HPC-related activities and projects as well as other observations of the learner. NOTE: In years after Grade 9, the teacher should transcribe the evaluations from previous years' cards to see the learner's progress. B=Beginner. P=Proficient. A=Advanced.

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.)												

1

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 thinking												

Exemplars

PART B

Group Project Work

Subject(s) (Can be more than one)	Social Science, Mathematics, Language (R1)
Curricular goal(s) (Can be more than one)	**CG-8:** Evaluates the economic development of a country in terms of its impact on the lives of its people and nature. **(Social Science)** **CG-6**: Analyses and interprets data using statistical concepts (such as measures of central tendency, standard deviations) and probability. **(Mathematics)** **CG-1:** Uses language for effective communication through writing in various forms (essays, letters, articles, discussions, interviews, public speeches, etc.), including new media (email, audio, and visual material). (**English)**
Competency(-ies) (Can be more than one)	**C -8.5:** Appreciates the connection between economic development and the environment, and the broader indicators of Societal well-being beyond GDP growth and income. **(Social Science)** **C-6.2:** Applies concepts from probability to solve problems on the likelihood of everyday events. (**Mathematics)** **C-1.3:** Writes for real-life situations (invitations, speeches, condolence messages, notice, creative slogans, advertisements, etc.) and for school newsletter/ magazine/ journal. **(English)**
Pedagogies (Tick (✓) all that apply.)	☐ Art-integrated ☐ Toy-based ☑ Skill-based learning ☐ Cross cutting theme integrated ☐ Indian Knowledge Systems integrated ☐ Any other _____ ☐ Sports-integrated ☑ Technology-integrated ☐ Drama/Theatre-integrated ☐ Experiential learning
Project prompt/question/ problem/challenge/ planned final output	India reached the $3 trillion economy milestone in 2021. Meanwhile, the contribution of the primary sector has reduced, and the contribution of the secondary and tertiary sectors has increased over time in the Indian economy. With the increase in GDP, the societal well-being also got affected. Conduct a survey, focusing on the steps taken towards the environment (whether positive, negative or neutral) by the people in your locality, each month for the past year. Take into account their monthly income, which will be considered as economic development for this project. Find out what else can be concluded from your data and suggest measures to balance it. Collect data from 20 households in your locality and find out if there is any relation between the income of the people and the steps taken towards the environment. Based on your findings, suggest some measures on how to convince people to take care of the environment.

Guiding questions

- What is the relation between the sectors of the economy and the environment?
- What are the components of societal well-being?
- Why is it important to care for the environment along with economic development?
- What is the reason behind the impact on the components of societal well-being along with the increase in sectors of the economy?
- Why is it important for the people in your locality to take care of the environment?

What do I know?	What do I need to find out?
Sectors of the economy and their relation with the environment. Effect of economic development on the environment. Pro-environment activities.	• Steps taken towards the environment, whether positive, negative or neutral, by the people in my locality, for the past year. • The per-month income of 20 households for the past year. • Find out the relation between the income of the households and environmental activities. • What are the possible solutions for balancing societal well-being and economic development?

Stage 1

Project schedule	
	Day 1: Use guiding questions to learn the information. Refer to sources on the website, magazines, books, etc.
	Day 2: Continue gathering information using guiding questions.
	Day 3: Design the format of questions and the form of their analysis.
	Day 4: Continue designing the format of questions and the form of their analysis.
	Day 5: Components of the survey questions, like age, range of income, whether planted a tree or not, whether the person follows proper garbage disposal or not.
	Day 6: Continue preparing the survey questions.
	Day 7: Collection of data from 10 out of 20 houses.
	Day 8: Collection of data from the remaining 10 houses.
	Day 9: Interpretation of the collected data.
	Day 10: Interpretation and report presentation.

Roles of group members

Member 1: Collects the information and shares the findings with the team members.

Member 2: Collects the data

Member 3: Collection of data and preparing the necessary resources for the data collection.

Member 4: Presentation of the report.

*The major work is distributed and assigned to members; however, all the members are involved in all kinds of project work.

Possible barriers to doing the project

- Difficulty in finding the resources for information.
- Not sure how to approach the question framing part.
- Difficulty in the method of interpreting the data.
- Difficulty in data collection.
- How to find out the relation between income and environment?

Learner Reflection

Tick (✓) all statements that apply.

Awareness	
✓	I understand the purpose of the project.
✓	I could read and understand the resource material.
✓	I talk about things I know that are needed for the project.
✓	I identify challenges my group might face during the project.
☐	I could enumerate and describe the steps (start to finish) required to do the project.

Total number of (✓): 4

Sensitivity	
✓	I listen to my group's ideas and respect them.
✓	I try to make sure group decisions are taken collectively.
✓	I try to make sure that my peers understand all aspects of the project.
	I can meaningfully relate to the objectives of the project.
✓	I feel joyous in contributing to the project.

Total number of (✓): 4

Creativity	
✓	I think of different ways to approach the task.
✓	I brainstorm about project execution and presentation.
✓	I think of different resources to be used in the project.
	I come up with innovative solutions to mitigate the challenges.
	I can think of new ideas to relate the output of the project in daily life.

Total number of (✓): 3

Stage 1

Teacher Assessment

Tick (✓) statements that apply.

Awareness	
✓	Guiding questions created by the learner demonstrate a clear understanding of project goals and objectives.
✓	The learner identifies potential challenges and proposes solutions.
✓	The learner develops a plan for project execution.
✓	The learner can communicate project ideas and plans to other group members.
☐	The learner can successfully identify existing content knowledge and gaps in their understanding.

Total number of (✓): 4

Sensitivity	
✓	The learner actively seeks input from all group members during planning.
✓	The learner tries to support fair distribution of tasks and responsibilities including all genders.
✓	The learner ensures that decisions are made collaboratively.
✓	The learner actively maintains a shared understanding with the group.
☐	The learner can handle different opinions in the group respectfully.

Total number of (✓): 4

Creativity	
✓	The learner can brainstorm about project execution and presentation.
☐	The learner demonstrates curiosity in proposing sources of material beyond conventional resources.
✓	The learner demonstrates initiative in proposing solutions to possible barriers.
☐	The learner can provide creative input to decide the roles of group members.
✓	The learner can go beyond the defined features of the project prompt/task and add a unique element to it.

Total number of (✓): 3

Brief comments and pedagogical interventions recommended:

Interestingly, you have understood the project's assignment, gathered the related data, and disseminated the findings with your peers. It's good that you have identified the barriers in the project and discussed them with your peers and created a draft for your upcoming plans. You must also work closely with your peers and listen carefully to their proposals.

Stage 2

Teacher Assessment

Tick (✓) statements that apply.

Awareness	
✓	The learner shows evidence of sufficient engagement in the process of project work.
✓	The learner can present a draft of the work done as per the project schedule.
☐	The learner can demonstrate thorough research skills on the project task/topic.
✓	The learner can identify possible areas of improvement in the draft.
✓	The learner is aware of different team members' contributions to the project so far.
☐	The product created demonstrates the application of knowledge gained.

Total number of (✓): 4

Sensitivity	
☐	The learner participates in group discussions respectfully.
☐	The learner responds appropriately to other group members' emotions during the project.
✓	The learner attempts to build a positive emotional atmosphere within the group.
✓	The learner demonstrates some understanding of the social relevance of the project.
☐	The learner refrains from expressing negative emotions during group work.
✓	The learner participates enthusiastically and diligently in the project.

Total number of (✓): 3

Creativity	
✓	The learner demonstrates flexibility with respect to project roles.
✓	The learner displays willingness to consider different sources of information, tools, or materials.
✓	The learner takes initiative to complete the project tasks.
☐	The learner builds on the unique elements introduced earlier, or incorporates them at this stage.
☐	The learner shows evidence of having considered and selected some ideas from the brainstorming stage.
✓	The product created is innovative and useful to the community.

Total number of (✓): 4

Brief comments and pedagogical interventions recommended:

It's good that you have presented a blueprint of your task. The draft is well prepared; however, you need to sit with your group again and focus on each aspect of the given prompt. You need to focus on the societal well-being part and find out what role it plays in a person's life. It is a project work, and you must take a collaborative stance, hence you should respect everyone's opinion.

Stage 3

Based on the contents of the final output of the project, write a rubric for each ability and achievement level. Tick (✓) as per the learner's performance.

	Beginner (5)	Proficient (10)	Advanced (15)
Awareness	The learner can grasp that economic development and well-being are necessary for a person and a country. However, he/she is not able to explain the relation, as in why it is necessary. Performs a basic level task, such as internet searches, but is not able to figure out what to do with the searches, but is not able to figure out what to do with the search. The survey questions prepared by the students are not aligned with the income-environment link is too general. The data collected by the student contains inconsistencies or incomplete responses. ☐	The learner can explain the relation between societal well-being and economic development; however, the learner is not able to apply this information as the task requires. For instance, the learner needed help on how physical health is linked to economic development. Survey questions are some what aligned; they reflect an attempt to capture income and environmental actions. The collected data is mostly complete and relevant. However, some inconsistencies can be seen regarding monthly data collection. ☑	The learner demonstrates a thorough and contextual understanding of India's economic transition and its impact on the environment and well-being and the learner rightly understands the objective and can put the perspective as per the task. The survey questions are focused, purposeful, and reflect understanding of economic-environmental interlinkages. The data is complete, well organised and covers all 20 households, demonstrating consistency over the months. ☐

Sensitivity	The Learner appreciates the basic benefits of the environment, such as providing shade and fruits. The learner shows concern about till health and deforestation. The learner dominates and ignores others' views or avoids participation, uses impolite or dismissive tone; lacks the ability which is required to work in a group. During data collection, the learner is behaving casually and not even exchanging greetings with the household members. ☐	The learner highlights the importance of a healthy environment, physical health, gender equality, and ethical behaviour in society. The learner is helping the peers wherever they are facing issues. The learner is cooperative; listens and contribute, maintains a respectful tone, and follows basic etiquette. While data collection, the learner is respectful towards the household members. ✓	The learner shows respect and patience; communicates with maturity and understanding, actively supports and encourages peers; promotes collaboration and inclusiveness. While collecting data, the learner shows respect and patience; communicates with maturity and understanding with the household members. The learner sensitised the peers by saying that economic development is of no use if plants are not there to give us oxygen. ☐
Creativity	The learner can solve the basic operations, which are explicitly mentioned in the given task. The learner needs step-by-step guidance to complete a task. For instance, the learner is not curious to look for tasks- related things unless told to do so. The learner lacks visual elements or clarity, showing little connection to environmental behaviour, and giving copied or unrealistic suggestions. ☐	The learner is constantly exploring the collected data and trying to pitch the idea to the peers and to the teacher, such as the usage of basic charts (bar, pie, etc). The learner shows efforts in interpreting patterns and drawing some conclusions, introduces some original survey questions and thoughtful suggestions. ✓	The learner demonstrates innovative thinking in data collection (interactive methods, infographics); Proposes creative, actionable, and well-reasoned solutions for change. The analysis shows a clear connection (or lack thereof) between income levels and environment behaviour. Based on the data collected and out of the task purview, the learner developed a checklist of habits one should have to lead a quality of life. He/she requested that the peers & school students follow it. ☐

Stage 3

Learner Reflection

Tick (✓) statements that apply.

Awareness	
☑	I could identify areas where my understanding of the project has improved.
☑	I could explain how my work contributed to the overall project.
☐	I was able to improve the project based on my own and my peers' review.

Total number of (✓): 2

Sensitivity	
☑	I was able to build a positive emotional atmosphere within the group.
☑	I could reflect on my strengths and areas for improvement.
☑	I could understand the social relevance of the project.

Total number of (✓): 3

Creativity	
☑	I was able to make creative contributions to the project.
☑	I was able to take initiative to complete the project.
☐	I was able to use different materials, tools, and resources during the project.

Total number of (✓): 2

Peer Feedback

Tick (✓) all statements that apply.

Awareness	
☑	My peer showed improved understanding of the project.
☑	My peer could explain how her/his work contributed to the overall project.
☑	My peer was able to improve the project based on her/his own and their peers' review.

Total number of (✓): 3

Sensitivity	
☑	My peer helped to build a positive emotional atmosphere within the group by valuing everyone's opinions.
☑	My peer could reflect on her/his strengths and areas for improvement.
☑	My peer could understand the social relevance of the project.

Total number of (✓): 3

Creativity	
☑	My peer was able to make creative contributions to the project.
☑	My peer was able to take the initiative to help complete the project.
☑	My peer was able to use different materials, tools, and resources during the project.

Total number of (✓): 3

Overview

Tabulate all the feedback for the group project on this page.

Teacher Assessment

1. For **Stages 1** and **2**, write the **total** number of statements you ticked (✓).

   For **Stage 3**, write the numeric value that corresponds to the **achievement level** (beginner, proficient, advanced) for **each ability** (awareness, sensitivity, creativity) you chose for the final product.

	Teacher		
	Awareness	**Sensitivity**	**Creativity**
Stage 1	**4**	**4**	**3**
Stage 2	**4**	**3**	**4**
Stage 3	**10**	**15**	**5**
Total	**18**	**22**	**12**

2. Add the total here.

3. Tick the **final performance level** based on the final score.

	Beginner (5-11)	Proficient (12-18)	Advanced (19-25)
Awareness	☐	☑	☐
Sensitivity	☐	☐	☑
Creativity	☐	☑	☐

Learner Reflection

1. For **Stages 1** and **3**, write the **total** number of statements the learner has ticked (✓).

	Learner		
	Awareness	**Sensitivity**	**Creativity**
Stage 1	**4**	**4**	**3**
Stage 3	**2**	**3**	**2**
Total	**6**	**7**	**5**

2. Add the total here.

3. Tick the **final performance level** based on the final score.

	Beginner (0-3)	Proficient (4-6)	Advanced (7-8)
Awareness	☐	☑	☐
Sensitivity	☐	☐	☑
Creativity	☐	☑	☐

Peer Feedback

1. For **Stage 3**, write the total number of statements the peer has ticked (✓).

	Peer		
	Awareness	**Sensitivity**	**Creativity**
Stage 3	**3**	**3**	**3**

2. Tick the **final performance level** based on the score.

	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness	☐	☐	☑
Sensitivity	☐	☐	☑
Creativity	☐	☐	☑

Post-project reflections

Final comments by teacher (if any):

The learner's most important contribution to the project was in improving the teamwork skills, listening to the group and being able to work collectively, helping the group to arrive at the same conclusion.

To perform better in future projects, the learner should work on thinking outside the box. You have been a great help to your peers; however, you should read carefully and try to apply it in real real-life scenario.

Learner Reflection

What did I learn from this project?

I learned that societal well-being is necessary along with economic development.

As human beings, we should develop a habit of conserving the environment.

What was the most enjoyable part of the project?

Working with a group

Collection of data from home to home

Three strengths I demonstrated in this project

Teamwork, Honesty, Awareness

Two areas of improvement I identified in this project

Developing curiosity, problem-solving

What were the challenges I faced doing the project?

Sometimes I was not able to understand what was going on, especially with the analysis.

While searching on the internet, I was unable to find out which data source is reliable.

Some questions I still have…

How to convince people to develop a habit of protection and conservation of the environment?

How to get people to feel the same way about economic development and societal well-being?

How could your teacher modify this project to make it more interesting?

The teacher could give different regions for data collection.

The teacher could add some other domains as well, such as gender, age, profession etc.

PART C

Problem-Based Inquiry (Individual Work)

Subject(s) (Can be more than one)	Social Science, Language (R1)
Curricular goal(s) (Can be more than one)	**CG-1:** Understands and analyses the important phases in Indian history and draws insights to understand present-day India. **(Social Science)** **CG-1:** Uses language for effective communication through writing in various forms (essays, letters, articles, discussions, interviews, public speeches, etc.), including new media (email, audio, and visual material). **(English)**
Competency(-ies) (Can be more than one)	**C-1.3:** Traces aspects of continuity and change in different phases of history across the Indian subcontinent (including cultural Trends, social and religious trends and reforms, and economic and transformation. **(Social Science)** **C-1.3:** Writes for real-life situations (invitations, speeches, condolence, messages, notices, creative slogans, advertisements, etc.) and for school newsletter/magazine/journal. **(English)**
Pedagogies (Tick (✓) all that apply.)	☐ Art-integrated ☐ Toy-based ☑ Skill-based learning ☐ Cross cutting theme integrated ☐ Indian Knowledge Systems approaches ☐ Any other _____ ☐ Sports-integrated ☑ Technology-integrated ☐ Drama/Theatre-integrated ☐ Experiential learning
Research prompt/ question/problem/ challenge/planned final output	The Silk Road was a major network for facilitating the exchange of goods and ideas. Find out the primary products that originated from the Indian subcontinent and were exported to the various nations along the Silk Road. Prepare a research report on how this exchange might have fostered economic growth within India. Also, find out how the Silk Route is being used in present-day India and in the neighbouring countries.
Hypothesis	Through the Silk Route, India exported lots of precious stones and high-quality clothes. India also imported spices and terracotta objects, and precious woods. Currently, this route acts as a major trade network in India.
Guiding questions	♦ What is the Silk Road? ♦ Why was it an important route? ♦ Through which nations did this route pass? ♦ What was the significance of this route? ♦ What were the products that India exported and imported? ♦ How did India culturally benefit from via the Silk Road?

Evidence collection to support/negate hypothesis	Collection of information about the Silk Route from ancient history textbooks, online articles, etc. Gathering information about famous products exported and imported via the Silk Road.
Analysis and Synthesis	To find out the extent of the Silk Route and its functioning. How it developed and which major nations benefited from it. To cross-verify the facts with the given hypothesis by referencing authentic sources, such as evidence of ancient Indian products found in nations which was linked with silk route. What is the current significance of this route?

What do I know?	**What do I need to do? What do I need to find out?**
India exported a lot of things in ancient times. Major trade has happened through the Silk Road. India was famous for spices.	All about the Silk Road India's exported and imported items Current significance I am relying more on textbooks and verifiable sources on content, such as major exported items.

Conclusion	**Discussions**
A chart on the developments along the Silk Route nations and creation of a timeline for India's exported and imported items.	I need to go through several documents and resources to verify or negate the hypothesis.

Research task schedule	**Day 1:** Brainstorm about the problem & make a list of problem I need to find out.	**Day 6:** Gathering information on major nations on the Silk Road.
	Day 2: Gathering information about the silk Road.	**Day 7:** Analysing all the information gathered concerning the given hypothesis.
	Day 3: Gathering information about the silk Road.	**Day 8:** Analysing all the information gathered concerning the given hypothesis.
	Day 4: Searching for the trade items in ancient times to and from India.	**Day 9:** Report Writing.
	Day 5: Gathering information on major nations on the Silk Road.	**Day 10:** Presentation of the report.

Stage 1

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 29–30** for **Stage 1**.
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness	
☑	The learner has conceptual understanding.
☑	There is alignment between research problem and questionnaire.
☐	The learner has identified potential challenges.
☑	Identifies and articulates relevant issues within the context of the interaction.
☑	Produces valid positions, content, data, or findings relevant to the topic or problem.

Total number of (✓): 4

Sensitivity	
☑	The learner understands the larger social purpose of the task.
☑	The questionnaire has inclusive and accessible wording.
☐	There is clear understanding of who the stakeholders are and their needs/concerns.
☐	Facilitates an inclusive and supportive environment for all participants.
☑	Adopts communication strategies appropriate to the audience.

Total number of (✓): 3

Creativity	
☑	The learner considers alternative methods of collecting findings.
☐	The learner considers alternative groups of respondents as a source of data.
☐	The learner thinks of different ways to motivate respondents to answer.
☑	Applies imaginative approaches to problem-solving.
☑	Utilises varied media resources to support key points as appropriate.

Total number of (✓): 3

Brief comments and pedagogical interventions recommended:

The draft of the project you have developed looks promising. Refer to the internet searches to make things easy. You can refer to specific articles and gather information related to your project.

Stage 1

Learner Reflection

Tick (✓) all statements that apply.

Awareness	
☑	I understood the purpose of the research project.
☑	I was able to draft a questionnaire that fits the purpose of the research project.
☑	I was able to find out things I did not know that would help me complete the research project.

Total number of (✓): 3

Sensitivity	
☑	I understood the larger social purpose of the research project.
☑	I used my knowledge of social relationships to choose the respondents.
☑	I considered people's possible emotional reactions and needs when drafting the questionnaire.

Total number of (✓): 3

Creativity	
☑	I was able to consider different possible groups of respondents to use for my data.
☑	I considered various ways to motivate the respondents to provide data.
☑	I was able to consider different methods of collecting data.

Total number of (✓): 3

What problems did I face in Stage 1?	How did I solve them? What help do I still need?
Gathering information, as there is no single place where I can find all the information. Additionally, there is information available, some is conflicting, so finding a reliable source is difficult.	Visited a website/book after discussing it with my teacher.

Stage 2

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 29–30** for **Stage 2**.
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness	
☑	The learner collected data and presented it in a comprehensive way.
☑	The learner clearly translated data into understandable findings.
☐	The learner proposed practical recommendations in alignment with the findings.
☑	Presents material relevant to the interaction in an organised and systematic manner.
☑	Shows ability to explain apparent contradictions in supporting data or materials.

Total number of (✓): 4

Sensitivity	
☑	Data collection and analysis was conducted in a fair and impartial way.
☑	The learner clearly articulated the social impact of the recommendations.
☐	The learner handled discrete information of the respondents in a confidential and respectful manner.
☑	Responds empathetically to the viewpoints of others.
☑	Recognises and respects diverse communication styles.

Total number of (✓): 4

Creativity	
☑	The learner considered possible drawbacks/unintended consequences of the recommendations.
☑	The learner presented the findings and recommendations in an engaging format.
☑	The learner proposed innovative yet realistically grounded recommendations.
☐	Demonstrates willingness to abandon unpromising approaches and to seek new solutions.
☑	Goes beyond the material provided and offers innovative responses.

Total number of (✓): 4

Brief comments and pedagogical interventions recommended:

The learner presented a brief of the collected information from different sources and smartly arranged it as per the guiding questions. Following the guiding questions, the learner has able to establish/negate some parts of the hypothesis.

Stage 2

Learner Reflection

Tick (✓) all statements that apply.

Awareness	
☑	I was able to identify and address the challenges that I had earlier anticipated.
☑	I was able to collect data from a sufficient number of respondents.
☑	I was able to refine and improve the draft through the course of the project.

Total number of (✓): 3

Sensitivity	
☑	I was aware of my personal biases while collecting and analysing data.
☑	I used inclusive and accessible terminology in the questionnaire.
☑	I handled discrete information of the respondents in a confidential and respectful manner.

Total number of (✓): 3

Creativity	
☑	I was able to consider various strategies to collect data from the respondents.
☑	I was able to adjust my approach when needed and address unexpected challenges.
☑	I was able to explore various ways to present my findings and recommendations in an engaging way.

Total number of (✓): 3

I am good at finding things or building things from scratch.

Stage 3

Teacher Assessment

Step 1: Choose **two additional parameters** from **pages 29–30** for **Stage 3**.
Step 2: Tick (✓) **parameters** that the learner fulfills.

Awareness	
✓	The learner has refined the discussions.
✓	Prior knowledge has been revised/augmented in the discussions and conclusions.
✓	The revised draft is suitable for meaningful peer review.
✓	Evidences have been included in the discussions and conclusions.
✓	Integrates knowledge from multiple sources to enhance the topic of the interaction
✓	Shows understanding of historical or contextual factors influencing the topic of the interaction

Total number of (✓): 6

Sensitivity	
✓	The learner is able to accept constructive feedback.
✓	The learner is able to shift perspective and incorporate feedback as needed.
	The revised draft is inclusive and respectful towards diverse perspectives and needs.
	Is willing and able to share knowledge to improve the effort of the group
✓	Facilitates an inclusive and supportive environment for all participants

Total number of (✓): 3

Creativity	
✓	The learner is able to respond to feedback in innovative ways.
	The revised draft includes novel ways of data collection.
	The learner is able to explore different ways to present the revised draft to the peer.
✓	Generates novel ideas, solutions, or approaches to the interaction
✓	Constructs original arguments supported by evidence

Total number of (✓): 3

Brief comments and pedagogical interventions recommended:

The learner shows a good understanding of the historical aspects of India

Stage 3

Peer Feedback

Tick (✓) all statements that apply.

Awareness	
✓	My peer presented a revised draft that was clear enough to review.
✓	There was a good fit between the research problem and the approach to data collection.
✓	The revised draft of the interview was appropriate and easy to understand.

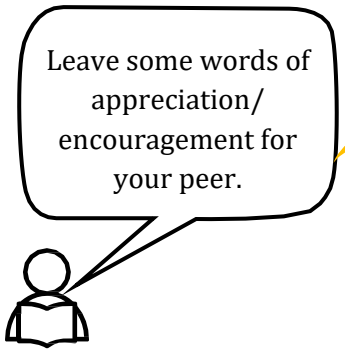
Total number of (✓): 3

Sensitivity	
	My peer was able to receive my feedback in an open and respectful manner.
✓	My peer was willing to modify the revised draft based on my suggestions.
✓	The wording of the interview was respectful of the respondents' emotions and concerns.

Total number of (✓): 2

Creativity	
	My peer was willing to consider alternate methods of data collection.
✓	My peer was willing to consider alternate groups of respondents as a source of data.
✓	My peer was able to think different ways of motivating the respondents to answers.

Total number of (✓): 2



My friend made a good blueprint of the given task and has a good hold of historical aspects.

Overview

Tabulate all the feedback for the research task on this page.

Teacher Assessment

1. For **Stages 1**, **2**, and **3**, write the **total** number of statements you ticked (✓).

	Teacher		
	Awareness	**Sensitivity**	**Creativity**
Stage 1	**4**	**3**	**3**
Stage 2	**4**	**4**	**4**
Stage 3	**6**	**3**	**3**
Total	**14**	**10**	**10**

2. Add the total here.

3. Tick the **final performance level** based on the final score.

	Beginner (0-5)	Proficient (6-10)	Advanced (11-15)
Awareness	☐	☐	☑
Sensitivity	☐	☑	☐
Creativity	☐	☑	☐

Learner Reflection

1. For **Stages 1** and **2**, write the **total** number of statements the learner has ticked (✓).

	Self		
	Awareness	**Sensitivity**	**Creativity**
Stage 1	**3**	**3**	**3**
Stage 2	**3**	**3**	**3**
Total	**6**	**6**	**6**

2. Add the total here.

3. Tick the **final performance level** based on the final score.

	Beginner (0-2)	Proficient (3-4)	Advanced (5-6)
Awareness	☐	☐	☑
Sensitivity	☐	☐	☑
Creativity	☐	☐	☑

Peer Feedback

1. For **Stage 3**, write the **total** number of statements the peer has ticked (✓).

	Peer		
	Awareness	**Sensitivity**	**Creativity**
Stage 3	**3**	**2**	**2**

2. Tick the **final performance level** based on the score.

	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness	☐	☐	☑
Sensitivity	☐	☑	☐
Creativity	☐	☑	☐

Post-inquiry reflections

Final comments by teacher (if any):

The learner shows interest and passion and while executing the research work. The learner was easily able to interpret the gathered information and nicely arranged as per the format so that hypothesis can be accepted or negated. However, while carrying out research work, the learner should remember that there is always a limitation on every research study, hence the learner should follow the finding and interpret it in the direction of the guiding questions.

Learner Reflection

What did I learn in this problem-based inquiry?

I got to know the richness of ancient Indian culture, and the products we used to export, the percentage of world trade which we were handling, things we learned about other cultures of the world.

What was the most enjoyable part of the inquiry?

Reading about the ancient people and their ways of living, the lifestyle of the people of that time.

Three strengths I demonstrated in this inquiry

Critical thinking, problem solving, analytical thinking

Three areas of improvement I identified this inquiry

Patience, writing skills, presentation

What was the least enjoyable part of the inquiry?

Gathering of information as the often the contents were contradictory

Some questions I still have…

Was life of ancient Indian people easy as compared to this day?

I wonder how people used to travel via roads of that time?

How could your teacher modify this inquiry to make it more interesting?

To find out the nearby areas which have/had a connection with the silk route.

Assessment Parameters for Problem-based Inquiry

*These assessment parameters are only illustrative. Please adapt them as per the research task and the classroom dynamics.

Awareness		
Stage 1	**Stage 2**	**Stage 3**
• The learner demonstrates understanding of what would constitute supporting evidence for a proposal. • The learner considers the merits of alternative groups as sources of input for the questionnaire/interview. • The learner considers significant constraints (time/access/respondents' attitudes) when drafting the questionnaire/interview. • The learner uses background knowledge and understanding of the context to effectively frame and limit the topics of inquiry.	• The learner demonstrates understanding of the possible limitations of data collected from a particular group in the questionnaire/ interview. • The learner demonstrates understanding of possible problems with the reliability and credibility of responses to the questionnaire/ interview. • The learner shows understanding of how to obtain meaningful data from the questionnaire/interview by asking clear, unambiguous questions. • The learner demonstrates the ability to distinguish between essential and non-essential peer feedback.	• The learner acknowledges results of the questionnaire/ interview that go against the recommended course of action. • The learner presents findings in a clear and easily understood manner. • The learner demonstrates ability to discern more meaningful data or responses. • The learner demonstrates ability to articulate connections between particular findings and recommendations.

Sensitivity		
Stage 1	**Stage 2**	**Stage 3**
• The learner demonstrates consideration of possible emotional impacts of the questionnaire/interview. • The learner demonstrates understanding of the different impacts of policy proposals on different groups. • The learner avoids overly intrusive questions on potentially sensitive topics. • The learner adapts the questionnaire to accommodate diverse communication styles.	• The learner adopts a professional tone appropriate to the topic of inquiry. • The learner demonstrates ability to adapt the approach of the questionnaire/ interview to the needs of the respondents. • The learner responds to negative feedback in a constructive manner. • The learner shows the ability to acknowledge their own personal biases and how they might affect the task.	• The learner avoids skewing the possible results of the questionnaire/interview by avoiding emotionally charged wording. • The learner conducts interviews in a professional manner. • The learner responds appropriately to expressions of emotion during interviews. • The learner shows understanding of positive and negative consequences of proposals.

Creativity		
Stage 1	**Stage 2**	**Stage 3**
• The learner generates novel ideas, solutions, or approaches to the problem or issue. • The learner demonstrates the ability to take into account multiple perspectives on the issue. • The learner applies innovative approaches to the wording of the questionnaire/interview. • The learner shows willingness to use multiple media for collecting data.	• The learner shows the ability to go beyond feedback offered in peer review. • The learner adopts an active approach in peer feedback, encouraging constructive critiques of the draft. • The learner shows willingness to alter the approach to the problem in the face of valid concerns raised by the peer. • The learner demonstrates ability to shift strategies in the event that the initial approach proves unproductive.	• The learner shows understanding of less obvious insights to be gained from the data. • The learner responds flexibly and effectively to unexpected responses to the questionnaire/interview. • The learner recognizes situations when the responses to the questionnaire/interview require a shift in approach to the problem or issue. • The learner demonstrates ability to articulate multiple, even contradictory, implications from the data.

PART D

Observation Template for Classroom Interactions 9th

Tick (✓) the type of classroom interaction.

- [x] Classroom discussion
- [ ] Organised debate
- [ ] Simulation/role play
- [ ] Lab experiment
- [ ] Digital learning
- [ ] _____

Subject(s) (Can be more than one)	Social Science
Curricular goal(s) (Can be more than one)	**CG-5:** Understand the Indian Constitution and explore the Essence of Indian democracy and the characteristics of a democratic government.
Competency(-ies) (Can be more than one)	**C-5.2:** Appreciates fundamental constitutional values and identifies their significance for the prosperity of the Indian nation. **C-5.3:** Explains that fundamental rights are the most basic human rights and they flourish when people also perform their fundamental duties.

Pedagogies (Tick (✓) all that apply.)

- [ ] Art-integrated
- [ ] Sports-integrated
- [ ] Toy-based
- [x] Technology-integrated
- [x] Skill-based learning
- [ ] Drama/Theatre-integrated
- [ ] Cross cutting theme integrated
- [ ] Experiential learning
- [ ] Indian Knowledge Systems approaches
- [ ] Any other _____

Topic/theme/ prompt/question/ problem/challenge/ planned final output

1. What are the constitutional values, and how do they influence the people of India?
2. What is the role of the judiciary in our country?
3. What is the relation between fundamental rights and the Supreme Court?
4. What can we learn from the fundamental duties mentioned in the Constitution of India?

Duration

40 minutes

Prior Preparation / Planning / Review / Recap	Materials needed (if applicable)
Gather information about the judiciary Study about fundamental rights Study about the Supreme Court of India Understanding the link between fundamental rights and the Supreme Court	Notes News Articles Internet searches Recent developments

Teacher Assessment

Awareness	Based on the type of interaction, choose five assessment parameters from page 36–37. Tick (✓) as per the learner's performance.

- [x] Produces valid positions, content, data, or findings relevant to the topic or problem.
- [x] Demonstrates a clear understanding of key concepts relevant to the topic of the interaction.
- [x] Acknowledges and addresses counterarguments effectively.
- [ ] Display knowledge of interdisciplinary connections relevant to the topic of the interaction.
- [x] Present material relevant to the interaction in an organised and systematic manner.

Total number of (✓): 4

Sensitivity	Based on the type of interaction, choose five assessment parameters from page 36–37. Tick (✓) as per the learner's performance.

- [x] Adopts communication strategies appropriate to the audience.
- [x] Recognises the wider social implications of the subject, issue or problem.
- [x] Responds empathetically to the viewpoints of others.
- [x] Handles disagreements or conflicts appropriately.
- [ ] Adopts a tone appropriate for the given format.

Total number of (✓): 3

Creativity	Based on the type of interaction, choose five assessment parameters from page 36–37. Tick (✓) as per the learner's performance.

- [x] Utilises varied media resources to support key points as appropriate.
- [x] Applies imaginative approaches to problem-solving.
- [x] Inspires other group members to take novel approaches to the interaction.
- [ ] Relates issues to relevant personal experiences as appropriate.
- [x] Adapts and modifies ideas in response to peer feedback.

Total number of (✓): 4

Brief comments and pedagogical interventions recommended:

Judiciary plays a vital role in Indian democracy. The learner also provided examples of 2-3 judgments that say that the Supreme Court is the guardian of the citizens' fundamental rights. However, the learner needs to work on the aspect when somebody disagrees or has a conflicting opinion. The learner must maintain a calm composure while having academic discussions and not be hostile towards his/her peers.

Learner Reflection

Tick (✓) all statements that apply.

Awareness	
☑	I was sufficiently prepared for the activity.
☑	I demonstrated a solid understanding of the key concepts covered.
☑	I changed my approach as per the changing dynamics of the activity.

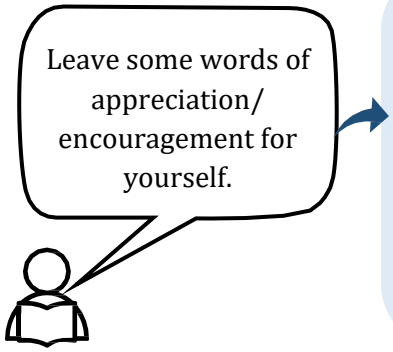
Total number of (✓): 3

Sensitivity	
☑	I actively considered different perspectives during the activity.
☐	I acknowledged the feelings and opinions of my peers.
☑	I gave constructive feedback in a considerate manner.

Total number of (✓): 2

Creativity	
☑	I approached challenges with a willingness to explore unique solutions.
☑	I demonstrated flexibility in my thinking.
☑	I actively sought inspiration from different sources to improve my contribution.

Total number of (✓): 3



I believe I had a fruitful discussion, and I did well. I am good at analysing things and then relating them to real life.

Peer Feedback

Tick (✓) all statements that apply.

Awareness	
☑	My peer was sufficiently prepared for the activity.
☑	My peer demonstrated a clear understanding of the key concepts covered.
☑	My peer changed her/his approach as per the changing dynamics of the activity.

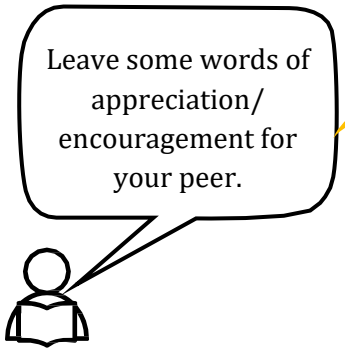
Total number of (✓): 3

Sensitivity	
☑	My peer actively considered different perspectives during the activity.
☐	My peer acknowledged the feelings and opinions of her/his peers.
☑	My peer gave constructive feedback in a considerate manner.

Total number of (✓): 2

Creativity	
☑	My peer approached challenges with a willingness to explore unique solutions.
☑	My peer demonstrated flexibility in her/his thinking.
☑	My peer actively sought inspiration from different sources to improve her/his contribution.

Total number of (✓): 3



You did good, just do not be hyper during discussions.

Overview

Tabulate all the feedback for the classroom interaction on this page.

Teacher Assessment

Write some words of appreciation for the learner about their performance.

Your way of speaking is calm and patient.

Tick (✓) the **final performance level** based on the score.

	Beginner (0-1)	Proficient (2-3)	Advanced (4-5)
Awareness	☐	☐	✓
Sensitivity	☐	✓	☐
Creativity	☐	☐	✓

Learner Reflection

Write some words of appreciation for yourself.

I explained my points well, and I am good at making people understand things.

Tick (✓) the **final performance level** based on the score.

	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness	☐	☐	✓
Sensitivity	☐	✓	☐
Creativity	☐	☐	✓

Peer Feedback

Write some words of appreciation for your peer about their performance.

You have a good grasp of your content and a unique way of presenting your idea.

Tick (✓) the **final performance level** based on the score.

	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness	☐	☐	✓
Sensitivity	☐	✓	☐
Creativity	☐	☐	✓

Assessment Parameters for Classroom Interactions

These statements are not intended to complete list. You may create your own or adapt these according to the type of classroom interaction and the classroom dynamics.

Awareness

- Identifies and articulates relevant issues within the context of the interaction
- Produces valid positions, content, data, or findings relevant to the topic or problem
- Shows ability to clearly and concisely present positions, findings, or results in oral or written form
- Shows ability to collect, preserve and present relevant supporting data or other supporting materials
- Demonstrates a clear understanding of key concepts relevant to the topic of the interaction
- Acknowledges and addresses counterarguments effectively
- Acknowledges the global perspectives relevant to the topic of the interaction
- Evaluates the reliability and credibility of information sources
- Displays knowledge of interdisciplinary connections relevant to the topic of the interaction
- Integrates knowledge from multiple sources to enhance the topic of the interaction
- Shows understanding of historical or contextual factors influencing the topic of the interaction
- Presents clear supporting evidence for claims
- Demonstrates a clear understanding of the purpose of the interaction
- Presents material relevant to the interaction in an organized and systematic manner
- Shows ability to explain apparent contradictions in supporting data or materials

Sensitivity

- Adopts communication strategies appropriate to the audience
- Is willing and able to share knowledge to improve the effort of the group
- Facilitates an inclusive and supportive environment for all participants
- Takes on an appropriate share of the work involved in the interaction
- Recognizes the wider social implications of the subject, issue or problem
- Responds empathetically to personal experiences shared in the interaction
- Adapts approach to the peer/group dynamics that develop during the interaction
- Responds empathetically to the viewpoints of others
- Recognizes and respects diverse communication styles
- Adopts a tone appropriate for the given format
- Handles disagreements or conflicts appropriately
- Encourages and values contributions from all participants
- Acknowledges the emotional content of the interaction
- Employs emotional appeals and strategies as appropriate to the interaction
- Accepts constructive critiques and uses them to improve the interaction
- Responds appropriately to expressions of emotion by other members of the group

Creativity
• Generates novel ideas, solutions, or approaches to the interaction • Constructs original arguments supported by evidence • Applies novel or unusual evidence in support of positions or claims • Applies imaginative approaches to problem-solving • Utilises varied media resources to support key points as appropriate • Demonstrates a willingness to take risks • Adapts and modifies ideas in response to peer feedback • Demonstrates willingness to abandon unpromising approaches and to seek new solutions • Goes beyond material provided and offers innovative responses • Inspires other group members to take novel approaches to the interaction • Combines knowledge of disparate subject areas in effective ways • Relates issues to relevant personal experiences as appropriate

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		

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	

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

Annexure 1

Credit Distribution at the Secondary Stage

The credit structure for the Secondary Stage (Grades 9 to 12) has been aligned with the National Credit Framework (NCrF), ensuring that students' academic and applied learning is acknowledged comprehensively. Each grade features a carefully balanced distribution of credits across subject-specific learning, MOOCs, and project-based learning. Credit points are calculated by multiplying the assigned credits with the NCrF level for the respective grade.

Grades 9 and 10

In Grades 9 and 10, students earn a total of 40 credits per grade. Out of these, 32 credits are earmarked for subject-specific learning, with an explicit inclusion of vocational skilling within both formative and summative assessments.

- **Grade 9**

  70% of subject-specific credits are allotted to formative assessment (21.9 credits + 0.5 vocational skilling) and 30% to summative assessment (9.1 credits + 0.5 vocational skilling), placing strong emphasis on continuous and classroom-based feedback. In addition to subject-specific learning, Grade 9 includes a census-based assessment (2 credits), MOOCs (2 credits), and projects/research work (4 credits, including 1 credit for vocational work). At NCrF Level 2.5, Grade 9 students can accumulate up to 100 credit points.

<table>
<tr><th colspan="6">Grade 9</th></tr>
<tr><th colspan="2">Criteria</th><th colspan="3">Credits</th><th>NCrF Level</th><th>Credit Points</th></tr>
<tr><td rowspan="3">Subject-specific Learning</td><td rowspan="4">1080 Hours of Learning</td><td>Formative Assessment</td><td colspan="2">22.4 (70% of 32 credits) = 21.9 (rest) + 0.5 (Vocational Skilling)</td><td>2.5</td><td>56</td></tr>
<tr><td rowspan="2">Summative Assessment</td><td>Subject-specific</td><td>9.6 (30% of 32 Credits) = 9.1(rest) + 0.5(Vocational Skilling)</td><td>2.5</td><td>24</td></tr>
<tr><td>Census-based Assessment</td><td>2 Credits</td><td>2.5</td><td>5</td></tr>
<tr><td>MOOCs</td><td colspan="3">2 Credits (1 credit = 15 hours)</td><td>2.5</td><td>5</td></tr>
<tr><td colspan="2">Projects & Research</td><td colspan="3">4 Credits (120 hours) (1 Credit for Vocational)</td><td>2.5</td><td>10</td></tr>
<tr><td colspan="2">Total Credits</td><td colspan="3">40</td><td>Total Credit Points</td><td>100</td></tr>
</table>

Grade 9					
Subject	**Annual Hours**	**Credits Earned by Completing the HPC (70%)**	**National Credit Frame work Levels**	**Credit Points**	**Credit Point Earned by Learner**
Language Education (R1)	70	1.63	2.50	4.08	
Language Education (R2)	70	1.63	2.50	4.08	
Language Education (R3)	70	1.63	2.50	4.08	
Mathematics Education	135	3.15	2.50	7.88	
Science Education	135	3.15	2.50	7.88	
Social Science Education	125	2.92	2.50	7.29	
Interdisciplinary Area	125	2.92	2.50	7.29	
Art Education	115	2.68	2.50	6.71	
Physical Education and Well-being	90	2.10	2.50	5.25	
Skill Education	110	0.58 (the other credit points corresponding to the hours have been assign to project work and MOOC courses)	2.50	1.46	

- **Grade 10**

  The division between formative and summative assessment is equal, with each carrying 15.5 credits + 0.5 vocational skilling (50:50 ratio). Beyond subject-specific credits, students complete MOOCs (4 credits) and projects/research (4 credits, including 1 credit for vocational work). At NCrF Level 3, Grade 10 students can accumulate up to 120 credit points.

Grade 10					
Criteria		**Credits**		**NCrF Level**	**Credit Points**
Subject-specific Learning	1080 Hours of Learning	Formative Assessment	16 (50% of 32 Credits) = 15.5 (rest) + 0.5 (Vocational Skilling)	3	48
		Summative Assessment	16 (50% of 32 Credits) = 15.5 (rest) + 0.5 (Vocational Skilling)	3	48
MOOCs		4 Credits		3	12
Projects & Research		4 Credit (1 Credit for Vocational)		3	12
Total Credits		**40**		**Total Credit Points**	**120**

Grade 10					
Subject	**Annual Hours**	**Credits Earned by Completing the HPC (70%)**	**National Credit Frame work Levels**	**Credit Points**	**Credit Point Earned by Learner**
Language Education (R1)	70	1.17	3.00	3.50	
Language Education (R2)	70	1.17	3.00	3.50	
Language Education (R3)	70	1.17	3.00	3.50	
Mathematics Education	135	2.25	3.00	6.75	
Science Education	135	2.25	3.00	6.75	
Social Science Education	125	2.08	3.00	6.25	
Interdisciplinary Area	125	2.08	3.00	6.25	
Art Education	115	1.92	3.00	5.75	
Physical Education and Well-being	90	1.50	3.00	4.50	
Skill Education	110	0.42(the other credit points corresponding to the hours have been assign to project work and MOOC courses)	3.00	1.25	

Grades 11 and 12

With increased academic depth, both Grades 11 and 12 carry a total of 44 credits each. As per the National Credit Framework (NCrF), students are expected to earn a minimum of 40 credits per academic year.

- **Grade 11**
  Of the 36 subject-specific credits, 40% (13.9 credits + 0.5 vocational skilling) are assigned to formative assessment, while 60% (21.1 credits + 0.5 vocational skilling) go to summative assessment. In addition, students complete MOOCs (4 credits) and projects/research (4 credits, including 2 credits for vocational work). At NCrF Level 3.5, Grade 11 students can earn up to 154 credit points.

Grade 11					
Criteria		**Credits**		**NCrF Level**	**Credit Points**
Subject-specific Learning	1080 Hours of Learning	Formative Assessment	14.4 (40% of 36 Credits) = 13.9 (rest) + 0.5 (Vocational Skilling)	3.5	50.4
		Summative Assessment	21.6 (60% of 36 Credits) = 21.1 (rest) + 0.5 (Vocational Skilling)	3.5	75.6
MOOCs		4 Credits		3.5	14
Projects & Research		4 Credits (2 Credits for Vocational)		3.5	14
Total Credits		**44**		**Total Credit Points**	**154**

- **Grade 12**

  The subject-specific structure remains at 36 credits, but the weightage shifts to 30% (10.8 credits) for formative and 70% (25.2 credits) for summative assessment. MOOCs and projects/research contribute 4 credits each, bringing the total to 44 credits. At NCrF Level 4, Grade 12 students can accumulate up to 176 credit points.

Grade 12					
Criteria		**Credits**		**NCrF Level**	**Credit Points**
Subject-specific Learning	1080 Hours of Learning	Formative Assessment	10.8 (30% of 36 Credits) = 10.3 (rest) + 0.5 (Vocational Skilling)	4	43.2
		Summative Assessment	25.2 (70% of 36 Credits) = 24. 7 (rest) + 0.5 (Vocational Skilling)	4	100.8
MOOCs		4 Credits		4	16
Projects & Research		4 Credits (2 Credits for Vocational)		4	16
Total Credits		**44**		**Total Credit Points**	**176**

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 thinking												

Annexure 2

Parent-Teacher Interaction Card

1. Basic Information

Student Name _____ Grade_____

School Name_____

Date of Interaction_____

Parent/Guardian/Caregiver Name _____

Parent/Guardian/Caregiver Contact _____

Teacher Name _____ Subject_____

2. Summary of Interaction

2.1 From Parents

Areas of Concern (and/or) Strengths:

Suggestions:

2.2 From Teacher

Areas of Concern (and/or) Strengths:

Suggestions:

3. Feedback (To be filled by Parent/Guardian/Caregiver)

Please rate each area using the scale:

VS - Very Satisfied | **S** - Satisfied | **N** - Neutral | **NS** - Not Satisfied | **VDS** - Very Dissatisfied

Feedback Area	VS	S	N	NS	VDS
Scheduling of the meeting	○	○	○	○	○
Structure & organization of interaction	○	○	○	○	○
Teacher preparedness	○	○	○	○	○
Availability of relevant documents	○	○	○	○	○
Understanding of student's needs/difficulties	○	○	○	○	○
Communication of academic progress	○	○	○	○	○
Clarity in explaining strengths & areas of improvement	○	○	○	○	○
Collaboration in setting goals and action plan	○	○	○	○	○
Responsiveness and engagement during the meeting	○	○	○	○	○
Overall experience of the interaction	○	○	○	○	○

Comments (if any):

4. Action Plan/Follow-Up

Area of Focus	Planned Action	Responsible			Timeline
		Parent	Teacher	Student	
		○	○	○	
		○	○	○	
		○	○	○	

5. Signatures

Parent/Guardian/Caregiver: _____

Teacher: _____

Evaluator (if applicable): _____

Coordinator: _____

Principal: _____

Annexure 3

For the teachers' convenience, here is the list of the curricular Goals and Competencies mentioned in the NCF-SE that you can use to construct your activities.

Language Education (R1)

Code	Curricular Goals	Code	Competencies
L1CG1	Uses language for effective communication through writing various forms (essays, letters, articles, discussions, interviews, public speeches) and for new media (email, audio, and visual material)	**L1C1.1**	Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate
		L1C1.2	Writes in different styles (narrative, descriptive, expository, persuasive) from their own experiences and experiences of others
		L1C1.3	Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal
		L1C1.4	Scripts to inform and communicate ideas effectively with the use of technology
L1CG2	Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through analysis of style (narrative, descriptive, expository, persuasive) and employs these elements in their writing	**L1C2.1**	Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary)
		L1C2.2	Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings
		L1C2.3	Composes literary texts by using appropriate literary devices
L1CG3	Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material	**L1C3.1**	Analyses and evaluates the different audio and written material
		L1C3.2	Argues with proper rationale by carefully evaluating premises
L1CG4	Appreciates literary and cultural heritage in and related to the language and the richness of Indian languages	**L1C4.1**	Recognises the multilingual nature of Indian society and richness of its literary work through reading texts and watching content of different genres
		L1C4.2	Appreciates the richness of culture and heritage in the different works of regional language literature and their connections

Code	Curricular Goals	Code	Competencies
		L1C4.3	Shows an understanding of the role of language in the formation of our identities and culture
		L1C4.4	Demonstrates a basic knowledge of the commonalities among some of the major Indian languages, such as their common phonetic and scientifically arranged alphabets and scripts, common grammatical structures, origins and sources of vocabularies from Sanskrit and other classical languages, as well as their rich inter-influences and differences
		L1C4.5	Demonstrates a basic knowledge of which languages are spoken in which geographical areas, a sense of the nature and structure of tribal languages, and becomes familiar with a few useful words and phrases and works of literature from a few Indian languages from across the country

Language Education (R2)

Code	Curricular Goals	Code	Competencies
L2CG1	Uses language for effective communication through various oral activities (discussions, interviews, public speeches) and writing activities (essays, letters, articles), including new media (email, audio, and visual material)	**L2C1.1**	Uses language appropriate to social context, expresses agreement and disagreement with reasons, and arrives at conclusions through discussion and debate
		L2C1.2	Writes in different styles (narrative, descriptive, expository, persuasive) from their own experiences and experiences of others
		L2C1.3	Writes for real-life situations (invitations, speeches, condolence messages, notices, creative slogans, advertisements) and for school newsletter/magazine/journal.
		L2C1.4	Scripts to inform and communicate ideas effectively with the use of technology
L2CG2	Uses language to develop reasoning and argumentation skills by engaging with a variety of audio and written material	**L2C2.1**	Analyses and evaluates different audio and written material
		L2C2.2	Argues with proper rationale by carefully evaluating premises
L2CG3	Develops an appreciation of the aesthetics in different genres (humour, suspense, tragedy) through an analysis of style (narrative, descriptive, expository, persuasive) and employs these elements in their writing	**L2C3.1**	Describes characteristics of works of literature from different time periods (such as early, medieval, contemporary)
		L2C3.2	Analyses a literary text by close reading, critiquing form and style, and interpreting possible meanings
		L2C3.3	Composes literary texts using appropriate literary devices

Language Education (R3)

Code	Curricular Goals	Code	Competencies
L3CG1	Develops reading comprehension and summarising skills by engaging with a variety of texts (stories, poems, extracts of plays, essays, articles, and news reports) and uses various strategies to write for different audiences	**L3C1.1**	Identifies main points, summarises after a careful reading of the text, and responds coherently
		L3C1.2	Uses strategies to organise ideas and information to write for an intended purpose and audience
L3CG2	Develops the capacity for effective oral and written communication in different situations (formal and informal)	**L3C2.1**	Listens critically and reads different news articles, reports, and editorials to express opinions
		L3C2.2	Asks a variety of questions on social experiences using appropriate language (open-ended/closed-ended, formal/ informal, relevant to context, with sensitivity)
		L3C2.3	Shares ideas and critiques on the various aspects of their social and cultural surroundings in oral and written form
		L3C2.4	Writes different kinds of letters and essays in an appropriate language for different audiences
L3CG3	Explores different forms of literature (samples from early to contemporary period)	**L3C3.1**	Identifies and appreciates different forms of literature such as samples of prose, poetry, and drama (early to contemporary)
L3CG4	Develops the ability to recognise basic linguistic aspects (word and sentence structure) and use them in oral and written expression	**L3C4.1**	Interprets, understands, and applies basic linguistic aspects (rules), such as sentence structure, punctuation, tense, gender, and parts of speech
L3CG5	Develops an appreciation of the distinctive features of the particular language, including its alphabet and script, sounds, rhymes, puns, and other wordplays and games unique to the language	**L3C5.1**	Understands the phonetics and script of the language, the number of vowels and consonants, and how they interact and are used
		L3C5.2	Engages in the use of puns, rhymes, alliteration, and other wordplays in the language, to make speech and writing more interesting and enjoyable

Code	Curricular Goals	Code	Competencies
		L3C5.3	Becomes familiar with some of the major word games in the language (e.g., palindromes, spoonerisms, sentences without given letters or sounds, riddles, jokes, antakshari, anagrams, crosswords)

Mathematics Education

Code	Curricular Goals	Code	Competencies
MCG1	Understands numbers (natural, whole, integer, rational, irrational, and real), ways of representing numbers, relationships amongst numbers, and number sets	**MC1.1**	Develops understanding of numbers, including the set of real numbers and its properties
MCG2	Builds deductive and inductive logic to prove theorems related to numbers and their relationships (such as '$\sqrt{2}$ is an irrational number', recursion relation for *Virahanka* numbers, formula for the sum of the first n square numbers)	**MC2.1**	Extends the understanding of powers (radical powers) and exponents
MCG3	Discovers and proves algebraic identities and models real-life situations in the form of equations to solve them	**MC3.1**	States and motivates/proves remainder theorem, factor theorem, and division algorithm
		MC3.2	Models and solves contextualised problems using equations (e.g., simultaneous linear equations in two variables or single polynomial equations) and draws conclusions about a situation being modelled
		MC3.3	Learns Brahmagupta's quadratic formula (in both symbolic and poetic form) and its derivation, and uses it to solve some of the poetic puzzles of *Bhaskara* as well as modern-day problems
MCG4	Analyses characteristics and properties of two-dimensional geometric shapes and develops mathematical arguments to explain geometric relationships	**MC4.1**	Analyses characteristics and properties of two-dimensional geometric shapes and develops mathematical arguments to explain geometric relationships
		MC4.2	Proves theorems using Euclid's axioms and postulates for triangles and quadrilaterals, and applies them to solve geometric problems
		MC4.3	Proves theorems about the geometry of a circle, including its chords, subtended angles, inscribed polygons, and area in terms of π

Code	Curricular Goals	Code	Competencies
		MC4.4	Understands the irrationality of π, the best approximations to π discovered over human history, and the first exact formula (infinite series) for π given by Madhava
		MC4.5	Specifies locations and describes spatial relationships using coordinate geometry, e.g., plotting a pair of linear equations and graphically finding the solution, or finding the area of triangle with given coordinates as vertices
		MC4.6	Understands the definitions of the basic trigonometric functions, their history and motivation (including the introduction of the sin and cos functions by Aryabhata using chords), and their utility across the sciences
MCG5	Derives and uses formulae to calculate areas of plane figures, and surface areas and volumes of solid objects	**MC5.1**	Visualises, represents, and calculates the area of a triangle using Heron's formula and its generalisation to cyclic quadrilaterals given by Brahmagupta's formula
		MC5.2	Visualises and uses mathematical thinking to discover formulae to calculate surface areas and volumes of solid objects (cubes, cuboids, spheres, hemispheres, right circular cylinders/cones, and their combinations)
MCG6	Analyses and interprets data using statistical concepts (such as measures of central tendency, standard deviations) and probability	**MC6.1**	Applies measures of central tendencies such as mean, median, and mode
		MC6.2	Applies concepts from probability to solve problems on the likelihood of everyday events
MCG7	Begins to perceive and appreciate the axiomatic and deductive structure of Mathematics	**MC7.1**	Proves mathematical statements and carries out geometric constructions using stated assumptions, axioms, postulates, definitions, and mathematics vocabulary
		MC7.2	Visualises and appreciates geometric proofs for algebraic identities and other 'proofs without words'
		MC7.3	Proves theorems using Euclid's axioms and postulates – for angles, triangles,

Code	Curricular Goals	Code	Competencies
			quadrilaterals, circles, area-related theorems for triangles and parallelograms
		MC7.4	Constructs different geometrical shapes like bisectors of line segments, angles and their bisectors, triangles, and other polygons, satisfying given constraints
MCG8	Builds skills such as visualisation, optimisation, representation, and mathematical modelling along with their application in daily life	**MC8.1**	Models daily-life phenomena and uses representations such as graphs, tables, and equations to draw conclusions
		MC8.2	Uses two-dimensional representations of three-dimensional objects to visualise and solve problems such as those involving surface area and volume
		MC8.3	Employs optimisation strategies to maximise desired quantities (such as area, volume, or other output) under given constraints
MCG9	Develops computational thinking, i.e., deals with complex problems and is able to break them down into a series of simple problems that can then be solved by suitable procedures/ algorithms	**MC9.1**	Decomposes a problem into sub problems
		MC9.2	Describes and analyses a sequence of instructions being followed
		MC9.3	Analyses similarities and differences among problems to make one solution or procedure work for multiple problems
		MC9.4	Engages in algorithmic problem solving to design such solutions
MCG10	Knows and appreciates important contributions of mathematicians from India and around the world	**MC10.1**	Recognises the important contributions made by mathematicians (Indian and others) in the field of Mathematics (such as the evolution of numbers, geometry, algebra)
		MC10.2	Recognises modern contributions to Mathematics made in both India and abroad, and understands the next frontiers and next major open questions in the field of Mathematics
MCG11	Explores connections of Mathematics with other subjects	**MC11.1**	Applies mathematical knowledge and tools to analyse problems/ situations in multiple subjects across Science, Social Science, Visual Arts, Music, Vocational Education, and Sports

Science Education

Code	Curricular Goals	Code	Competencies
SCCG1	Explores the world of matter, its interactions, and properties at the atomic level	**SCC1.1**	Describes classification of elements in the Periodic Table, and explains how compounds (including carbon compounds) are formed based on atomic structure (Bohr's model) and properties (valency)
		SCC1.2	Investigates the nature and properties of chemical substances (distillation, crystallisation, chromatography, centrifugation, types and properties of mixtures, solutions, colloids, and suspensions)
		SCC1.3	Describes and represents chemical interactions and changes using symbols and chemical equations (acid and base, metal, and non-metal, reversible, and irreversible)
SCCG2	Explores the physical world around them, and understands scientific principles and laws based on observations and analysis	**SCC2.1**	Applies Newton's laws to explain the effect of forces (change in state of motion — displacement and direction, velocity and acceleration, uniform circular motion, acceleration due to gravity) and analyses graphical and mathematical representations of motion in one dimension
		SCC2.2	Explains the relationship between mass and weight using universal law of gravitation and connect it to laws of motion
		SCC2.3	Manipulates the position of object and properties of lenses (focus, centre of curvature) to observe image characteristics and correspondence with a ray diagram, and extends this understanding to a combination of lenses (telescope, microscope)
		SCC2.4	Manipulates and analyses different characteristics of the circuit (current, voltage, resistance) and mathematises their relationship (Ohm's law), and

Code	Curricular Goals	Code	Competencies
			applies it to everyday usage (electricity bill, short circuit, safety measures)
		SCC2.5	Defines work in scientific terms, and represents the relationship between potential and kinetic energy (conservation of energy) in mathematical expressions
		SCC2.6	Demonstrates the principle of mechanical advantage by constructing simple machines (system of levers and pulleys)
		SCC2.7	Describes the origin and properties of sound (wavelength, frequency, amplitude) and differences in what we hear as it propagates through different instruments
SCCG3	Explores the structure and function of the living world at the cellular level	**SCC3.1**	Explains the role of cellular components (nucleus, mitochondria, endoplasmic reticulum, vacuoles, chloroplast, cell wall), including the semi-permeability of cell membrane in making cell the structural basis of living organisms and functional basis of life processes
		SCC3.2	Analyses similarities and differences in the life processes involved in nutrition (photosynthesis in plants; absorption of nutrients in fungi; digestion in animals), transport (transport of water in plants; circulation in animals), exchange of materials (respiration and excretion), and reproduction
		SCC3.3	Describes mechanisms of heredity (in terms of DNA, genes, chromosomes) and variation (as changes in the sequence of DNA)
SCCG4	Explores interconnectedness between organisms and their environment	**SCC4.1**	Applies the knowledge of cellular diversity in organisms along with the ecological role organisms play (autotrophic/ heterotrophic nutrition) to classify them into five-kingdoms

Code	Curricular Goals	Code	Competencies
		SCC4.2	Illustrates different levels of organisations of living organisms (from molecules to organisms)
		SCC4.3	Analyses different levels of biological organisation from organisms to ecosystems and biomes along with interactions that take place at each level
		SCC4.4	Analyses patterns of inheritance of traits in terms of Mendel's laws and its consequences at a population level (using models and/or simulations)
		SCC4.5	Analyses evidences of biological evolution demonstrating the consequences of the process of natural selection in terms of changes — in allele frequency in population, structure, and function of organisms
SCCG5	Draws linkages between scientific knowledge and knowledge across other curricular areas	**SCC5.1**	Explores how literature and the arts have influenced Science
		SCC5.2	Examines a case study related to the use of Science in human life from the perspective of Social Sciences and ethics (e.g., Marie Curie, Jenner, treatment of patients with mental illness, the story of the atomic bomb, green revolution and GMOs, conservation of biodiversity)
		SCC5.3	Applies scientific principles to explain phenomena in other subjects (sound pitch, octave, and amplitude in music; use of muscles in dance form and sports)
SCCG6	Understands and appreciates the contribution of India through history and the present times to the overall field of Science, including the disciplines that constitute it	**SCC6.1**	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) that are studied within the curriculum in an integrated manner
SCCG7	Develops awareness of the most current discoveries, ideas, and frontiers in all areas of scientific knowledge in order to	**SCC7.1**	States concepts that represent the most current understanding of the matter being studied — ranging from mere familiarity to conceptual understanding of the matter

Code	Curricular Goals	Code	Competencies
	appreciate that Science is ever evolving, and that there are still many unanswered questions		as appropriate to the developmental stage of the students
		SCC7.2	States questions related to matters in the curriculum for which current scientific understanding is well-recognised to be inadequate
SCCG8	Explores the nature of Science by doing Science	**SCC8.1**	Develops accurate and appropriate models (including geometric, mathematical, graphical) to represent real-life events and phenomena using scientific principles and use these models to manipulate variables and predict results
		SCC8.2	Designs and implements a plan for scientific inquiry (formulates hypotheses, makes predictions, identifies variables, accurately uses scientific instruments, represents data — primary and secondary — in multiple modes, draws inferences based on data and understanding of scientific concepts, theories, laws, and principles, communicates findings using scientific terminology)

Code	Curricular Goals	Code	Competencies
SSCG1	Understands and analyses the important phases in Indian history and draws insights to understand present-day India	**SSC1.1**	Explains historical events and processes using different types of sources, with specific examples from Indian history
		SSC1.2	Explains and analyses the chronology of human life on the Indian subcontinent, from prehistory to its civilisational beginnings and beyond, and its relations with other civilisations over time such as those in Mesopotamia, Greece, Central Asia, China, Southeast Asia, Arabia, and Eastern Africa.
		SSC1.3	Traces aspects of continuity and change in different phases of history across the Indian subcontinent (including cultural trends, social and religious trends and reforms, and economic and political transformations)
		SSC1.4	Explains the growth of new indigenous ideas across India including in Mathematics, Philosophy, Science and Technology, Medicine, Architecture, Agriculture, Literature and Art, and Social Science (such as zero and the Indian number system, *ahimsa*, the six systems of Indian philosophy, *Ayurveda*, yoga, the 22 *shrutis* of Indian music, horticulture, use of herbs and spices, etymology, meters, and grammar) and how they affected the course of Indian and world history
SSCG2	Analyses the important phases in world history and draws insights to understand the present-day world	**SSC2.1**	Explains historical events and processes with different types of sources, with specific examples from world history
		SSC2.2	Explains and analyses the chronology of human life from its beginnings to nomadism to settled life and other phases of human civilisation
		SSC2.3	Traces aspects of continuity and change in different phases of world history

Code	Curricular Goals	Code	Competencies
			(including cultural trends, social and religious reforms, and economic and political transformations)
		SSC2.4	Explains the growth of new ideas and practices across the world (including humanism, mercantilism, industrialisation, scientific developments and explorations, imperialism, colonialism, the rise of new nation-states across the world, and various technologies including the most current) and how they affected the course of world history
		SSC2.5	Recognises the various practices that arose, such as those in C-2.4, and came to be condemned later on (such as racism, slavery, colonial invasions, conquests, and plunder, genocides, exclusion of women from democratic and other institutions), all of which have also impacted the course of world history and have left unhealed wounds
SSCG3	Understands the idea of a nation and the emergence of the modern Indian Nation	**SSC3.1**	Analyses the meaning of nation and how the concept evolved over time across the world and in the specific context of India, including its roots in the rich civilisational history of the Indian subcontinent
		SSC3.2	Identifies and analyses important phases of the Indian national freedom struggle against British colonial rule, with special reference to the movement led by Mahatma Gandhi and other important figures as well as those that led to independence, and understands the specific Indian concepts, values and methods (such as *Swaraj*, *Swadeshi*, passive resistance, fight for *dharma*, self-sacrifice, *ahimsa*) that played a part in achieving Independence

Code	Curricular Goals	Code	Competencies
SSCG4	Develops an understanding of the inter-relationship between human beings and their physical environment and how that influences the livelihoods, culture, and the biodiversity of the region	**SSC4.1**	Locates physiographic regions of India and the climatic zones of the world on a globe/map
		SSC4.2	Explains important geographical concepts, characteristics of key landforms, their origin, and other physical factors of a region
		SSC4.3	Draws inter-linkages between various components of the physical environment, such as climate and relief, climate and vegetation, vegetation, and wildlife
		SSC4.4	Analyses and evaluates the inter-relationship between the natural environment and human beings and their cultures across regions and, in the case of India, the special environmental ethos that resulted in practices of nature conservation
		SSC4.5	Critically evaluates the impact of human interventions on the environment, including climate change, pollution, shortages of natural resources (particularly water), and loss of biodiversity; identifies practices that have led to these environmental crises and the measures that must be taken to reverse them
		SSC4.6	Develops sensitivity towards the judicious use of natural resources (by individuals, societies, and nations) and suggests measures for their conservation
SCCG5	Understands the Indian Constitution and explores the essence of Indian democracy and the characteristics of a democratic government	**SSC5.1**	Understands that the Indian Constitution draws from the great cultural heritage and common aspirations of the Indian nation, and recalls India's early experiments with democracy (assemblies in Mahajanapadas, kingdoms and empires at several levels of the society, guilds,

Code	Curricular Goals	Code	Competencies
			sanghas and *ganas*, village councils and committees, Uthiramerur inscriptions)
		SSC5.2	Appreciates fundamental Constitutional values and identifies their significance for the prosperity of the Indian nation
		SSC5.3	Explains that fundamental rights are the most basic human rights, and they flourish when people also perform their fundamental duties
		SSC5.4	Analyses the basic features of a democracy and democratic government – and its history in India and across the world – and compares this form of government with other forms of government
		SSC5.5	Analyses the critical role of non-state and non-market participants in the functioning of a democratic government and society, such as the media, civil society, socio-religious institutions, and community institutions
SCCG6	Understands and analyses social, cultural, and political life in India over time – as well as the underlying historical Indian ethos and philosophy of unity in diversity – and recognises challenges faced in these areas in the past and present and the efforts (being) made to address them	**SSC6.1**	Understands how the Indian ethos and the cultural integration across India did not attempt uniformity, but respected and promoted a rich diversity in Indian society, and how this harmonisation and unity in diversity, with a historical respect for all cultures, women have counted among India's great strengths by promoting peaceful coexistence
		SSC6.2	Understands that, despite C-6.1, forms of inequality, injustice, and discrimination have occurred in different sections of society at different times (due to internal as well as outside forces such as colonisation), leading to political, social, and cultural efforts, struggles, movements, and mechanisms at various levels towards equity, inclusion, justice, and harmony, with

Code	Curricular Goals	Code	Competencies
			varying outcomes and degrees of success
		SSC6.3	Analyses aspects of differential treatment or discrimination that may exist in Indian society, based on, e.g., socio-cultural background, region, language spoken, and what individuals and societies can do to eradicate such differential treatment
		SSC6.4	Understands that a progressive society and nation such as India is one that recognises not only its civilisational strengths but also its socio-economic, cultural, and political challenges and continuously makes efforts to address those challenges to become ever more prosperous, inclusive, just, and harmonious
SSCG7	Develops an understanding of the economy of a nation, with specific reference to India	**SSC7.1**	Defines key features of the economy such as production, distribution, demand, supply, trade, and commerce, and factors that influence these aspects (including technology)
		SSC7.2	Evaluates the importance of the three sectors of production (primary, secondary, and tertiary) in any country's economy, especially India
		SSC7.3	Distinguishes between 'unorganised' and 'organised' sectors of the economy and their role in production for the local market in small, medium, and large-scale production centres (industries), and recognises the special importance of the so-called 'unorganised' sector in Indian economy and its connections with the self-organising features of Indian society
		SSC7.4	Traces the beginning and importance of large-scale trade and commerce (including e-commerce) between one country and another – the key items of

Code	Curricular Goals	Code	Competencies
			trade in the beginning, and the changes from time to time
SSCG8	Evaluates the economic development of a country in terms of its impact on the lives of its people and nature	**SSC8.1**	Gathers, comprehends, and analyses data related to income, capital, poverty, and employment in one's locality, region and at the national level
		SSC8.2	Understands and analyses the concepts and practice of the range of economic systems – from free market to entirely state-controlled markets
		SSC8.3	Understands these features in the context of ancient India, with its thriving trade, both internal and external, and its well-established trade practices and networks, business conventions, and diverse industries, all of which made India one of the world's leading economies up to the colonial period
		SSC8.4	Describes India's recent path towards again becoming one of the three largest economies of the world, and how individuals can contribute to this economic progress
		SSC8.5	Appreciates the connections between economic development and the environment, and the broader indicators of societal well-being beyond GDP growth and income
SSCG9	Understands and appreciates the contribution of India through history and present times, to the overall field of Social Science, and the disciplines that constitute it	**SSC9.1**	Knows and explains the significant contributions of India to all matters (concepts, explanations, methods) studied within the curriculum, in an integrated manner

Art Education

Learning Standards–1

Visual Arts

Code	Curricular Goals	Code	Competencies
VACG1	Develops an understanding of their interest and aptitude in the Arts	**VAC1.1**	Evaluates own interest in Visual Art forms by considering its scope of practice and application (Fine Arts, crafts, applied art/ design, Art research and management)
		VAC1.2	Initiates discussions and takes steps to find more information and resources to pursue their interest in the Visual Arts
VACG2	Extends creative practices and artistic expression in different aspects of their life	**VAC2.1**	Applies the elements and principles of Visual Arts into their artwork and incorporates these into their routine life
		VAC2.2	Analyses the development of visual expression across a series of works
VACG3	Develops their Art practice through the knowledge of a wide range of Indian art forms	**VAC3.1**	Extends explorations and refines techniques in the Visual Arts through regular practice
		VAC3.2	Incorporates ideas and elements from various genres of Indian Visual Arts (traditional, popular, contemporary) into their artwork
VACG4	Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures	**VAC4.1**	Analyses commonalities and differences among diverse forms of Visual Arts, cultures, and aesthetic sensibilities in India and the rest of the world
		VAC4.2	Evaluates artwork based on creative expression, artistry, and social context

Theatre

Code	Curricular Goals	Code	Competencies
TCG1	Develops an understanding of their interest and aptitude in the Arts	**TC1.1**	Evaluates own interest in Dramatic Arts by considering its scope of practice and application (acting, direction and design, story/playwriting, backstage, research and stage management)
		TC1.2	Initiates discussions and takes steps to find more information and resources for pursuing their interest in Dramatic Arts
TCG2	Extends creative practices and artistic expression in different aspects of their life	**TC2.1**	Applies the elements and principles of Drama into their performance practices and incorporates these into their routine life
		TC2.2	Analyses the development of Drama process and performance across a series of work
TCG3	Develops their art practice through the knowledge of a wide range of Indian art forms	**TC3.1**	Extends explorations and refines techniques in Drama through regular practice and rehearsals
		TC3.2	Incorporates ideas and elements from various genres of Indian Dramatic Arts (traditional, popular, contemporary) into their own Drama work
TCG4	Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures	**TC4.1**	Analyses commonalities and differences among diverse forms of Theatre, cultures, and aesthetic sensibilities in India and the rest of the world
		TC4.2	Evaluates Drama and Theatre performances based on creative expression, artistry, and social context

Music

Code	Curricular Goals	Code	Competencies
MUCG1	Develops an understanding of their interest and aptitude in the Arts	**MUC1.1**	Evaluates own interest in Music by considering its scope of practice and application (performance, composing, production, sound arts and design, recording, Music research and management)
		MUC1.2	Initiates discussions and takes steps to find more information and resources to pursue their interest in Music
MUCG2	Extends creative practices and artistic expression in different aspects of their life	**MUC2.1**	Applies the elements and principles of Music into their musical works and incorporates these into their routine life
		MUC2.2	Analyses the development of musical expression across a series of musical projects
MUCG3	Develops their Art practice through the knowledge of a wide range of Indian Art forms	**MUC3.1**	Extends explorations and refines techniques in Music through regular practice and rehearsals
		MUC3.2	Incorporates ideas and elements from various genres of Indian Music (traditional, popular, contemporary) into their own musical work
MUCG4	Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures	**MUC4.1**	Analyses commonalities and differences among diverse forms of Music, cultures, and their aesthetic sensibilities in India and the rest of the world
		MUC4.2	Evaluates musical work based on creative expression, artistry, and social context

Dance and Movement

Code	Curricular Goals	Code	Competencies
DMCG1	Develops an understanding of their interest and aptitude in the Arts	**DMC1.1**	Evaluates their interest in forms of Dance and Movement by considering its scope of practice and application (performance, choreography, production, recording, Dance and Movement research and management)
		DMC1.2	Initiates discussions and takes steps to find more information and resources to pursue their interest in Dance and Movement
DMCG2	Extends creative practices and artistic expression in different aspects of their life	**DMC2.1**	Applies the elements and principles of Dance and Movement into their performance work, and incorporates these into their routine life
		DMC2.2	Analyses the development of expression in Dance and Movement work across a series of Movement projects
DMCG3	Develops their Art practice through the knowledge of a wide range of Indian Art forms	**DMC3.1**	Extends explorations and refines techniques in Dance and Movement through regular practice and rehearsals
		DMC3.2	Incorporates ideas and elements from various genres of Indian Dance and Movement (traditional, popular, contemporary) into their own artwork
DMCG4	Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures	**DMC4.1**	Analyses commonalities and differences among diverse forms of Indian Dance and Movement, cultures, and their aesthetic sensibilities
		DMC4.2	Evaluates dance/movement work based on creative expression, artistry and social context

Art Education

Learning Standards–2

Code	Curricular Goals	Code	Competencies
AECG1	Develops capacities in any one form of Visual or Performing Arts and develops an appreciation for diverse Art practices and traditions in India	**AEC1.1**	Demonstrates rigour and regularity in art-making processes, rehearsals, and performance/displays at the school level and inter-school events (e.g., regularly practises Drama or Music and rehearses specific pieces for performance at an event, allocates a few hours a week to practise vocal/instrumental techniques, and rehearses group song with peers)
		AEC1.2	Imaginatively applies artistic techniques, tools, and materials to express their ideas and feelings while working in the Visual or Performing Arts (e.g., experiments with a variety of threads, needles, and stitch patterns in embroidery; experiments with found materials to create musical instruments)
		AEC1.3	Appreciates diverse forms of artistic expression on the basis of artistic qualities and social context (e.g., appreciates the different forms of classical dance practised in India)

Education in Interdisciplinary Areas

Grade 9: Individuals in Society

Code	Curricular Goals	Code	Competencies
CG1	Develops capacity for ethical and moral reasoning	**C1.1**	Examines an issue/event from multiple perspectives – socio-cultural, economic, political, and environmental
		C1.2	Articulates ethical and moral questions on an issue/event
		C1.3	Identifies different positions related to an issue/event, and provides arguments supported by rationale for each
		C1.4	Identifies the human values, including those from Indian cultural heritage .and the Indian Constitution, relevant to an issue/event
CG2	Develops capacity to analyse current affairs from multiple perspectives	**C2.1**	Uses authentic sources of news, views, and opinions to develop an understanding of current affairs, particularly current affairs in India
		C2.2	Communicates and advocates opinions and alternatives through a variety of modes (writing, speaking, debates, discussions)
CG3	Applies ethical and moral reasoning to engage with current affairs related to the local community, State, nation, and the larger world	**C3.1**	Identifies and explores issues/events within the community from multiple perspectives (historical, social, cultural, economic)
		C3.2	Discusses issues/events at the district, State, national and international level

Education in Interdisciplinary Areas

Grade 10: Environmental Education

Code	Curricular Goals	Code	Competencies
CG1	Understands key issues and challenges related to climate change, pollution, and biodiversity collapse	**C1.1**	Explains how climate change, pollution, and biodiversity collapse affect human well-being (economic activity, migration, cultural practices) and the well-being of plant and animal species
		C1.2	Understands connections between and the causes underlying pollution, climate change, and biodiversity collapse
CG2	Appreciates the need for interconnectedness, balance, and harmony between human society and nature – the essence of '*Vasudhaiva Kutumbakam*'	**C2.1**	Describes the place of humans within ecosystems, and illustrates how humans and natural ecosystems are interconnected and must co-exist
		C2.2	Illustrates actions at the individual, local, community, national, and international level towards mitigation of issues related to environmental damage
		C2.3	Identifies actions that can be taken at the level of the school or local community to counter environment-related concerns

Physical Education and Well-being

Learning Standards–1

Code	Curricular Goals	Code	Competencies
P1CG1	Demonstrates high level of competence in the understanding of movement concepts, strategies, and principles while engaging in and performing physical activities including sports and dance	**P1C1.1**	Exhibits proficiency in all movement and motor skills required to participate and excel in at least one sport /yoga/or any other physical activity (team, dual, individual)
		P1C1.2	Explains role of rhythmic drills to improve their game
		P1C1.3	Exhibits the ability to use complex movement concepts and principles to develop and refine their game/sports skills
		P1C1.4	Exhibits and explains manipulation of space and equipment in the context of a game
		P1C1.5	Applies knowledge and understanding of movements and skills to develop a physical activity plan for themselves, follow a routine, and assess independently
P1CG2	Exhibits sensitivity and learn to manipulate their personal and social behaviour towards themselves and others	**P1C2.1**	Reflects upon their and other's behaviour before, during and after the physical activity in the long term. This may include different but related behaviours, including emotional state of mind, physical fitness, fatigue, fair play, biases, personal interests
		P1C2.2	Articulates the importance of emotional and mental support to others as well as improving performance and encouraging others to do so (by analysing the behaviour of student when someone is emotionally or physically hurt and how their support may improve the others performance)
		P1C2.3	Modifies/creates new games and rules that are more inclusive in nature
		P1C2.4	Creates and applies safety rules, protocols for physical activity, and visualises how they can be applied outside the field as well

Code	Curricular Goals	Code	Competencies
		P1C2.5	Demonstrates fairness, and responsible behaviour in tough contexts and situations
		P1C2.6	Exhibits modesty after an exceptional performance, accepts defeat gracefully, and enjoys the game
P1CG3	Demonstrates social sensitivity and mental engagement in physical activity/game situations	**P1C3.1**	Designs and uses multiple strategies in a game and has the ability to make new strategic moves in challenging game situations (e.g., a student's plan A and B both failed and strategizes a plan C during the game)
		P1C3.2	Understands and deals with their own and others' emotions and the thinking process during the game
		P1C3.3	Demonstrates calmness and courage in difficult situations and is able to calm their teammates
		P1C3.4	Regulates the intensity in different situations
P1CG4	Plans personal physical fitness goals independently and monitors them	**P1C4.1**	Sets multiple physical activity and fitness goals such as improving multiple shots or their overall match performance
		P1C4.2	Assesses their progress in terms of efforts, processes, and outcomes
		P1C4.3	Prepares, plans, and schedules their own exercises and warmups in consultation with their teacher to get maximum benefits
P1CG5	Learns about the value of physical activity for health, enjoyment, challenge, expression, and social interaction	**P1C5.1**	Illustrates the role of Physical Education for positive social interaction while discussing physical activity throughout history and culture
		P1C5.2	Examines the role of physical activity in improving self-confidence and self-esteem
		P1C5.3	Appreciates the aesthetic appeal of a performance such as someone's classy straight drive, a beautiful freekick, effortless smashing of the ball, well-placed drop shot, speedy smash
		P1C5.4	Expresses self through dance, gymnastics, or any physical activity

Code	Curricular Goals	Code	Competencies
P1CG6	Assesses their own growth and development	**P1C6.1**	Examines the role of different factors which affect growth and development such as heredity, immediate environment, diet, diseases, state of mind, and physical activity
		P1C6.2	Analyses the relationship of nutrition, physical activity, and mental health with skeletal health, muscles, strength, endurance, flexibility, and agility
		P1C6.3	Classifies the common injuries of bones and muscles and describes protocol for seeking medical help for themselves and others in that situation, like providing first aid in such situations
		P1C6.4	Outlines and challenges the societal beliefs and taboos associated with different aspects of growth and development at adolescent age
P1CG7	Learns about tournaments at the international, national, state, district, and block levels	**P1C7.1**	Charts the various tournaments at international, national, State, district, and block levels
		P1C7.2	Describes the participation criteria and rules of tournaments
		P1C7.3	Summarises the support or organisational structures to participate in tournaments
		P1C7.4	Explains the different forms and procedures for participating in tournaments

Physical Education and Well-being

Learning Standards–2

Code	Curricular Goals	Code	Competencies
P2CG1	Demonstrates competence in the understanding of movement concepts, strategies and principles while engaging in and performing physical activities, including sports	**P2C1.1**	Exhibits all movement and motor skills required to participate and play in at least one sport /yoga/or any other physical activity (team, dual, individual)
		P2C1.2	Exhibits the ability to use complex movement concepts and principles to develop and refine one's own game/sports skills
		P2C1.3	Applies knowledge and understanding of movements and skills to develop their own physical activity plan, follows a routine, and assesses independently
P2CG2	Exhibits sensitivity and learns to regulate their personal and social behaviour towards themselves and others	**P2C2.1**	Reflects upon their own and others' behaviour before, during, and after the physical activity (This may include different but related behaviours, including emotional state of mind, physical fitness, fatigue, fair play, biases, personal interests)
		P2C2.2	Articulates the importance of a team-member's support to improve performance in the game (by analysing the behaviour of students when someone is emotionally or physically hurt and how their support may improve the performance of the others)
		P2C2.3	Modifies/creates new games and rules that are more inclusive in nature
		P2C2.4	Creates and applies safety rules and protocols for physical activity and visualises how they can be applied outside the field as well
		P2C2.5	Demonstrates fairness and responsible behaviour in tough contexts and situations
		P2C2.6	Exhibits modesty after an exceptional performance and accepts defeat gracefully and enjoys the game

Code	Curricular Goals	Code	Competencies
P2CG3	Demonstrates social sensitivity and mental engagement in physical activity/game situations	**P2C3.1**	Designs and executes multiple strategies for the game
		P2C3.2	Understands and deals with their own and others' emotions and the thinking process during the game
		P2C3.3	Demonstrates calmness and courage in difficult situations and can calm their teammates
P2CG4	Learns to connect physical activity with health, enjoyment, challenge, expression, and social interaction	**P2C4.1**	Discusses activities that bring personal satisfaction
		P2C4.2	Identifies diverse cultures with special reference to dance, physical activity, local games, and spaces to interact
P2CG5	Learns about tournaments at the international, national, State, district, and block levels	**P2C5.1**	Charts the various tournaments at international, national, State, district, and block levels
		P2C5.2	Describes the participation criteria and rules of tournament
		P2C5.3	Summarises the support structure or organisational structure to participate in tournaments
		P2C5.4	Explains the different forms and procedures for participating in tournaments

Vocational Education

Code	Curricular Goals	Code	Competencies
VCG1	Develops in-depth basic skills and allied knowledge of work and their associated materials/procedures	**VC1.1**	Perform procedures competently through required tools/equipment
		VC1.2	Differentiates between effective and non-effective practices in completing the task
VCG2	Develops essential values while working in a specific vocation	**VC2.1**	Develops the following values while engaging in work: • Attention to detail • Persistence and focus • Curiosity and creativity • Empathy and sensitivity • Collaboration and teamwork • Willingness to do physical work
VCG3	Develops basic skills and allied knowledge to run and contribute to the home	**VC3.1**	Applies the acquired vocational skills and knowledge in a home setting

Annexure 4

Illustrative Content Areas in Disciplines of Phase 2 of Secondary Stage (Subjects in Grades 11 and 12).

Social Science and Humanities Curricular Area

Philosophy

Illustrative Content Areas

Given below are illustrative content areas for Sociology in Grades 11 and 12.

Content Area 1: Reasoning

The focus will be on different kinds of reasoning, both formal and informal, drawing from the rich tradition of Indian logic, using ideas from texts such as the Vaisesika-sutra, Varsaganya's Sasti-tantra, and Aksapada's Nyaya-sutra. Students will learn to identify, reconstruct, and evaluate arguments, as well as different techniques for responding to arguments. This will enable them to participate in rigorous debates but with a focus on cooperation rather than competition based on the classical Indian model of *vaada*. They will be introduced to formal (deductive) reasoning through identifying what is wrong with an argument (propositional calculus), as well as engaging with probabilistic reasoning. Finally, they will study inductive reasoning with a focus on arguments from analogy and inference to reach the best explanation. They will refer not only to examples taken from their own lives, but also texts such as Nagarjuna's Mula-madhyamaka-karika and Yogacara-bhumi-sastra.

Content Area 2: Knowledge and Scepticism

This content area is based on the classical Indian theory of knowledge, pramana-sastra, which is concerned with the idea of *pramana* — how we come to have knowledge. The three main types of *pramana* — perception, inference, and testimony — proposed by ancient thinkers will be studied, along with later voices in Western philosophy, and the ideas applied to understand contemporary issues. Questions explored by students will include — How do we come to know anything at all? And how can we be certain of what we know? We live in an age where it seems that knowledge can be accessed by anyone with a smartphone — but is this real knowledge? This content area will include ideas put forward by Advaita Vedanta, *Carvaka*, *Yogacara*, and *Kumarila Bhatta* in his commentary on the *Mimatsa-sutra*, and Buddhist thinkers. Students will also be introduced to a lively debate between *Prabhakara Mimamsa* and *Nyaya* that will help them in getting a firmer grasp on this problem. They will focus on the problems of trust, testimony, and expert knowledge through exploring questions, such as How do we know whom to trust when even experts cannot agree on a given issue? How can we trust some witnesses as believable and others as not in a court of law? On what grounds can we judge that a given website or news source is biased?

Content Area 3: Ethics

Through this content area, students will be introduced to ethical reasoning as a way of thinking about moral issues (cheating, violence, plagiarism, littering, tolerance, equality, empathy) they face in day-to-day life, enabling them to consider the ethical dimensions of these matters. This will help students understand ethical dilemmas by showing them normative ways of thinking about various issues. Students will develop the ability to be practical problem solvers while thinking about what it is to live an ethical and virtuous life themselves. This will be done through an introduction to ethics through writings from both Indian tradition (Buddhist thought, stories from Panchatantra, Jataka, Hitopadesh, Purusarthasiddhyupaya) and the Western tradition. Students will be enabled to take a multi-perspective approach to ethical reasoning, where they will be encouraged to develop their ethical views on these issues in cooperation with each other. Students will particularly be enabled to think about traditional Indian values and the values enshrined in the Constitution from an ethical point of view.

Content Area 4: Philosophy of Mind

What exactly are we? What is the nature of the *atman*? This was, along with questions about knowledge acquisition, one of the most divisive questions in classical Indian philosophy. On the one hand, substance dualism in the *Upanisads* and the texts of the *Nyaya-Vaisesika Darsana* sees the self as an eternal immaterial substance, while on the other hand, materialists, such as the *Lokayata Darsana*, see the self as no more than a conscious body. Some Buddhists deny that there even is such a thing as the self and argue that this illusory belief in *atman* is the source of all suffering. In the contemporary context, these debates about the self usually end up as debates about personhood, the mind, and the brain. Through this content area, students will examine how these ancient debates about the self can help us think about current issues around the mind, consciousness, and artificial intelligence. The Jainas believed that there were many kinds of *jiva* much as some philosophers today argue that non-human living beings such as animals (and even sophisticated computers) have minds. What are the implications of such a view? Students will focus on arguments for and against the implication of views, as well as examine the social and ethical implications of these various stances on the nature of the mind or self.

Content Area 5: Environmental Philosophy

Through this content area, students will be able to think abstractly about questions related to environmental issues, such as — Who is to blame for climate change, and are current solutions ethical? Is damage to the environment bad only because of its effects on humans, or do ethics reach beyond humanity? How should we change our political systems to take into account the rights of non-human animals? Is a carbon tax unfair to developing countries? What is climate justice? Students must be enabled to have an idea of potential answers and an understanding of how to adjudicate between these. They will be introduced to Indian and Western philosophical perspectives on the environment through engaging with environmental ideas from Vedas, Upanishads, Charaka Samhita, Matsya Purana, Panchtantra, and Jataka, as well as Gandhi and Amartya Sen. They will also undertake a close study of grassroots environmental movements

such as the Chipko Movement, Green Revolution, and *Navdanya*. The problems and questions addressed are at the foundations of environmental science and environmental economics and also draw on environmental history.

History

Illustrative Courses

Given below are illustrative content areas for History in Grades 11 and 12.

Content Area 1: Ancient World

Through this content area, students will take a comparative and methodological approach towards understanding the prehistory and early history of the Indian subcontinent in the context of other parts of the world. It will cover the earliest population of the Indian subcontinent, followed by the spread of agriculture in the fertile crescent and South Asia, and the emergence of the earliest known cities and city-based civilisations in Mesopotamia, Egypt, and the Indian subcontinent. Students will examine the ancient literary (mythological and religious) works produced in India, Greece, and Syria, also covering the rise of new religions and philosophies in India and China. Methodologically, students will be introduced to the basics of the archaeological and historical methods and will learn to interpret early literary texts, as well as material culture to produce a historical narrative.

Content Area 2: States and Empires in India

Through this content area, students will be introduced to various kinds of large and complex political formations (such as states and empires) in India from about the 5th century to the 16th century. They will learn about the formation of more centralised state systems than those that existed in the previous periods. They will critically examine the nature of these states, especially the structures of power and levels of control over diverse geographies and communities. Students will also be introduced to the widespread agricultural ecology and economy in India, as well as to the Indian Ocean trade networks and overland trade routes, such as the Silk Road, to see how India was deeply connected to the rest of the world in those times.

Content Area 3: Towards Modernity

Through this content area, students will be introduced to the emergence of modernity, as a temporal period and a concept, especially in the context of Europe. They will engage with the transformations to modern cultural, State, and economic institutions in Europe. In the cultural realm, Europe witnessed several key transformations, including the Renaissance and Reformation, the Scientific Revolution, Humanism, and the emergence of the nation-state. Economic aspects of modernity included the emergence of mercantilism and the concurrent search for the New World, the Industrial Revolution, and the spread of capitalism and colonialism. While the content area will focus on key historical transformations in Europe, it will

also consider the impact these transformations had on the rest of the world, especially in America, Africa, and Australia.

Content Area 4: Birth of the modern Indian Republic

Through this content area, students will chart the emergence of colonial rule in India, from the 16th century, when the first European joint stock trading company arrived in India, to the birth of the modern nation-state in 1947, extending the moment of this birth up to the integration of princely States and the adoption of the Constitution by our Republic in 1950. Students will be familiarised with the struggle between European colonial powers for control over various parts of India, and the various forms of Indian resistance, including peasant and Adivasi resistance movements. Students will also be introduced to the vast administrative, educational, and social reforms that were introduced during the colonial period. Finally, students will discuss India's freedom struggle, including not only its well-known figures but also some lesser-known figures.

Sociology

Illustrative Content Areas

Given below are illustrative content areas for Sociology in Grades 11 and 12.

Content Area 1: Introduction to Sociology

Through this content area, students will be introduced to the sociological perspective through the exploration of certain social patterns that are fundamental to life in the contemporary era. These will include institutions, such as family, marriage, and kinship. They will also include the growth of capitalism, rationalisation, industrialism, and the State. Students will be introduced to sociological ways of understanding various forms of ethnicity and nationalism. Through these, the basic concepts and methods of Sociology will be learnt, such as roles, norms, social structures, and culture. Students will also be introduced to some basic research methods of Sociology and how sociological knowledge is constructed. A 'sociological imagination' will thus be learnt through which students will be able to see their selves within a broader changing social context.

Content Area 2: Social Structure, Identity, and Self in India

Students will be introduced to the study of India's social structure and how to connect it with patterns of subjectivity, such as the formation of the self and identity. They will learn to look at these from functionalist, conflict, and interpretivist perspectives. Important aspects of India's social structures will be introduced, including the differences between rural and urban social life. The focus of the content area will be social structures that can lead to social inequalities and diversities related to gender, class, caste, tribe, and religion, as well as how unity and harmony with these diversities can be achieved. Their historically changing contours will be studied along with the social forces changing them. The social construction of the self and various kinds of

identities will be discussed along with the relationship between the micro and the macro in social life. The ways in which agency operates to change social structures, as well as the ways in which social structures affect our subjectivity, will be discussed.

Content Area 3: Politics, State, and Development in India

Politics is a way of deciding between contending points of view and can be a way of reconciling them or asserting one over the other. Through this content area, students will be introduced to the institutions and cultures involved in making decisions related to social life in India. They will also learn about various social forces that act to influence politics. The State is one of the major institutions which balances and decides between conflicting voices and strives for unity. Different approaches to the State will be introduced along with the challenges of bureaucratisation. Democracy will be discussed as a way of connecting the State with different interest groups and social forces. Its trajectory in India will be explored along with challenges to it. Social movements will be discussed as a way of exerting pressure from outside the established system of power, which can provide an important corrective impulse. The relationship between politics, the State, and the economy will be introduced. Students will learn the different ways in which humans adapt to their environment and their systems of production, distribution, and consumption. Capitalism as the pre-eminent contemporary way of organising this will be discussed, along with the challenges it poses. The changing and contested role of the State will also be discussed, along with different views on privatisation. The trajectories of development in India and its experience by different social groups will be studied. The impact of globalisation on the State, culture, and the economy will be traced.

Content Area 4: Sociology of Culture — Mass Media, Education, and Religion

Through this content area, students will learn about the importance of culture in human existence and the different institutions which shape and contest it. The major ways of understanding culture will be introduced, including culture as the entire way of life of a community, and culture as a code of symbols and practices. The multi-layered and overlapping character of culture will be illustrated through different examples in the mass media, where many voices exist at the same time. The politics of culture will be introduced through ideas of hegemony and counterhegemony in mass media. Cultural power and the assertion of interpretations as a method of domination will be explored through examples of communities, castes, religions, languages, and so on. Status groups and their politics will also be discussed. Connected with this will be the problem of social location and objectivity in knowledge. The sociological perspective on culture will be deepened through the study of education and religion. The functions of religion in social life will be introduced along with its relationship with other social structures and processes such as family, gender, and politics. The social and cultural processes changing religion will be explored. The functions of education along with interpretivist and conflict perspectives on education will be introduced through examples from India. A particular focus will be to understand differences in educational access and achievement in India.

Biology

Illustrative Content Areas in Biology

Given below are illustrative content areas for Biology in Grades 11 and 12.

Content Area 1: Biodiversity and Biogeography of India

Through this content area, students will be given an overview of the scope of life sciences, the various length and time scales at which biological phenomena occur, and the methods employed by scientists to investigate these phenomena. Students will be encouraged to think like a scientist by using case studies from India. They will develop an appreciation for natural history, and an understanding of biodiversity and the factors which affect the richness and diversity of life in different regions. A broad exposure to biodiversity in India will be complemented by a deeper exploration of biodiversity in their local region, and an introduction to systematic practices of studying biodiversity through taxonomy and nomenclature. Students will engage with units on the impact of climate change and the importance of conservation efforts. Through the theme of biodiversity and biogeography, students will develop general capacities for quantitative reasoning (interpretation of graphs, computation of summary statistics), as well as observation skills through activities requiring them to identify and classify species in their surroundings. Students will also be made aware of careers in ecology, sustainability, and other allied fields and how citizens can contribute to scientific research.

Content Area 2: The Unity of Life

Through this content area, students will engage with the common structures and processes that underpin all of biology. This area will include a discussion of cell theory and our current understanding of cellular structures and processes. Subsequently, students will explore important classes of molecules that are constituents of cells and the functions they perform. In this context, students will learn about the identification of DNA as genetic material. This will be followed by a historical account of genetics and how Mendel identified the fundamental principles of heredity and how they were rediscovered later. An essential aspect that must be discussed is how evolutionary processes can provide a framework for investigating biological phenomena across scales. This will involve an overview of the development of the theory of evolution by natural selection through the work of Darwin and Wallace, a discussion of the modern synthesis, and an introduction to phylogenetics through the study of the Tree of Life. Students will also be introduced to molecular biology (Central Dogma, Genetic code) and gene regulation. Case studies (e.g., antimicrobial resistance) will be used to illustrate the importance of an integrated understanding of biological systems in modern life sciences. Students will become familiar with concepts that are essential to study any biological system. They will also appreciate that scientific theories and ideas take time to develop and that there is value in understanding the historical context of their origin.

Content Area 3: Organismal Biology

Through this content area, students will explore many aspects of the biology of non-human organisms (microbes, fungi, plants, animals) using an evolutionary framework. Representative examples of development and simple illustrations of the genetics of the body will be given, along with a small set of topics related to the physiology and anatomy of plants and animals. Topics in ecology and the biology of food production will be covered, including population, community and behavioural ecology, energy flows, and the interaction between different species. A diverse set of examples (spanning the tree of life) will be used to illustrate concepts. Food production, food security (including challenges of climate change and diseases, the role of biotechnology) and sustainability (resource use, environmental impact) will be discussed. Students will be encouraged to draw connections between food security challenges, and physiological and ecological constraints.

Content Area 4: Agriculture and Animal Husbandry

Through this content area, students will explore commercially important organisms along with some examples of the developmental biology, anatomy, and physiology of these organisms. The role of breeding and biotechnology will be discussed followed by ecological and environmental constraints and challenges to food production. Students will study the topic of disease management and the possibilities of biocontrol. They will recognise why an understanding of physiology and an ecological sensibility is essential for sustainable food production.

Content Area 5: Human Biology

Through this content area, students will explore the evolutionary history of the genus Homo and the human genome project. Thereafter, they will learn about major organ systems in a manner that connects with discussions of the genome, and concepts of physiology and evolution, as well as health and well-being. After discussions on the importance of diet and nutrition, an overview of communicable and non-communicable diseases will be provided. Coverage of diseases will be accompanied by methods of preventive care, diagnosis, the biology behind administering medication and treatments, and the role of pharmaceutical companies. Given the age group, concerns of reproductive health, mental health, substance abuse, and addiction will be explored. Students will be made aware of many careers related to human health. They will also explore the connection between individual health and planetary health, and why one must view health from a community perspective rather than just an individual one.

Chemistry

Illustrative Content Areas in Chemistry

Given below are illustrative content areas for Chemistry in Grades 11 and 12.

Content Area 1: Structure, Bonding, and Properties in Chemistry

Through this content area, students will develop a perspective that sees the universe as a collection of fundamental particles and their combinations. It will lead them to the realisation that properties of materials, compounds, and molecules of life are all consequences of the fundamental principles that Chemistry establishes. The interconnectedness of structure to bonding patterns, and thereby their influence on observable properties, will be elucidated, and the connections will be explicitly made. As concepts are accumulated, the connections to the real world will become progressively more comprehensive. This model fundamentally removes the inherent abstraction in Chemistry via observations of the wonders of Science that the student can see, smell, hear, taste, and touch. This area will cover the structure of the atom and its electronic distributions, the classification of elements in the Periodic Table, and their periodic properties. Building on these principles, the combination of elements to form compounds, the nature of these bonds, and molecular geometry will be detailed. To illustrate, principles of structure, and bonding hydrocarbons and their functional groups will be introduced alongside their variations in connectivity and spatial arrangement via isomerism, and the structure-property relationships in transition metal complexes will be included.

Content Area 2: Principles of Reactivity

Through this content area, students will focus on the study of chemical systems; how and why the reactions occur, drawing upon the properties of elements, bonding, and structure learn previously. They will focus on the application of sub-microscopic models of matter and structure-property relationships to explain, predict, and control chemical behaviour. Students will be introduced to concepts regarding chemical thermodynamics, acid-base equilibria, and chemical kinetics from the perspective of the transformation of matter, and the underlying principles that govern the reactivity of chemical substances. Reactions of organic and inorganic compounds will be used to illustrate the concepts of enthalpy, free energy, equilibrium, and kinetics of reactions. Students will explore patterns of reactivity in organic and inorganic systems, functional group chemistry, kinetics, mechanisms, and catalysis. They will initiate the systematic study of the common classes of organic compounds, emphasising theories of structure and reactivity. Students will consider and measure the energies and rates of the chemical reactions and predict the products. Through this content area, students will be able to connect observations of chemical reactivity at the macroscopic level with the changes at the molecular level, and use principles studied to predict reactions and use these reactions to make modifications to small molecules.

Content Area 3: Modern Applications of Chemistry

It is essential to provide students with meaningful contexts in their life and provide a 'big picture' of Chemistry. Through this content area, students will have the space to integrate the essential concepts with applications of Chemistry, thereby enabling them to realise the interrelatedness of Chemistry, Society, and Technology. They will explore synthetic approaches, analytical methods, and structure-property relationships of some vital chemicals needed or used in our daily lives, in addition to the analysis of their impact on the environment. This includes natural substances such as biological macromolecules as well as anthropogenic chemicals such as drugs, food substances, colourants, and cosmetics. It also includes a structural understanding of inorganic and hybrid materials. Students will examine classification, preparation methods, applications, and the environmental concerns of polymers, and gain insight and information on fuels and energy and the contribution of Chemistry to sustainable energy technologies. Finally, students will focus on the structure and behaviour of chemical compounds contributing to the biomedical and agricultural fields, and the application of fundamental chemical principles to industrial manufacturing processes.

Physics

Illustrative Content Areas

Given below are illustrative content areas for Physics in Grades 11 and 12.

Content Area 1: Mechanics

Through this content area, students will focus on the essential concepts related to motion in one and two dimensions, force and mechanical work, various forms of energy, and the conservation of energy illustrated through various examples. Differential calculus will be taught as part of the unit on motion. Some notions of energy and length scales in matter will be discussed through examples in everyday life, thus introducing students briefly to some of the modern ideas in condensed matter and biological physics. Applications of these concepts to other disciplines will be emphasised through various examples. Here, the focus will be on giving a hands-on experience and relating this to the phenomena in everyday life.

Content Area 2: Electricity and Magnetism

Through this content area, students will get a broad overview of the main phenomena, including the historically significant experiments starting from Gilbert's work on static electricity and properties of magnets to Hertz's experiment confirming the existence of electromagnetic waves. Related theoretical ideas will also be covered, along with familiarising students with basic experimental techniques and relevant foundational mathematical concepts. For example, students will learn the techniques of basic integral calculus that are needed for understanding and applying Gauss' Law and Ampere's Law. This content will help students appreciate the links

between all the above aspects and understand certain everyday natural phenomena and technologies from the lens of physical principles.

Content Area 3: Waves and Optics

Through this content area, students will build on ideas related to Mechanics, and Electricity and Magnetism. This will involve building a connection between various topics in Physics and also a bit of repetition of those topics, which will help students assimilate and appreciate various phenomena. Topics include the pendulum and spring-mass system as simple harmonic oscillators, basic acoustics, the Doppler effect, ray optics and optical instruments, and finally ideas in wave optics keeping in mind interference and diffraction.

Content Area 4: Thermodynamics and Properties of Matter

Through this content area, students will engage with coherent and integrated handling of thermodynamics, properties of materials, and essential topics, such as collection of particles, basic gas laws (such as the law of Avogadro), energy and energy transfer and radiation as a mode of energy transfer. They will learn about hydrostatics, motion of fluids, ideal gas laws, laws of thermodynamics, phase changes, modes of heat and energy transfer including blackbody radiation, and the photoelectric effect.

Mathematics and Computational Thinking

Core Mathematics

Illustrative Content Areas

Given below are illustrative content areas for Core Mathematics in Grades 11 and 12.

Content Area 1: Mathematical Foundations

Through this content area, students will strengthen their capacity for mathematical reasoning and be able to understand the need for proof as well as what constitutes proof. A powerful proof technique, the principle of mathematical induction, is introduced. Students learn the language of sets, functions, and relations. They engage with a range of functions that students may have already encountered (in algebra, geometry) and with newer functions (trigonometry) to understand the domain and range in each case.

Content Area 2: Algebra and Geometry

Students learn to go back and forth between geometric objects on the plane, and their algebraic expressions. Linear equations and their solutions are related to their geometric visualisation. Their representation by matrices provides a powerful tool for computation and helps the transition to three dimensions. Geometric objects, such as parabolas, ellipses, circles, and hyperbolas, are studied as loci of points in motion.

Content Area 3: Calculus

An informal understanding of the notion of limit leads to a similar notion of continuity, which is adequate to understand the Mathematics of motion and rate of change. Students learn the gradient of a curve at a point and the notion of a second derivative, with its application to maxima minima problems. Integration is understood as the reverse process of differentiation. Students learn to evaluate definite integrals and use this to compute the area of a region bounded by a curve and lines parallel to the axes.

Content Area 4: Probability and Statistics

Students learn to select between ways of representing raw data (and explain why). They learn to use measures of central tendency and variation and use these to compare two sets of data. They learn permutations and combinations and use them in calculating probabilities of events. The notion of sample space is introduced, and students learn to set up one. The basic laws of probability, independence of events, and conditional probability are learnt.

Art Education

Art Practice

Illustrative Content Areas

The table below contains an illustrative set of areas for study in Art Practice.

Areas for Study in Art Practice				
S. No.	**Visual Arts**	**Theatre**	**Music**	**Dance and Movement**
1.	Drawing	Theatre for Social Change	Indian Classical Vocal	Indian Classical Dance
2.	Painting	Introduction to Acting	Indian Classical Instrumental	Indian Folk Dance
3.	Sculpture and Ceramics	Theatre in Education	Indian Folk Music	Yoga and Indian Martial Arts
4.	Textile Arts and Design	Participatory Theatre	Indian Light-classical and Film Music	Contemporary Dance and Movement
5.	Indian Decorative Arts and Crafts Traditions	Indian Folk Theatre	Orchestra, bands, and ensembles	Costume and Stage design for Dance and Movement
6.	Photography	Indian Classical Theatre	Recording, Editing, and Production	Dance and Movement choreography

7.	Graphic design and New Media	Theatre Design and Stagecraft	Song writing	Dance for physical fitness and wellbeing
8.	Film, Video, Animation	Scriptwriting for Theatre	Music and New Media	Dance Drama

The table below illustrates content areas for Visual Arts in the category of Art Practice.

Content Areas for Visual Arts		
Category	**Content Areas**	**Other Related Content Areas**
Art Practice	Drawing	Indian Decorative Art and Crafts Traditions Theatre Design and Stagecraft, Film, Video, Animation, Portfolio Development
Art Practice	Sculpture	
Art Appreciation and Management	Visual Arts in India (Past to Contemporary)	
Art Practice (Elective)	Textile Arts and Design	

Content Area 1: Drawing

Drawing serves as a foundation for a wide range of creative disciplines - painting, sculpture, architecture, visual communication, engineering, or fashion design. The ability to draw well contributes to developing effective communication skills. Through this content area, students will learn key skills and techniques across artistic mediums and applications.

Content Area 2: Sculpture

Through this content area, students will learn to develop their own artistic ideas and expression by creating sculptural objects. They will learn to refine their skills and techniques in any medium of their choice (clay, wood, fabric, mixed media) through rigorous practice.

Content Area 3: Visual Arts in India (Past to Contemporary)

Through this content area, students will be introduced to the history of Indian Art through selective examples from pre-history to contemporary times. Every example will provide students with an opportunity to study the aesthetic qualities of the artwork, as well as understand the social and cultural context of artists through history. Students will also have space to explore archives and find artwork or artefacts of importance on their own. They will learn to interpret artworks, develop perspective, and appreciate diverse artistic expressions.

Content Area 4: Textile Arts and Design

Through this content area, students will be introduced to the world of textiles, and their diverse forms and functions in our lives. Students can experiment with various materials, fibres, and fabrics, understand their properties of colour, texture, insulation, opacity, and longevity, and explore their applications in multiple contexts (clothing, sports gear, safety gear, interior design, and architecture, as a medium for artistic expression). Based on the local traditions, students could be introduced to techniques of embroidery, knitting, weaving, applique, textile dyeing, and quilting.

Art Appreciation and Management

Illustrative Content Areas

An illustrative set of areas for study in Art Appreciation and Management is given in the table below:

Areas for Study in Art Appreciation and Management				
S. No.	**Visual Arts**	**Theatre**	**Music**	**Dance and Movement**
1.	Visual Art in India (Past to Contemporary)	Indian Classical Theatre and its Theories	Indian Classical Music Theory	Indian Classical Dance and its Theories
2.	Visual Art from around the World (Past to contemporary)	Theatre traditions from around the world	Musical traditions from around the world	Classical Dance traditions from around the World
3.	Crafts traditions from India and the World	Indian Folk Theatre	Folk Music Traditions from India and the World	Folk Dance and Movement Traditions from India and the World
4.	History of Visual Design and Communication	Theories of Acting	Study of Indian Musical Instruments	History and Traditions of Yoga and Indian Martial Arts
	Common to all forms			
5.	Indian Aesthetics and *Rasa* Theory			
6.	Museums and Archives (Conservation and Documentation)			
7.	Curation and Event Management in the Arts			
8.	Portfolio Development (Particularly for students who wish to apply for higher education in the Arts)			

The table below illustrates content areas for Music in the category of Art Appreciation and Management.

Content Areas for Art Appreciation and Management in Music		
Category	**Content Areas**	**Other Related Content Areas**
Art Appreciation and Management	Museums and Archives	Indian Aesthetics and *Rasa* Theory Curation and Art Event Management
Art Appreciation and Management	Indian Classical Music Theory	
Art Practice	Indian Folk Music	
Art Appreciation and Management (Elective)	Portfolio Development	

Content Area 1: Museums and Archives

Through this content area, students will be introduced to the importance of museums and archives in preserving and promoting art and culture. Students will study museum collections and their resources through visits to local museums as well as online resources of museums across India and the world. Students will also learn about the various processes of maintenance, conservation, research, and outreach programmes that museums undertake. Students will be required to work on their own projects to design, visualise, and present a select collection of artefacts, objects, or documents in a museum.

Content Area 2: Indian Classical Music Theory

Through this content area, students will be introduced to the philosophy, canons, and compositional structure that characterise different aspects of Indian music. Students will learn about different *srutis* and scales, frequencies of notes, arrangements of notes in *raagas*, emotions and *rasas* evoked through *raagas*, *taal* patterns, their styles, and combinations, as well as important composers, music theorists, and developments that have occurred in Indian Classical Music through history.

Content Area 3: Indian Folk Music

Through this content area, students will be introduced to the practice of folk genres from different parts of India. Students will explore and practise different styles of folk music to develop an understanding of musical styles, themes, instruments, and performance techniques that are used in folk music.

Content Area 4: Portfolio Development

Through this content area, students will be introduced to the concept, design, and development of portfolios for the purpose of external viewership. Students will be exposed to various samples of portfolios to analyse their design, structure, content, and effectiveness in representing an artist's work. Through such exercises, they will be guided to conceptualise their own portfolio, make selections from their existing portfolios, and create new works to strengthen them. They will write about their own motivations and ideas for their artworks and develop a visual consolidation and presentation of the portfolio.

Vocational Education

Illustrative Content Areas

Below is a list of illustrative areas of study — one area has been elaborated for each of the forms below in this table.

Work with Life Forms	Work with Machines and Materials	Work in Human Services
Dairy Farming • Introduction to Dairy Farming • Maintaining Healthy Performance of Livestock • Workplace Culture and Practices • Apprenticeship	**Agricultural Machine Operation** • Introduction to Agricultural Machines • New Technology and the Future of Agricultural Machinery • Workplace Culture and Practices • Apprenticeship	**Frontline Health Worker** • Introduction to Community Health and Public Health • Roles and Responsibilities of Frontline Health Workers • Workplace Culture and Practices • Apprenticeship
Sericulture • Introduction to Sericulture • Production of Silk from Young Age and Old Age Silkworms • Workplace Culture and Practices • Apprenticeship	**Irrigation Service Technician** • Introduction to Irrigation • Operation and Maintenance of Irrigation Systems • Workplace Culture and Practices • Apprenticeship	**Vision Technician** • Basic Introduction to Ophthalmology • Making Optical Prescriptions • Workplace Culture and Practices • Apprenticeship
Small Poultry Farming • Introduction to Small Poultry Farming • Rearing and Maintaining Poultry Birds • Workplace Culture and Practices • Apprenticeship	**Plumber (General)** • Basic sanitary fittings and fixtures — Installation and Repair • Advanced sanitary fittings and fixtures — Installation and Repair • Workplace culture and Processes • Apprenticeship	**Heritage Tour Guide** • Role and Relevance of a Heritage Tour Guide • Managing Different Kinds of Heritage Tours • Workplace Culture and Practices • Apprenticeship
Soil and Water Testing Lab Assistant for Agriculture • Introduction to Soil and Water Testing • Managing Plant Nutrients • Workplace Culture and Practices • Apprenticeship	**Hi-tech technical services** • Kinds of equipment and uses [e.g., drones, computing part of machines, mobile communication infrastructure] • Basic design and diagnosis • Physical and computing solutions • Escalation and remote support • Workplace Culture and Practices • Apprenticeship	**Beauty Therapist** • Introduction to Beauty & Wellness Industry and Beauty Therapy • Basics of Different Kinds of Beauty Services • Workplace Culture and Practices • Apprenticeship
Gardening • Managing Gardens and Nurseries • Landscaping and ornamentation	**Field Technician — Washing Machine/ Air Conditioning/ Refrigerator** • Basic Electricity and Electronics	**Yoga Instructor** • Philosophy and Practice of Yoga • Yoga and the Human Body

• Workplace Culture and Practices • Apprenticeship	• Repair and Maintenance of Washing Machine/ Air Conditioner/ Refrigerator • Workplace Culture and Practices • Apprenticeship	• Workplace Culture and Practices • Apprenticeship
Floriculture • Fundamentals of floriculture, nursery, and seed production • Simple and tongue layering, ground layering, air layering or Gootee • Workplace Culture and Practices • Apprenticeship	**Auto Service Technician** • Introduction to Engineering Geometrics and Drawing • Serviceability, maintenance, replacement or repair of Engine Components • Workplace Culture and Practices • Apprenticeship	**Hair Stylist** • Introduction to Hair Care • Basics of hair styling • Workplace Culture and Practices • Apprenticeship
Mushroom Cultivation • Medicinal and nutritional value of different types of mushrooms • Mushroom cultivation and the economic benefits of growing mushrooms • Workplace Culture and Practices • Apprenticeship	**Baking** • Baking Bread, Pastries, Cakes, Chocolates, and Desserts • Quality and Marketing • Workplace Culture and Practices • Apprenticeship	**Dietician** • Food habits, discipline, and a balanced diet • Food chart for pregnant women, kids, adults, anti-ageing food habits, healthy food habits for women • Workplace Culture and Practices • Apprenticeship
Sheep / Goat Farming • Different Varieties of Sheep/ Goat and Seasonality in Sheep/Goat Farming • Developing a business model, availing government support • Workplace Culture and Practices • Apprenticeship	**Jam, Jelly and Ketchup Processing** • Fruit and Vegetable Processing • Quality and Marketing • Workplace Culture and Practices • Apprenticeship	**Home Health Aide** • Clinical skills essential in providing basic healthcare services • Infection control, hygiene, safety, usage of protective devices • Workplace Culture and Practices • Apprenticeship

Schools should offer areas of study that respond to multiple considerations weighed adequately, for example, aspirations of students, school's ability to transact the curriculum, local needs, future needs of society. Also, it is important for school education to have the widest possible range of such offerings, and not be restricted by any constraint or restraint. For example, areas of work, where actual employment is governed by any licensure requirements, does not imply that that area of work cannot be studied in schools — only that the school study should be integrated within the licensure requirements, or that the student will have to fulfil the licensure conditions after graduating from school in order to be eligible for employment. Equally, since the NSQF levels are not tied to years of study, it should be possible to prepare students for higher NSQF levels, if required by the licensure requirements.

Work with Life Forms — Gardening

This is an illustration for Work with Life Forms.

Given below are illustrative content areas for Gardening in Grades 11 and 12.

Content Area 1: Managing Gardens and Nurseries

Students will be introduced to the care and maintenance of gardens and nurseries. Gardens will include small home gardens and pot gardening. Nurseries will include those at both, small and large scale. Students will learn to grow and maintain plants grown in the region, from the preparation of pots/soil to nutrition and irrigation. They will identify and correctly use the appropriate tools and equipment. They will also understand the marketing of plants, including flowers.

Content Area 2: Landscaping and Ornamentation

Students will learn to visualise small and large spaces as aesthetically pleasing gardens. They will learn how to identify ornamental plants suitable for the climate in the region, where to source them, and how to grow them. They will learn how to establish and maintain lawns, ranging in size from a small patch to a large park. Students will also be able to identify and place elements (e.g., bird baths, garden furniture, wind chimes, stones/rocks, arches, waterfall, ornamental pots, trellises, follies) that help make a garden functional and attractive.

Content Area 3: Workplace Culture and Practices

Students will engage with the culture of the workplace as well as practices specific to the nature of the vocation they have chosen. This will be enabled through on-site exposure, videos, and discussions in the classroom. On-site exposure will be through internships at relevant different facilities, where students will get a chance to observe and interact with persons working there. They will also be required to view videos of different kinds of facilities (e.g., practices related to the maintenance of large parks, ornamental gardens, gardens in heritage monuments). Discussions will help them consolidate their observations and draw general principles of work. This will be conducted jointly by the Teacher and Resource Persons.

Apprenticeship

Students will work as part-time apprentices in an actual place of work — this will be one of the facilities in which they were placed as interns. This will enable them to have an on-site work experience and understand the different factors involved in actually doing a job. It will help them become aware of the culture and language of work and the factors affecting its functioning. Students will gain experiential skills and knowledge of the work under the supervision of a Mentor. The Mentors will be identified persons already working in the chosen facility, with sufficient work expertise, who will undergo a short course to prepare them to work with students. Students will also be required to maintain a portfolio containing products they have created or processes they have followed.

Work with Machines and Materials — Jam, Jelly, and Ketchup Processing Technician

This is an illustration for Work with Machines and Materials.

Given below are illustrative content areas for a Jam, Jelly, and Ketchup Processing Technician in Grades 11 and 12.

Content Area 1: Fruit and vegetable processing

Students will be introduced to the possibilities and processes of fruit and vegetable processing, as well as the science that underlies it. They will learn different techniques to prepare jams, jellies, and ketchup. They will be given a basic introduction to food microbiology so that they understand how food is preserved and what causes it to spoil. They will learn how to prepare, clean, and maintain materials as well as work areas for processing.

Content Area 2: Quality and Marketing

Students will gain an understanding of food quality and sanitation laws for processed food products. They will learn how to correctly package jams, jellies, and ketchups and maintain necessary documents and records. Students will also understand concepts related to occupational health and hygiene, and basic first aid in case of accidents. They will learn about appropriate pricing, and also about channels through which processed fruit and vegetables can be sold for different target groups.

Content Area 3: Workplace Culture and Practices

Students will engage with the culture of the workplace as well as practices specific to the nature of the vocation they have chosen. This will be enabled through on-site exposure, videos, and discussions in the classroom. On-site exposure will be through internships at relevant different facilities, where students will get a chance to observe and interact with persons working there. They will also be required to view videos of different kinds of facilities (e.g., they can view processes in large, automated facilities, and small businesses run from home). Discussions will help them consolidate their observations and draw general principles of work. The Teacher and Resource Persons will jointly conduct this.

Apprenticeship

Students will serve as part-time apprentices in an actual place of work — this will be one of the facilities in which they were placed as interns. This will enable them to have an on-site work experience and understand the different factors involved in actually doing a job. It will help them become aware of the culture and language of work, and the factors affecting its functioning. Students will gain experiential skills and knowledge of the work under the supervision of a Mentor. The Mentors will be identified persons already working in the chosen facility, with sufficient work expertise, who will undergo a short course to prepare them to work with students. Students will also be required to maintain a portfolio containing products they have created or processes they have followed.

Work in Human Services — Tour Guide

This is an illustration for Work in Human Services.

Given below are illustrative content areas for Tour Guide in Grades 11 and 12.

Content Area 1: Role and Relevance of a Tour Guide

Students will be introduced to the tourism industry and its importance for individuals and the local economy. They will understand the context in which the tourism industry operates and its potential as a vocation. They will also understand the job role of tour guides and their place/role in the tourism industry.

Content Area 2: Managing Different Kinds of Tours

Students will engage with a variety of tours in which the tour guide plays an important role, e.g., pilgrimages, wellness and medical tours, tours for leisure and recreation, gastronomy tours, cultural tours, and tours for sporting events. While understanding the specific requirements for each of the different kinds of tours, they will be encouraged to draw general principles related to communication with clients and colleagues, gender - and age-sensitive practices, health and hygiene, safety practices, etiquette, and hospitable conduct.

Content Area 3: Workplace Culture and Practices

Students will engage with the culture of the workplace as well as practices specific to the nature of the vocation they have chosen. This will be enabled through on-site exposure, videos, and discussions in the classroom. On-site exposure will be through internships at relevant different facilities, where students will get a chance to observe and interact with persons working there. They will also be required to view videos of different kinds of facilities (e.g., they can watch a city tour, a heritage tour, or a tour on a train visiting different places). Discussions will help them consolidate their observations and draw general principles of work. The Teacher and Resource Persons will jointly conduct these.

Apprenticeship

Students will serve as part-time apprentices in an actual place of work — this will be one of the facilities in which they were placed as interns. This will enable them to have an on-site work experience and understand the different factors involved in actually doing a job. It will help them become aware of the culture and language of work, and the factors affecting its functioning. Students will gain experiential skills and knowledge of the work under the supervision of a Mentor. The Mentors will be identified persons already working in the chosen facility, with sufficient work expertise, who will undergo a short course to prepare them to work with students. Students will also be required to maintain a portfolio containing products they have created or processes they have followed.

Physical Education and Well-being

Physical Education for Community Wellness

Illustrative Content Areas

Given below are illustrations of content areas Physical Education for Community Wellness.

Content Area 1: Sports and Fitness — An Introduction

Through this content area, students will be introduced to basic human anatomy and physiology and its connection with physical activity and fitness. In addition, aspects of nutrition, injury prevention, and basic first aid will also be included.

Content Area 2: Community Coaching (for a chosen sport)

Through this content area, students will be prepared to develop capacities for engaging in team sports for community development. Basic coaching skills relevant to the sport and the interconnection between developing life skills through team sports will be the focus.

Content Area 3: Sports and Fitness Advanced Basics

Through this content area, students will be introduced to the practices required for strength and conditioning training. Maintaining strength, endurance, and flexibility is necessary for any sports or physical activity. Students will get an understanding of how to develop these capacities in other persons, including the use of practices like yoga for developing strength and flexibility.

Content Area 4: Sports Management (basic)

Through this content area, students will be introduced to different aspects of managing teams for participating in sporting events. These sporting events are often important aspects of building a community around sports. Students will engage with team management, event management, resource management (sourcing and maintaining equipment and playing areas), and some aspects of sports promotion — sponsorships, endorsements, and so on.

Physical Education as a Vocation

Illustrative Content Areas

Given below are illustrations of content areas for Physical Education as a Vocation.

Content Area 1: History of Sports and Wellness in India and the World

Through this content area, students will be introduced to the rich heritage of practices related to sports, fitness, and wellness in the Indian subcontinent. It will also give an overview of how these practices have travelled to other countries. Students will be introduced to a few key systems of fitness and wellness practices across the globe, along with sports that originated in India and in different parts of the world.

Content Area 2: Sports and Fitness Advanced Basics

Through this content area, students will go deeper into the practices required for strength and conditioning training. Maintaining strength, endurance, and flexibility is necessary for any sports or physical activity. Emphasis will be on giving students an understanding of how to develop these capacities in others. Students will also engage with the use of practices like yoga for developing strength and flexibility. They will also be introduced to malpractices and the problem of doping in sports.

Content Area 3: Focus on a specific aspect

Through this content area, students will focus on one of the following.

a. *Introduction to sports coaching (in a particular sport)*
   i. Safeguarding in sports
   ii. Strength and conditioning
   iii. Teaching skills
   iv. Strategy and tactics in sports

b. *Introduction to sports officiating (in a particular sport)*
   i. Rules and regulations of sport
   ii. Sport officiating guidelines

c. *Introduction to sports education*
   i. Safeguarding in sports
   ii. Strength and conditioning
   iii. Teaching skills
   iv. Teaching life skills through sports

d. *Introduction to sports physiotherapy*
   i. Human anatomy and physiology
   ii. Sports injuries — prevention and management

e. *Introduction to sports management*
   i. Operations and planning in event management
   ii. Marketing, sponsorships, endorsements, and publicity
   iii. Finances and accounting in events
   iv. Team management
   v. Athlete management
   vi. Ethics in sports

f. *Introduction to sports analytics and statistics*
   i. Strategy and tactics in sports
   ii. Basic python programming
   iii. Using sports data for strategy

g. *Introduction to sports photography and videography*
   i. Introduction to equipment and maintenance
   ii. Basics of photography
   iii. Action photography

h. *Introduction to sports media and journalism*
   i. History of sports media and journalism
   ii. Journalism — Ethics and norms

Physical Education for a Professional Sportsperson

Illustrative Content Areas

Given below are illustrative content areas for Physical Education for a Professional Sportsperson.

Since practice is a particularly important component of this area of study, half the time should be allotted to individual practice and training.

Content Area 1: Sports and Fitness Advanced Basics

Through this content area, students will engage with the practices required for strength and conditioning training. Maintaining strength, endurance, and flexibility is necessary for any sports or physical activity. Students will get an understanding of how to develop these capacities and also use practices like yoga for developing strength and flexibility. Students will also be introduced to malpractices and the problem of doping in sports.

Content Area 2: Focus on a specific aspect

Through this content area, students will focus on a specific sport or physical activity that may be aligned with the sport they intend to pursue professionally or that is of deep interest to them. They will also be supported in building their individual capacity for playing sports. The focus areas could be:

Focus on specific sport/physical activity

a. Basic skills and techniques in sport (in a particular sport)
b. Tactics and strategy in sport (in a particular sport)
c. Basics of Pilates
d. Basics of Tai-chi

Individual

a. Pranayama and understanding yoga sutras
b. Endurance and cardiovascular training (in a particular sport)
c. Advanced strength and conditioning

Interdisciplinary Areas

Sustainability and Climate Change

Illustrative Content Areas

Given below are illustrative content areas for Sustainability and Climate Change in Grades 11 and 12.

Content Area 1: Environmental Science from a Social-Environmental Systems Perspective

Environmental challenges can no longer be addressed by traditional approaches where there was a clear separation between pure Science and Social Science. As humans, we are today an intrinsic part of our environment, and our actions result in impacts on the environment and humanity. With this is in mind, students will study about the threats to the earth, the interconnected nature of planetary boundaries, and thresholds that are breached, as well as explore using the systems perspective to examine the tipping points. The need for going beyond individual behavioural change to requiring interventions at a systemic level for environmental sustainability will be emphasised. Students will also understand how the use of technology alone (via new approaches to waste management or energy production) cannot completely address sustainability objectives, which require working adaptively with people, culture, markets, and policies.

Content Area 2: Environmental Pollution – Air

Air pollution is one of the major environmental challenges faced today with serious implications for human health. Students will understand concepts around air pollution such as meteorology, composition (SPM, NOX, SOX), and sources (industrial, vehicular). They will examine the effects of air pollution on plants, animals, as well as human health, the economic implications, and issues of pollution and environmental justice. They will also examine air pollution control measures, from technological to behavioural.

Content Area 3: Biodiversity

Students will start by refreshing concepts of biodiversity (ecosystems, species, natural landscapes), and why biodiversity is important for human existence on this earth. They will then understand the threats to biodiversity, and how this has affected biodiversity at a global and national scale. The impacts of the loss of biodiversity linked to human dependence will also be included. This content area will provide a context to the history of biodiversity conservation, with a focus on a critique of Indian legislation (laws, protected areas, community conservation) and their implications. Students will also learn a few methods of documenting local diversity using tools such as citizen science and People's Biodiversity Registers (PBRs).

Content Area 4: Climate Change

Climate change is reshaping the world's environment with major implications for humanity in the coming decades. Students will be introduced to the science of the earth's climate system and will explore issues of climate justice and changing weather patterns. They will be introduced to national and international agreements on climate change action, and to positive steps that can be taken for climate change adaptation and mitigation at different levels from the local level to the national and international levels.

Media and Journalism

Illustrative Content Areas

Given below are illustrative content areas for Media and Journalism in Grades 11 and 12.

Content Area 1: Media Literacy

Through this content area, students will be enabled to develop into discerning consumers and analytical appraisers of media texts. They will be equipped with knowledge about their working methods. They will be able to distinguish between different media and identify salient features of different media forms. Through real-world examples, they will explore the key characteristics that set each mass medium—including newspapers, radio, television, the internet, and social media—apart from others. They will learn how our perceptions of the outside world are affected by popular media.

Content Area 2: History of Media

Through this content area, students will be supported in identifying socially responsible media practices in India, through historical examples set against the larger background of various social movements and historical developments. Among other things, they will also learn about key figures of the Indian national movement and social reform, such as Mahatma Gandhi and B R Ambedkar, as journalists. They will develop a fairly broad understanding of the postcolonial Indian State and the media institutions, and media policies developed by the State. They will also be provided an overview of such developments in print, broadcast, and digital media.

Content Area 3: Basics of Journalism

Through this content area, students will be introduced to the fundamentals of Journalism, covering newspapers, broadcast media, and social media. They will gain a foundational understanding of reporting, news gathering, interviewing, and story pitching. They will learn about journalistic ethics and how to act socially responsibly, as well as fact-checking techniques while gathering news. They will engage with the journey of a news story within a given span of time, the various stages of mediation it goes through, and learn to be cautious of disinformation. They will be introduced to the tools and techniques for checking news. They will learn how to differentiate between various news story types and how to report them. Students will also practise reporting in various genres and formats by exploring issues and themes of interest to them.

Content Area 4: Media Making Project

Through this content area, students will work on themes of local relevance and use available resources to create one or more newsletters/school magazines/wall magazines. They will develop capacities for research and planning, gathering data, writing, editing, design, and production. Using available tools and technology, they will create audio and video stories and curate them on social media platforms.

Languages

English Language

Illustrative Content Areas

Given below are illustrative content areas for English Language in Grades 11 and 12.

Content Area 1: English in India

Through this content area, students will learn about the history of English, briefly in England and subsequently in other parts of the world, with a specific focus on India. A sense of the many 'kinds' of English spoken globally, including Indian English and English in India, is crucial to young people's understanding of themselves in the history of a once colonial and now international language. They will engage with perspectives on cross-language borrowings and enhance vocabulary skills, with a focus on etymology and material on English words from Indian languages. Students will also produce reflections on their family histories of language, mapping their respective families' locations on the language grid, and their own individual language-related abilities, achievements, and aspirations.

Content Area 2: Functional English

Through this content area, students will begin to develop functional language proficiency within and beyond academic contexts. The focus will be on effective language use in a range of contexts, through which students can: (i) improve their practical language skills in everyday encounters; (ii) widen and develop their language base for academic, creative, and vocational pursuits; (iii) acquire widely applicable study skills; (iv) reinforce proficiency skills gained in middle - and early secondary-school classes; and (v) become increasingly independent and confident users of English.

Content Area 3: English for Communication

Through this content area, students further enhance their ability to move from the academic context to communication in a real-world context. Using Communicative Language Teaching (CLT) methods, students will be enabled to use language in simulated real-life contexts. The target language (English) will be used by students to perform tasks requiring communicative competence and performance. The focus will be on effective communication, while the production of language in prescribed forms will be a secondary activity. Apart from face-to-face communication, phone conversations would be considered as well as the various forms of digital communication. In the process, students will develop skills in negotiation, critical thinking, and collaborative work. Also, the classroom would come as close to the real world as possible in terms of language use.

Content Area 4: English Language and Composition

Through this content area, students will learn about the power of language in communication. They will gain skills in using language to influence and persuade others, as well as understand the ways in which people communicate ideas and meaning through both spoken and written language. By learning about rhetoric, students can develop the abilities needed to communicate effectively, analyse arguments critically, and engage in discourse. Emphasis will be on non-fiction texts, and students will be provided opportunities to identify and analyse the persuasive language used by authors to shape and influence discourse. Students will gain the tools they need to analyse and put forth arguments, contributing to their development as informed and engaged citizens.

English Literature

Illustrative Content Areas

Given below are illustrative content areas for English Literature in Grades 11 and 12.

Through these content areas, students will be introduced to a range of literary forms, and acquaint them with texts from India and abroad, in English and in translation.

Content Area 1: Reading Literature

Through this content area, students will learn to interpret texts and communicate their understanding orally and in writing. Students will be aware of the variety of written forms that are a part of our world—ranging from classical literary texts to newspapers and WhatsApp messages. Students can then be introduced to prose and poetry from different periods of time and diverse cultural contexts. They will learn to identify the formal features of texts and their thematic concerns. Students will individually and in groups rewrite texts by changing words, settings, and beginnings and endings to understand how meanings are produced.

Content Area 2: The Short Story and the Novel

Through this content area, students will be introduced to the idea of human beings as fundamentally narrative creatures with an urge for 'logical' conclusions and of storytellers as the first custodians of community histories. Students will read some examples of short story precursors (such as jests, anecdotes, parables) as well as some of their non-western counterparts (including the Indian katha and qissa). They will then move on to folk and fairy tales, and the fable in Western and Eastern traditions. Students will engage with the short story in its modern avatar, examining how it has developed out of earlier forms, and reading four or five examples from various parts of the world. Among other things, they will inspect what fantasy means in the shorter genres, why realism came to take over the short story at a particular time, and why fantasy has made something of a comeback today. Students will briefly learn about the

history of the novel and read extracts from some early novels. Finally, they will engage with a complete novel and analyse it in detail.

Content Area 3: Introduction to Poetry and Drama

Through this content area, students will experience a direct engagement with the form, content, and effect of the works themselves. These will be foregrounded over an author - and tradition-centric approach to prescribed texts. Poetry-specific activities will direct students to note the relationships between words, sounds, affect, images, and cultural contexts. Drama-centric activities will also include reflections on the continuity and differences between texts and performances, on performance traditions closer home, and on the many spaces of performance (theatre, radio, streets, marketplaces, religious spaces, festivities, television, film, performance art, sketches).

Content Area 4: Reading and Writing: Poetry/Essay/Short Story/Drama

Through this content area, students will concentrate on one of four forms. They will read more advanced texts in the form chosen and engage with them critically. Students will become familiar with the formal and structural elements of the chosen form, as well as with elements of its literary history and its adoption into different literary traditions in India and abroad. They will also engage in a series of writing exercises that will help them gain familiarity with the form on a practical basis and explore the possibilities it offers for their own self-expression. Students will take ownership of the chosen form and adapt it to suit their own contexts. Students will undertake a creative writing project where they will write their own stories, poems, essays, or plays.

Core Team

Ministry of Education

Sanjay Kumar, *Secretary*, Department of School Education and Literacy (DoSEL), Ministry of Education (MoE)
Vipin Kumar, *Additional Secretary*, DoSEL, MoE upto 26.10.2024
Anil Kumar Singhal, *Additional Secretary*, DoSEL, MoE w.e.f. 26.10.2024
Anandrao V. Patil, *Additional Secretary*, DoSEL, MoE
Archana Sharma Awasthi, *Joint Secretary*, DoSEL, MoE
Amarpreet Duggal, *Joint Secretary*, DoSEL, MoE
Prachi Pandey, *Joint Secretary*, DoSEL, MoE
A. Srija, *Economic Advisor*, DoSEL, MoE
Anusree Raha, *Deputy Secretary*, DoSEL, MoE
Sunil Sharma, *Director*, DoSEL, MoE
V Hegde, *DDG (Stats)*, DoSEL, MoE

National Council for Educational Research and Training (NCERT)

Dinesh Prasad Saklani, *Director*, NCERT
Sridhar Srivastava, *Joint Director*, NCERT
Indrani Bhaduri, *CEO & Head*, PARAKH and *Head*, ESD, NCERT
Ranjana Arora, *Head of Department*, DCSD, NCERT
P.C. Agarwal, RIE, Bhubaneswar
Sunita Farkya, *Head of Department*, DESM, NCERT
Mily Roy Anand, *Head of Department*, DGS, NCERT
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Vinay Kumar Singh, *Head of Department*, DEGSN, NCERT
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Central Board of Secondary Education (CBSE)

Rahul Singh, *Chairperson* w.e.f. 27.03.2024
Nidhi Chibber, *Chairperson* upto 24.03.2024
Praggya M. Singh, *Director* (Academics-Assessment)
Sweta Singh, *Joint Secretary* (Academics)

Navodaya Vidyalaya Samiti (NVS)

Rajesh Lakhani, *Commissioner* w.e.f. 01.02.2025
Vinayak Garg, IRSEE, *Commissioner* upto 11.10.2024
Gyanendra Kumar, *Assistant Commissioner*

Kendriya Vidyalaya Sangathan (KVS)

Nidhi Pandey, IIS, *Commissioner*
N.R. Murali, *Joint Commissioner*

Other Institutes/Organizations

SCERT/SIEs, Samagra Shiksha, All States/UTs of India
UNICEF

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