

1. PRINCIPLES OF THE CURRICULUM

1.1 Curriculum

The curriculum refers to the lessons and educational content to be taught to a learner in a school. In empirical terms, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, competencies to be attained, courses of study, subject-wise learning outcomes and content, pedagogical practices and assessment guidelines. The curriculum provided by - is based on National Curriculum Framework-2005 and seeks to provide opportunities for students to achieve excellence in learning.

1.2 Salient Features of the Secondary School Curriculum

The Curriculum prescribed by - strives to:

1. provide ample scope for holistic i.e. physical, intellectual and social development of students;
2. emphasize constructivist rather than rote learning by highlighting the importance of hands-on experience;
3. enlist general and specific teaching and assessment objectives to make learning competency-based;
4. encourage the application of knowledge and skills in real-life problem solving scenarios;
5. uphold the 'Constitutional Values' by encouraging values-based learning activities;
6. promote Critical and Creative Thinking aligned to the 21st Century Skills in classrooms;
7. integrate innovations in pedagogy such as experiential learning, Sport & Art-Integrated Learning ,toy-based pedagogy, storytelling, gamification etc. with technological innovations (ICT integration) to keep pace with the global trends in various disciplines;
8. promote inclusive practices as an overriding consideration in all educational activities;
9. enhance and support learning by different types of assessments; and
10. integrate environmental education in various disciplines from classes I- XII.

1.3 Objectives of the Curriculum

The Curriculum aims to:

1. achieve cognitive, affective and psychomotor excellence;
2. enhance self-awareness and explore innate potential;
3. attain mastery over laid down competencies;
4. imbibe 21st century learning, literacy and life skills;
5. promote goal setting, and lifelong learning;
6. inculcate values and foster cultural learning and international understanding in an interdependent society;
7. acquire the ability to utilize technology and information for the

- betterment of humankind;
8. strengthen knowledge and attitude related to livelihood skills;
9. develop the ability to appreciate art and show case talents;
10. Promote physical fitness, health and well-being.
11. Promote arts integrated learning.

1.4 Curriculum Areas at Secondary Level

- envisions the all-around development of students in consonance with the holistic approach to education and therefore, has done away with

artificial boundary between the co-curricular domain and the curricular domain.

Secondary Curriculum provides students a broad and balanced understanding of subjects including languages, Mathematics, Science, and Social Science to enable students to communicate effectively, analyze information, make informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens.

The recent focus of - is on the development of 21st-century skills in settings where each student feels independent, safe, and comfortable with their learning. The Board hopes that schools will try to align curriculum in a way so that children feel more connected to it and employ their learning in real-life contexts. To achieve this aim, it is extremely important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Work Education.

In an operational sense, the secondary curriculum is learner-centered with school being a place where students would be acquiring various skills; building self-concept, sense of enterprise, aesthetic sensibilities, and sportsmanship. Therefore, for the purpose of fostering core competencies in learners, this curriculum encompasses major learning areas as under:

Languages 1 Compulsory

Languages 2

Social Science

Mathematics

Science

Elective Subjects Optional

Health and Physical Education **Compulsory Subjects having only**

Work Experience* **school based internal assessment**

Art Education

* subsumed in Health and Physical Education

1.5 Curricular Areas:-

The curriculum envisages individual learning propensity and seeks to explore the potential of students in acquiring knowledge and skills. With greater orientation and research skills in core areas, students would evolve as judicious young adults with a sense of real self-estimate having true values and principles. The curricular areas are as follows:

(i) **Languages** include Hindi, English and 37 other languages. The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective communicative proficiencies. Learners use language to comprehend, acquire and communicate ideas in an effective manner.

(ii) **Social Science** (Geography, History, Economics and Political Science) intends to make learners understand their cultural, geographical and historical milieus and gain in-depth knowledge, attitude, skills and values necessary to bring about transformation for a better world. Social Science includes the learning of history and culture, geographical environment, global institutions, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities and the incorporation of the above-mentioned learning. Learners appreciate and value everyone's right to feel respected and safe, and, also understand their Fundamental Rights and Duties and behave responsibly in the society.

(iii) **Science:** (Biology, Chemistry and Physics) includes gaining knowledge about Food, Materials, The World of the Living, How things work, Moving things, People and Ideas, Natural Phenomenon and Natural Resources. The Focus is on knowledge and skills to develop a scientific attitude and to use and apply such knowledge for improving the quality of life. The Curriculum promotes the ability to engage with science-related issues, and with the ideas of science, as a reflective citizen by being able to explain phenomena scientifically, evaluate and design

scientific enquiry, and interpret data and evidence scientifically. Students understand the importance of to apply scientific knowledge in the context of real-life situations and gain competencies that enable them to participate effectively and productively in life.

(iv) **Mathematics** includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, the ability to apply this Knowledge and acquired skills in their daily life and the skills to think mathematically. It also includes understanding of the principles of reasoning and problem solving. Children learn to rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns.

(v) **Skills Electives-** A well-skilled workforce is one of the key requirements for the prosperity and growth for any country. Some skills come from general education, but specific occupational skills are also important. Typically initial vocational education and training systems have a big part to play in supplying these skills. To develop skills and talents as a form of free expression, Board offers variety of competency based subjects under NSQF like Retail, Information Technology, Marketing & Sales, Banking, Finance, AI etc. Choosing any one Skill subject at secondary level can help the child to pursue what truly interests or

pleases him or her. This liberty promotes a sense of self-esteem in accepting one's own talents and strengths.

The curriculum and the study material for the Skill Electives is available on the - academic website under the tab 'Skill Education' and can be accessed through the link: <http://-academic.nic.in/skilleducation.html>.

(vi) **Art Education** entails instruction in various art forms (visual as well as performing) with an aim to help children develop an interest for arts and encourage them to enthusiastically participate in related activities,

thus, promoting abilities such as imagination, creativity, valuing arts and cultural heritage. In addition, Arts should be integrated with other subjects to promote creative thinking and expression

(vii) **Health and Physical Education** focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy active living and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, Yoga, NCC, self-defense, fitness and life style choices.

(viii) **Work Experience:** The Work Experience has been subsumed in the Health and Physical Education, however, it is an integral part of the curriculum and is given as much as focus as Health and Physical Education.

1.6 Integrating all areas of learning:

All these eight areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Children should get opportunities to think laterally, critically, identify opportunities, challenge their potential and be open to new ideas. Children should be engaged in practices that promote physical, cognitive, emotional and social development and wellbeing, connect different areas of knowledge, application and values with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth while transacting the curriculum to make them good citizens who can contribute in making the world a happy place.

2. IMPLEMENTATION OF CURRICULUM

2.1 School Curriculum Committee

The Board mandates that all schools must setup a School Curriculum

Committee comprising teachers from each area. The School Curriculum Committee would define activities for pedagogical practices, evolve a plan of assessment and mechanism of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/ reference materials are age appropriate, incorporate inclusive principles, gender sensitive, have valid content and do not contain any material which

may hurt the sentiments of any community. The committee will then send the list of books to the Principal to take action as per para 2.4.7 (b) of the Affiliation Byelaws, 2018. The committee would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NCF-2005. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

2.2 Pedagogical Leadership:

All Principals have a crucial role to play in the evolution of the teaching learning ecosystem as the Head and pedagogical leader of their schools. In the role of school pedagogical leader, the Principal is expected to undertake the following:

(a) Lead, Guide and Support the teaching and learning processes in the school by focusing on classroom specific requirements for transacting the curriculum, so that both teachers and students perform at their optimal best.

(b) Direct the entire focus of all school activities towards the students' learning and acquiring of necessary competencies. Every activity taken up by the school, therefore, should be mapped for the educational competencies, and for life skills, values, etc., being acquired by the students.

(c) Prepare Annual Pedagogical Plan of the school by designing and developing annual plan for the school by giving equal importance to all areas.

(d) Promote innovative pedagogy, with special focus on integrating art, sports and ICT (Information and Communication Technology) with education, and use of active and experiential learning methods in the classrooms.

(e) Ensure joyful learning at all levels through use of such innovative pedagogy.

(f) Develop school specific resources for teaching and learning, in the form of lesson plans, e-content, use of mathematics and science kits developed by NCERT, etc.

(g) Ensure proper in-house training of teachers in the school to enable them to unleash their own unique capabilities and creativity in their classrooms.

(h) To be up to date with all new ideas and tools, etc. being used in education at the global level and constantly innovate the pedagogy of the school.

(i) To make efforts to learn from the best practices of other schools, by arranging for discussions with Principals of such schools, or through observation visits of teachers to other schools.

The Board has not laid down the structure or format of the annual pedagogical plan as the Board respects educational autonomy of every school and expects each school to prepare its own unique and innovative annual plan. This plan

must be an implementable one with realistic timelines that should include administrative inputs and detailed pedagogical aspects.

2.3 Pedagogical Practices by Teachers

The pedagogical practices should be learner centric. Teachers are expected to ensure such an atmosphere for students where they feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and

constructing knowledge. The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources via diverse approaches for transacting the curriculum.

Teachers should follow inclusive principles and not label children as 'slow learners' or 'bright students', or 'problem children'. They should instead attend to the individual difference of students by diagnosing and modifying their pedagogic planning. As far as possible, Arts should be integrated in teaching, especially while teaching the concept which students find difficult to understand.

2.4 Competency based Learning:

To face the challenges of 21st Century, education should be competency based and Principals as Pedagogical Leaders must create conducive environment for the development of competencies among the students. Competency based Learning focuses on the student's demonstration of desired learning outcomes as central to the learning process. Learning outcomes are statements of expected outcomes that the student will be able to do to know, understand and/or be able to demonstrate after completion of a process of learning as a result of learning the activity. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes. Experiential and active learning are the preferred pedagogies for Competency Based Learning as they promote critical thinking, creativity and effective study skills among students. Learning Outcomes approach developed by NCERT for classes I-X that is enclosed with each subject should be adopted by all the schools and teaching-learning process may be changed in the light of these outcomes. The schools are expected to have well-defined Learning objectives for every grade that are observable and measurable, and empower learners to focus on mastery of valuable skills and knowledge. It is expected that teachers will provide meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities and go beyond textbooks. Schools are expected to

track the attainment of Learning Outcomes by each learner and ensure that no child is left behind. - has also come out with suggestive mapping of learning outcomes with NCERT curriculum which can be adopted/ adapted by schools. - has also mapped each learning outcome with assessment to enable tracking of learning progress and these resources are available at the website of - in the form of **Teachers Energized Resource Material**.

Schools should also attempt this on their own.

2.5 Lesson/ Unit Plan

Specific Lesson Plans for the topics are to be prepared by the teachers. These plan may have the following parts:

- Specific Learning Outcomes;
- Pedagogical Strategies;
- Group activities/experiments/hands-on-learning;
- Interdisciplinary Linkages and infusion of Life-skills, Values, Gender sensitivity etc.;
- Resources (including ICT);
- Assessment items for measuring the attainment of the Learning Outcome
- Feedback and Remedial Teaching Plan.
- Inclusive Practices

2.6 Classroom and School Environment

School environment should be conducive for holistic development of the students. The school should focus on health and hygiene by adopting inclusive practices. As part of the policy the school should adopt practices which will promote mental health. In this direction, the schools may follow the guidelines issued by the Board on making the school a No-Anger Zone or Anger Free Zone. The board has developed school health manuals which are

available on www.-academic.nic.in. The time table in the school should take care of proper rest and the children learn subjects with relaxation. School must also ensure that Children avoid the intake of junk food and should ban it around school premises. Intake of the healthy foods should be encouraged with activities described in circular issued by -.

The surroundings and daily life activities and situations are the best experiential teachers for the students. Teachers must make efforts to draw examples and group activities from daily life observations within the classroom/within the school and surroundings, and encourage presentations and reflection by the students once the activity is completed, to develop the skills of critical thinking and communication.

Children learn a lot through peer learning. To promote peer learning, flexible seating arrangements may be made available during the classroom transactions. The seating should also take care of the needs of the students with disabilities as well. Learning should focus on individual differences and promote collaborative learning. The classroom activities must be connected to the immediate environment of children. The school should maintain connection with the parents and the progress of children should be communicated to the parents, and, if needed remedial measures be taken

up for improving the learning outcomes.

2.7 Creating Cross-Curricular Linkages

Creating cross-curricular linkages are vital to learning as they help to connect prior knowledge with new information. For example, Mathematical data handling and interpretation can be effectively applied in geography and science. Children can write better-framed answers in history, geography and science when they have learnt how to write explanations/ short descriptions in a language. Similarly, Life Skills like empathy, problem solving and interpersonal communications can be easily integrated with the study of literature and other areas. Universal Values, Life Skills and Constitutional Values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects.

2.8 Special emphasis on Integrating Arts in education:

All disciplines being pursued by students at all stages require creative thinking and problem-solving abilities. Therefore, when Art is integrated with education, it helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics. Secondly, Art Integrated learning is a strong contender for experiential learning, as it enables the student to derive meaning and understanding, directly from the learning experience. Thirdly, this kind of integration not only makes the teaching and learning process joyful, it also has a positive impact on the development of certain life skills, such as, communication skills, reflection and enquiry skills, un-conditioning of the mind leading to higher confidence levels and self-esteem, appreciation for aesthetics and creativity, etc. Fourthly, this kind of integration broadens the mind of the student, and enables him/her to see the multi-disciplinary links between subjects, topics, and real life. Schools are, thus, required to take up the integration of Art with the teaching learning process.

It must be understood that Art Education and Art Integrated Education may be mutually exclusive, but they build upon each other and strengthen each other. Art Education is not only relevant for developing creativity and appreciation of art among students, but is also necessary for inculcating art-based enquiry skills in the students. Art Education is a necessary precursor for the adoption of Art Integrated learning.

2.8.1 Art Education and Art Integration:

The following two-pronged approach is followed:

- (i) Art education continues to be an integral part of the curriculum. The schools may also promote and offer Visual and Performing Arts based subjects at the Secondary and Senior Secondary level.
- (ii) Art is also integrated with the teaching and learning process of all subjects from classes 1 to 12, to promote active and experiential

learning for “connecting knowledge to life outside the school, ensuring that learning shifts away from rote methods and for enriching the curriculum, so that it goes beyond textbooks.”

2.8.2 Art Integrated Pedagogy:

While preparing its annual pedagogical plan under the leadership of the Principal of the school, the school must plan out in detail the Art Education to be imparted at various levels, and how that Art can be integrated with classroom learning of various subjects. The focus must be on mutually reinforcing Art as a subject and Art as a tool for learning, with efforts towards seamless integration. Team teaching (combination of subject teachers and Art teachers) would also strengthen the integration.

For implementing this in classrooms, the subject teacher picks the topic/concept/idea that she wants to teach by integrating Art. The teacher can do this jointly with the Art teacher too. Then, the subject teacher collaborates with the Art teacher to align the pedagogy. Next, the teacher teaches the topic/concept/idea ensuring active learning and ensuring that both the subject and Art are integrated well and there is learning in both areas. Finally, the teacher prepares a rubric to assess the student in both the areas – that is, the topic taught and the Art used.

2.9 21st Century Skills:

There is an increased awareness among the educators of the need to integrate what are called as 21st Century skills in educational systems.

There are three key 21st century skills;

There are three key 21st century skills i.e. Learning Skills, Literacy Skills and Life Skills.

Learning skills include:

- Critical Thinking
- Creativity

- Communication
- Collaboration

Literacy skills include:

- Information literacy
- Media literacy
- Technology literacy

Life skills include:

- Flexibility
- Leadership
- Initiative
- Productivity
- Self-awareness

The need of the hour is that schools must focus on enhancing the skills required for a successful adult life in 21st Century. It is important that the students are able to think scientifically, mathematically or artistically to face the real-life challenges in an information and technology driven world and enhance their inherent potential. - has published a handbook on 21st century skills available at its website. Schools may further refer to it.

2.10 Inclusive Education:

Inclusive approach in education is a prerequisite for ensuring full

participation of all students with equal opportunity in all areas without any discrimination. Inclusive attitude in all staff and faculty members is crucial for successful inclusive education. Therefore, all the members of teaching and non-teaching staff should be sensitized on the issues of inclusive education. Students without disabilities should also be sensitized. Schools must organize these sensitization programmes with the support of experts from respective field of disabilities. Capacity Building Programmes

on Inclusive Education may be organized in collaboration with the -- Centres of Excellence. Board has made the appointment of special educator mandatory to all the schools affiliated to the -. Special Educators must possess the qualification as prescribed by the Rehabilitation Council of India. (- Circular No. 31/2015). - has published a handbook on Inclusive Education available at its website.

3. SCHEME OF STUDIES

3.1 Subjects to be offered:

Class IX and X is a composite course. Students need to take only those subjects in class IX which they intend to continue in Class-X. Subjects can be offered as under:

Subjects Names of the subjects Group

Compulsory Subject 1 Language I (Hindi -Course A or Hindi -Course B or English Language and Literature)

Group-L

Subject 2 Language II (Any one from the Group of Languages (Group-L)

other than the Language chosen as

Subject 1)

Group-L

Subject 3 Mathematics – Basic or Mathematics Standard

Group- A1

Subject 4 Science

Subject 5 Social Science

Optional Subject 6 Skill subject Group-S

Subject 7 Language III /Any subject other than opted above

Group-

L/Group-

A2

Subjects of Subject 8 and 9 Art Education

Internal

Assessment

Assessment and

certification at

school level

Health & Physical Education

Work Experience*

***Work experience is subsumed in Health and Physical Education**

(a) The Board Examination in Mathematics is held at two levels in Class X. However, it is not applicable to the internal assessment done in Mathematics at the school level in class X. For details please refer Circular No. Acad. 03/2019. It may be noted that the students who are opting Mathematics - Basic will have the option of taking Applied Mathematics (241) as an Elective at Class XI/Sr. Secondary though they may not be permitted to take Mathematics (041) at Sr. Secondary level. However a student who has opted Mathematics - standard can offer any one of the two available Mathematics at Sr. Secondary level.

(b) If a student fails in any one of the three compulsory subjects (i.e. Science, Mathematics and Social Science) and passes in the Skill subject (offered as sixth optional subject), then that subject will be replaced by the Skill subject and the result of Class X Board examination will be computed accordingly.

(c) If a student fails in any language subject, out of first five subjects, the same will be replaced by the language taken as sixth subject (in case of no skills subjects offered) or as seventh subject (optional), provided that he or she has passed this language and after replacement either Hindi or English remains as a passed language in the first five subjects.

(d) It is expected that all the students would have studied three languages up to class VIII. Those students who could not clear the third language in class VIII and have been promoted to class IX, shall be examined by the concerned schools at the end of Class IX in the same syllabus and textbooks as prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear in the Secondary School Examination of the Board at the end of class X unless she/he has passed in the third language. However, students with disabilities are exempted from the study of third language.

(e) Either Hindi or English must be one of the two languages to be studied in class IX and X. Hindi and English can also be offered simultaneously.

In Hindi, two courses have been provided for class IX and X keeping in view the varying backgrounds of the students and a student may either opt for Hindi A (Code 002) or Hindi B (Code 085).

(f) Students offering additional sixth skill subject may also offer an additional language III/ any subject as seventh subject.

(g) Out of the three subjects - Computer Application (Code 165), Information Technology (Code 402) and Artificial Intelligence (code 417) - only one can be offered. A combination of any of these subjects is not permitted.

(h) For Skill subjects, only those subjects can be offered for which

permission has been given by the Department of Skill Education, -.

(i) Board is extending several exemptions/concessions to candidates with disabilities as defined in the "THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016". Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted by the Board and the Standard Operating Procedure for availing these concessions are available on :

https://www.-.gov.in/-new/Examination_Circular/2019/5_CIRCULAR.pdf

Schools and candidates may also refer to the circulars issued by the Board from time to time on this matter.

(j) For Regional Languages, the Board prescribes the textbooks being followed in classes IX and X in the respective State Boards where the language is taught. Schools are also advised to bring to the notice of - the changes, if any, brought out at the commencement of the session by the respective State Boards, in the textbooks of the language of their State. Schools are directed to strictly follow the textbooks prescribed by - in its curriculum. Changes, if any, can be adopted only after - notifies it.

3.2 List of subjects offered at Secondary Level: LANGUAGE (GROUP-L)

S CODE NAME Theory

Marks

Time

(h)

Internal

Marks

Total

Marks

1 002 HINDI COURSE-A (ANY ONE) 80 03 020 100

085 HINDI COURSE-B 80 03 020 100

2 184 ENGLISH LANG & LIT. 80 03 020 100

3 003 URDU COURSE-A (ANY ONE) 80 03 020 100

303 URDU COURSE-B 80 03 020 100

4 004 PUNJABI 80 03 020 100

5 005 BENGALI 80 03 020 100

6 006 TAMIL 80 03 020 100

7 007 TELUGU Any One 80 03 020 100

089 TELUGU TELANGANA 80 03 020 100

8 008 SINDHI 80 03 020 100

9 009 MARATHI 80 03 020 100

10 010 GUJARATI 80 03 020 100

11 011 MANIPURI 80 03 020 100

12 012 MALAYALAM 80 03 020 100

13 013 ODIA 80 03 020 100

14 014 ASSAMESE 80 03 020 100

15 015 KANNADA 80 03 020 100

16 016 ARABIC 80 03 020 100
17 017 TIBETAN 80 03 020 100
18 018 FRENCH 80 03 020 100
19 020 GERMAN 80 03 020 100
20 021 RUSSIAN 80 03 020 100
21 023 PERSIAN 80 03 020 100
22 024 NEPALI 80 03 020 100
23 025 LIMBOO 80 03 020 100
24 026 LEPCHA 80 03 020 100
25 092 BODO 80 03 020 100
26 093 TANGKHUL 80 03 020 100
27 094 JAPANESE 80 03 020 100
28 095 BHUTIA 80 03 020 100
29 096 SPANISH 80 03 020 100
30 097 KASHMIRI 80 03 020 100
31 098 MIZO 80 03 020 100

32 099 BAHASA MELAYU 80 03 020 100
33 122 SANSKRIT 80 03 020 100
34 131 RAI 80 03 020 100
35 132 GURUNG 80 03 020 100
36 133 TAMANG 80 03 020 100
37 134 SHERPA 80 03 020 100
38 136 THAI 80 03 020 100

COMPULSORY SUBJECTS (GROUP-A1)

S CODE NAME Theory

Marks

Time

(h)

Internal

Marks

Total

Marks

1 041 MATHEMATICS -STANDARD (ANY
ONE)

80 03 020 100

241 MATHEMATICS – BASIC 80 03 020 100

2 086 SCIENCE 80 03 020 100

3 087 SOCIAL SCIENCE 80 03 020 100

OTHER SUBJECTS (GROUP- A2)

S CODE NAME Theory

Marks

Time

(h)

Internal

Marks

Practical

Project
 Total
 Marks
 1 031 CARNATIC MUSIC
 (VOCAL)
 (ANY
 ONE)
 30 02 020 50 -- 100
 032 CARNATIC MUSIC
 (MELODIC INSTRUMENTS)
 30 02 020 50 -- 100
 033 CARNATIC MUSIC
 (PERCUSSION INSTRUMENTS)
 30 02 020 50 -- 100
 034 HINDUSTANI MUSIC
 (VOCAL)
 30 02 020 50 -- 100
 035 HINDUSTANI MUSIC
 (MELODIC INSTRUMENTS)
 30 02 020 50 -- 100
 036 HINDUSTANI MUSIC
 (PERCUSSION INSTRUMENTS)
 30 02 020 50 -- 100
 2 049 PAINTING 30 03 020 50 -- 100
 3 064 HOME SCIENCE 70 03 -- 30 -- 100
 4 076 NATIONAL CADET CORPS
 (NCC)
 70 03 30 -- -- 100
 5 165* COMPUTER APPLICATIONS 50 02 -- 50 -- 100
 6 154 ELEMENTS OF BUSINESS 70 03 -- 30 -- 100
 7 254 ELEMENTS OF BOOK- KEEPING
 & ACCOUNTANCY
 70 03 -- -- 30 100

SKILL SUBJECTS (GROUP-S)

S

No

Code Name Job Roles Marks Distribution

Theory Practical

1 401 Retailing Store Operations

Assistant

50 50

2 402* Information

Technology

Domestic IT Executive/

Operator

50 50

3 403 Security Unarmed Security Guard 50 50
 4 404 Automotive Automotive Service Technician 50 50
 5 405 Introduction To Financial Markets Business Correspondent 50 50
 6 406 Introduction To Tourism Assistant Tour Guide 50 50
 7 407 Beauty & Wellness Assistant Beauty Therapist 50 50
 8 408 Agriculture Solanaceous Crop Cultivator 50 50
 9 409 Food Production Assistant Chef (reg.) 50 50
 10 410 Front Office Operations Front Office Executive 50 50
 11 411 Banking & Insurance Field Executive 50 50
 12 412 Marketing & Sales Marketing Assistant 50 50
 13 413 Health Care General Duty Assistant 50 50
 14 414 Apparel Hand Embroider 50 50
 15 415 Multi Media Texture Artist 50 50
 16 416 Multi Skill Foundation Course Multi Skill Assistant 50 50
 17 417* Artificial Intelligence 50 50
 18 418 Physical Activity Trainer (New) 50 50

*Out of the three subjects with codes - 165, 402 and 417 - only one subject can be offered.

The curriculum and the study material for the Skill Electives is available on the -

academic website under the tab 'Skill Education' and can be accessed through the link: <http://academic.nic.in/skill-education.html>.

LIST OF SKILL COURSES OFFERED AT MIDDLE LEVEL (FOR CLASSES VI / VII / VIII)

S.

No.

COURSE NAME Duration in Hours

MARKS DISTRIBUTION

Theory Practical

- 1 Artificial Intelligence 12 15 35
- 2 Beauty & Wellness 12 15 35
- 3 Design Thinking 12 15 35
- 4 Financial Literacy 12 15 35
- 5 Handicrafts 12 15 35
- 6 Information Technology 12 15 35
- 7 Marketing/ Commercial Application
12 15 35
- 8 Mass Media 12 15 35
- 9 Travel & Tourism 12 15 35

3.3 Instructional Time

Instructional time shall be as per the subjects selected. Schools must ensure that minimum number of hours are spent for each subject as specified in the curriculum. The time duration for the subjects has been clearly indicated in the syllabus of each subject. However, it is expected that schools will create innovative Timetables (such as, teaching-learning only 2 subjects per day etc.) to ensure that the burden of the bag and homework are substantially reduced and the classroom transaction are based on experiential processes. Schools may also think of introducing bag-less day and same may be incorporated in the time tables. The time table must also include the mandatory periods for compulsory areas including Health and Physical Education.

3.4 Medium of Instruction

The medium of instruction in general in all the schools affiliated with the Board shall either be Hindi or English.

4. STRUCTURE OF ASSESSMENT SCHEME

The Assessment scheme will have an 80 marks component for Board examination (class

X) and Annual Examination (class IX) in all subjects except compulsory subjects to be assessed internally along with a 20 marks component of Internal Assessment. Students have to secure 33 percent in total in each of these components.

This condition has been relaxed vide Notification No. -/Coord/DS/EC dated 11/10/2018 available at:

https://www.-.gov.in/-new/Examination_Circular/2018/15_CIRCULAR.pdf

As the Board is progressively allowing more space to 'learning outcome based assessment

in place of textbook driven assessment, question papers of Board examinations will have more questions based on real-life situations requiring students to apply, analyse, evaluate and synthesize information as per the stipulated outcomes. The corecompetencies

to be assessed in all questions, however, will be from the prescribed syllabus and textbooks recommended therein. This will eliminate predictability and rote learning to a large extent.

4.1 Board Examination for (Class X) and Annual Examination

(class IX) for 80 marks For Class X:

The Board Examination in each subject will cover entire syllabus of Class-X. Grades corresponding to the marks shall be on the basis of 9-point grading system. Grades will be awarded in each scholastic subject. For awarding the grades, the Board will put all the passed students in a rank order and will award the grades as follows:

A-1 Top 1/8th of the passed candidates
A-2 Next 1/8th of the passed candidates
B-1 Next 1/8th of the passed candidates
B-2 Next 1/8th of the passed candidates
C-1 Next 1/8th of the passed candidates
C-2 Next 1/8th of the passed candidates
D-1 Next 1/8th of the passed candidates
D-2 Next 1/8th of the passed candidates
E* Essential Repeat

Notes:-

- (a) Minor variations in proportion of candidates to adjust ties will be made.
- (b) In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.
- (c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- (d) In respect of subjects where total number of candidates passing a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

For Class IX:

The assessment scheme will be similar to class X Board examination. However, the grading in class IX will be as follows:

Grading Scale for Scholastic Areas (Class-IX)

(School will award grades as per the following grading scale)

MARKS RANGE GRADE

91-100 A1
81-90 A2
71-80 B1
61-70 B2
51-60 C1
41-50 C2
33-40 D
32 and below *Essential Repeat

- Absolute grading in class IX is used keeping in view the number of students appearing from any particular school as against positional grading used for class X.

4.2 Internal Assessment (20 Marks):

One time year-end examination is complimented and supplemented with

Internal Assessment (IA) that assesses students in diverse manner, at different times and also examines a broad range of curriculum objectives. IA, in effect school-based assessment, plays the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of education and informing teachers' of students' progress and therefore supporting classroom learning. It also informs the individual learner about his/ her progress over a period of time enabling them to develop strategies to improve learning.

4.2.1 Periodic Assessment (05 Marks)

The main purpose of Periodic Assessment is to assess the learning progress of students. Such Assessment done at regular intervals provides feedback and insight to teachers regarding learners' needs and helps them to improve instruction, do remedial teaching and set curricular targets for a student or a group of students. The feedback also helps students to know their errors as well as strengths and weaknesses. The students, thus, are enabled for better learning and setting up realistic goals. In essence, this is assessment for, of and as learning. Periodic Assessment is further divided into the following:

Periodic Tests (05 marks): As earlier, these would be restricted to 3 in each subject in a year and the average of best 2 would to be taken for final submission of marks. These tests tend to follow a pattern, which is quite similar to the final end of course examination, and have a gradually increasing portion of content. Hence, they also tend to prepare students for final summative exams in a more confident manner.

4.2.2 Multiple Assessment (05 marks):

Multiple assessment strategies relevant to particular learning outcomes are advised over the period of curriculum transaction. The subject teachers would determine the type and frequency of these. This would make assessment more comprehensive and provide schools/teachers flexibility to use multiple and diverse techniques to assess learners viz. observation, oral tests, individual or group work, class discussion, field-work, concept maps, graphic organizers, visual representation etc. Hence, the schools are given autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment for and as learning, such as, quizzes, project-work, Self and peer assessment, collaborative projects, experiments, classroom demonstrations, etc. Caution must be observed that recording of such assessment is not cumbersome and can be easily translated into individual student scores. Thus, developing simple scoring criteria and rubrics becomes of equal importance when deciding to use a particular technique. In tune with purpose of periodic assessment, i.e., to provide feedback to improve teaching and learning, it becomes of equal importance to use follow-up measures incase students are found deficient in proficiency of relevant learning outcomes.

4.2.3 Portfolio (05 marks):

The creation of portfolios is suggested to broaden the scope of learning and

achieve diverse curriculum outcomes by examining a range of evidence of student performances being assessed.

What is a portfolio?

A portfolio is a collection of chosen work by a student representing a selection of performances that is collected over time and describes the learner's efforts, progress, and achievement in key areas. It is a tool for assessing a variety of skills not usually testable in a single setting of the traditional written paper and pencil tests. Assessment would include self and

peer assessment among others. Its use is recommended as a support to the new instructional approaches that emphasize student's role in constructing knowledge and understanding.

For a more simple approach, it is suggested that the portfolio take the form of a journal or notebook that would include besides classwork, students artifacts selected within a coherent framework along with their reflections. Learner here is an active participant involved in constructing his or her journey through the portfolio building process of selecting, organizing and reflecting. Now Schools are expected to develop the portfolios as per para 4.2.2 (a) above.

This portfolio can be seen both as a process and as a product:

- a. As a product, it holds the performance records and documents, a student has produced during the learning course and represents a collection of their learning achievements.
- b. As a process, it enables learners to monitor their own learning systematically, reflect on their performance, redirect their efforts and set future goals.

What purposes does a portfolio serve? A portfolio

- offers the possibility of assessing more complex and important aspects of a learning areas or subject matter that can't be assessed through traditional forms of testing;
- provides a profile of learner's abilities – in-depth growth and progress
- helps to develop among students an awareness of their own learning. The focus on self-assessment and reflection helps students to identify their strengths and weaknesses thereby facilitating setting up of realistic improvement goals. The active role that students plays in self assessment not only motivates them but also

help to develop metacognitive skills which enable them to make adjustments not only in their learning in school but beyond as well;

- provides an opportunity to share own learning with peers and review and give feedback on each other's work. Peer Assessment thus becomes a great support that further facilitates a clear

understanding and evaluation of personal goals;

How to prepare a portfolio?

It is suggested that the portfolios would include classwork and homework assignments that would help evaluate learner's progress. Besides this, portfolio should be a space for student to display his/her exemplary work in the related area. The attention should be to promote techniques such as annotation, identification of key words / topics/ themes, summarization and organization of ideas and content, photos, presentations, assignments, art integrated learning, etc.

The sample of creative work and evidences that demonstrate process skills or development of critical thinking or problem solving merit inclusion as well. A periodic review of the evidences included in the portfolio would facilitate self-assessment by learners who would be more aware of their own learning and be able to identify their strengths and weaknesses. The portfolio also provides an opportunity to learners to share and comment on each other's work. Such peer assessment facilitates understanding of criteria of good work to students. It is advised that such criteria be developed and made clear to students. Initially this self and peer assessment would be a guided endeavor.

Assessing Portfolios

Students' portfolio can be effectively evaluated using a simple scoring rubric. The criteria – to be used in determining the quality of a particular student's portfolio needs to be carefully developed and shared with students. They key elements of the particular criteria need to be specified as well.

Suggested are some elements to judge student's portfolio:

- Organization – Neatness, Creativity and Visual Appeal
- Completion of guided work focused on specific curricular objectives
- Evidences of student's growth
- Inclusion of all relevant work (Completeness)

Teachers can include other subject relevant criteria and elements to assess portfolios.

A Word of Caution: Portfolios need to be developed in an easy to manage form. They need to be meaningful but simple and accessible. Developing them should not be a burden on students- both in terms of cost and time.

4.2.4 Subject Enrichment Activities (05 marks):

Subject enrichment activities aligned with the secondary school curriculum aim at enrichment of the understanding and skill development. They provide in-depth learning that motivates students to dig deeper into the discipline. These enrichment activities need to challenge students and permit them to apply knowledge to the next level. These activities become an important instrument to learn the processes by which knowledge is generated in a particular discipline. They ought to provide opportunity to students to explore their own interests as well along with an understanding of the

nature of particular discipline.

It is important that the Subject Enrichment Activities be conducted with rigour and focus. Some suggestions for this are as follows:

Languages provide ample space and the autonomy to subject teachers to develop relevant listening and speaking skills. Teachers need to use this opportunity to full advantage and use excerpts from relevant suitable literature to develop vocabulary and heighten students' awareness and sensitivity.

The specified activities in practical work in **Science** and **Mathematics** need

to be conducted in the investigatory spirit in congruence to the aims and objectives of the subject. The focus must shift from confirmatory nature of lab experiments to explorations that focus on development of science processes. Students need to be encouraged to raise questions, generate hypotheses, experiment, innovate and find solutions to questions/ problems encountered.

The discipline of **Social Science** puts the responsibility on concerned teachers to facilitate students to design and execute relevant projects. It is suggested that social science being the subject relevant to social context, projects be related to Art and culture and include development of Life Skills too. Art is not only about self - expression but is more about perceptions and a special way of understanding and responding to work. Exploring into ideas and meanings through the works of artists/experts/ writers/poets, the students would develop imagination and critical awareness.

4.3 Art Education

Art Education constitutes curricular activities for the development of the wholesome personality of the children, aesthetic sensibilities and respect for social values and cultural heritage. It encourages learners to develop creative expression, sharpens keen observation and develops a sense of organization and order. Students may select one form each from Visual Arts (drawing, painting, murals, collages, crafts, sculpture, etc.) and Performing Arts (dance, music, drama, puppetry and Folk Art forms etc.). Children's participation in activities/competitions organized and conducted throughout the year form the basis of assessing the student by the Visual Art/Performing Art teacher.

4.4 Health and Physical Education (Sports/ Self-Defence /Yoga/ NCC etc.)

Health and Physical Education focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this

area of curriculum is on helping children develop a positive attitude and commitment to life long, healthy and active living and the capacity to live satisfying, productive lives with the help of health, hygiene and sanitation, work experience, indigenous sports, yoga, NCC, self-defense, fitness and lifestyle choices.

Health and Physical Activities, preferably sports must be given one regular period per day. Students should be provided opportunities to get professionally trained in the area of their interest. Indigenous sports, yoga and NCC must be encouraged in the schools as they develop physical fitness, discipline, sportsmanship combined with patriotism, self-sacrifice and health care. Similarly Self-defense may be actively taught to students, especially girl students, as it instills confidence and empowers them. The teachers should ensure that the students get opportunities to participate in activities of their choice and help them in identifying and nurturing their talents and gain confidence. The Physical Education teacher will maintain the record of all the Health and Physical Education activities/competitions that each of the children participate in. The Comprehensive School Health Manuals (four volumes) brought out by - could be referred to for detailed information and the graded activities could be taken up as part of the curriculum in school.

To address the Health aspect of HPE, qualified doctors should examine children once in a year along with a follow-up session during the year. School should also bring any noticeable disability in a student to the notice of the school counselor and parents. Cases of special needs of students with medical history must be carefully noted and handled accordingly. Detailed information on the Comprehensive Physical and Health Education Curriculum is enclosed with this document.

4.5 Assessment of Art Education and Health and Physical Education

Assessment of Art Education and Health and Physical Education may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report Card of the children in the form of grades.

In the existing scheme of assessment, these activities will be graded on a 5- point grading scale (A to E) for classes IX-X and will have no descriptive indicators. The students shall be assessed on two areas i.e. Art Education, Health and Physical Education. Work Experience is subsumed in the Physical and Health Education. No up scaling of grades will be done.

The concerned teacher would make an objective assessment of the level of performance/ participation demonstrated by a student throughout a year and finally assign grades.

4.5.1 Parameters of Assessment

While the students are engaged in the core areas like Health and Physical Education and Art Education, the process is as important as the product. Hence, the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below:

Area Product Process

Health and Physical
Education including Work

Experience
Overall fitness Participation, team- spirit,
commitment and honest effort.
Art Education Expression,
creativity and
Aesthetic appeal
Participation, Creative process,
material use, appreciation,
reflection, effort, craftsmanship
and completion

4.5.2 Details of Five-point Grading for Art Education (Class IX and X)

Grade Connotation

A Exemplary
B Proficient
C Developing
D Emerging
E Beginner

4.5.3 Distribution of Periods/ Grades for Internal Assessment in Health and Physical Education (with Work Experience subsumed in it)

Strand Periods (Approx) Grades*

1.GAMES

Athletics/ Swimming Team

Games

Individual Games/ Activity

Adventure Sports

90 periods While filling online
data, following grades
may be filled against

HPE:

Class IX-X: Grade (A-E)

on 5-point scale (A, B,

2. Health and Fitness 50 periods C, D, E)

3. SEWA 50 periods Grades of SEWA is
considered against

Work Experience Class

IX-X: Grade (A-E) on

5-point scale

(A, B, C, D, E)

4. Health and Activity Card 10 periods

Total 200 Periods

* Refer the detailed HPE guidelines available on www.-academic.nic.in, including
the above amendment

4.6 Development of competencies through Student Enrichment activities:

In the recent past the board has been organizing various activities for promoting various 21st century skills. Following are some such activities introduced with the intention of enhancement of the skills and values.

S. No. Student Enrichment

Activity

Skills/Values to be Enhanced

1 Story Telling Competition Thinking Skills: Creative, Analytical, Evaluative

Communication Skills

Linguistic Skills

2 Reading Week

3 Fastest Reading Contest

4 Aryabhata Ganit

Challenge

Reasoning Abilities

Problem Solving Skills

Critical thinking

Analytical thinking

Ability to manipulate precise and intricate ideas

Ability to construct logical arguments

5 - Heritage India Quiz Values of respect for diversity and tolerance

Awareness about preserving Indian

heritage and monuments

Critical thinking skills

Appreciation for rich heritage and

diversity of the country

6 Science Exhibition Critical and Creative Thinking Skills

Problem Solving Skills

Scientific Temperament

Connecting Science to day to day life

7 Science Literacy

Promotion Test

8 Expression Series Creative Thinking Skills

Communication Skills

9 Eco-Club Activities Awareness about Environmental

Conservation and Protection

Clean lines Habits

10 Swachhata Abhiyan

11 Ek Bharat Shrestha

Bharat

Spirit of Patriotism and Unity Creative Skills

12 Rashtriya Ekta Diwas
 13 Inter School Band Competition
 14 Fit India School Week Healthy lifestyle
 15 - Inter-School Sports & Games Competitions
 16 International Day of Yoga
 17 Matri bhasha Diwas Awareness of Linguistic and Cultural traditions, Values of Tolerance and Dialogue, Communication Skills
 18 The Constitution Day importance of Constitution, its history, structure and implications to citizens orientation to composite culture and diversity of our nation awareness of Fundamental Rights and Duties as enshrined in the Indian Constitution.
 19 Art Integrated Project application of art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/ topics promotes experiential learning as it enables to derive meaning and understanding directly from the learning enables students to see the multi-disciplinary linkages between subjects, topics, and real life. Schools are encouraged to ensure that their students participate in these activities of the Board for making the students future-ready and also for becoming a holistic learner.

4.7 Suggestions for Teachers

Teachers should encourage participation of each child in some activity or the others. They must ensure that no child is left out from participation in activities organized by the Board or at the class/school or at interschool level. By carefully examining the behavior / skills / competencies of children in the class on all possible occasions, teachers will maintain records of

the performance of learners. Schools should encourage teachers to work collaboratively with other teachers for facilitating and assessing learner's performance and then finally assigning grades.

4.8 Discipline (Attendance, Sincerity, Behavior, Values)

Discipline significantly impacts career shaping and helps build character, sincerity, self- control, perseverance, good behavior and values. The concept of discipline should not be confused with strict authoritarian environment and the students should be given freedom to share their doubts and ideas with teachers regarding class work. Constitutional and universal values should also be encouraged amongst students. Hygiene, sanitation, dedication, honesty, truthfulness, kindness, empathy respect for the environment, elders and all living things etc. are the values that our students must actively practice.

Parents may also support schools in cultivating disciplined behavior in their wards. Class teacher will grade the students on a Five- point scale (A to E) keeping in view the overall attendance, sincerity, values and behavior of the students. Values Education Resource Book and Kit developed by - may be used for inculcating values in students.

4.9 Rules regarding Admission and Examination

Regarding eligibility for Admission, Eligibility for Examination, Scheme of Examination and related information, please see the Examination Bye-Laws of - available on www.-.nic.in.
