

SECONDARY CURRICULUM

Secondary Curriculum provides students with a broad and balanced understanding of subjects including Languages, Mathematics, Science, and Social Science to enable students to communicate effectively, analyse and interpret information meaningfully, make informed decisions, construct their worldview in alignment with constitutional values, and progress smoothly to be productive future citizens.

The recent focus of CBSE is on developing 21st-century skills in settings where each student feels independent, safe, and comfortable with learning.

To achieve this aim, it is essential that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Financial Literacy, Digital Literacy, and Work Education.

S. No.	Subject	Nature
1	Language 1	Compulsory
2	Language 2	
3	Social Science	
4	Mathematics	
5	Science	
6	Skill based Subject/ Elective Subject	Optional
7	Language 3	Optional
8	Health and Physical Education	Compulsory Subjects having only school based internal assessment
9	Work Experience	
10	Art Education	

Art Education It 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.

Health and Physical Education It 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-defence, fitness and life style choices.

Work Experience The Work Experience has been subsumed in the Health and Physical Education; however, it is an integral part of the curriculum and should be given as much as focus as Health and Physical Education.

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.

IMPLEMENTATION OF CURRICULUM

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 would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NEP-2020. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

Pedagogical Practices of 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.

Competency Based Learning Challenges of 21st Century necessitate education to be competency focussed to enable continuous watch on achievement of learning objectives and plan interventions. Competency focussed learning underscores 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.

Lesson/Unit Plan Specific Lesson Plans for the topics are to be prepared by the teachers. These plans may have the following parts:



SCHEME OF STUDIES

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

Subject		Detail of the subject	Group
Compulsory	1	Language I (Hindi – Course A or Course B or English Language and Literature or English Communicative)	Group-L
	2	Language II (Anyone from the Group of Languages)	Group-L
	3	Mathematics – Basic or Mathematics Standard	Group-A1
	4	Science	Group-A1
	5	Social Science	Group-A1
Optional	6	Skill Subject/another subject from A2	Group-S/A2
	7	Language III / Any subject from A2	Group-L/A2
Internal Assessment (Compulsory)	8	Art Education	
	9	Health & Physical Education and Work Experience	

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.

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.cbse.gov.in/cbsenew/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.

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.

Internal Assessment (20 Marks):

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

Multiple Assessment (05 marks): Over the course of the curriculum transaction, multiple assessment strategies are advised. Subject teachers would determine the type and frequency. Schools/teachers would be able to use multiple and diverse assessment techniques to assess learners, i.e., 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 exercised to ensure that recording such assessment is not cumbersome and can be easily translated into individual student scores. When choosing a particular technique, developing simple scoring criteria and rubrics becomes equally important. The purpose of periodic assessment is to provide feedback to improve teaching and learning, so it is equally important to use follow-up measures when students are found to be lacking proficiency.

Portfolio (05 marks): A portfolio is a collection of chosen work by a student representing a selection of performances. 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. Portfolio helps students gain an awareness of their own learning. Peer Assessment is a great support that facilitates a clear understanding and evaluation of personal goals.

The portfolio may take the form of a journal or notebook that would include students' artifacts selected along with their reflections. It is suggested that the portfolios would include classwork and homework assignments that would help evaluate learner's progress. 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. Developing them should not be a burden on students- both in terms of cost and time. 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. The key elements of the particular criteria need to be specified as well. Suggested below are some elements to judge student's portfolio:

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)

Subject Enrichment Activities (05 marks): Subject enrichment activities aim at enrichment of the understanding and skill development of students. 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. They ought to provide opportunity to students to explore their own interests as well as an understanding of the nature of particular discipline. Some suggestions for conducting these activities 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 congruence to the 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.

Social science being the subject relevant to social context, activities and projects in this area should be related to, society, socio-economic and environmental problems, political theory and art and culture. I may also include development of Life Skills.

CBSE Senior Secondary School Curriculum

For the purpose of fostering competences in learners, the curriculum encompasses seven major learning areas, which are: Languages, Humanities, Mathematics, Sciences, Skill Subjects, General Studies and Health and Physical Education. These areas are broadly divided into electives and compulsory areas as detailed below:

Languages	Electives
Electives	
Skill Electives	
Work Experience	Compulsory

Elective Areas:

- (i) **Languages include Hindi, English and other 31 languages.** The curricula in languages focus on listening, speaking, reading and writing skills for developing effective communicative proficiency. Learners use language to comprehend, acquire and communicate ideas.
- (ii) **Humanities and Social Sciences-** Geography, History, Economics, Home Science, Sociology, Fine Arts, Political Science, and related subjects promote the learning of history and culture, geographical environment, global institutions, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities and the interplay of all these.
- (iii) **Sciences:** Biology, Chemistry, Physics, Computer Science, and Informatics Practices help in making students perceptive about matter and energy, nature, the environment, technological breakthroughs in science.
- (iv) **Mathematics** includes acquiring the concepts related to numbers, operations, computation, measurement, geometry, probability and statistics, the skill to calculate and organize and the ability to apply this knowledge and acquired skills in their daily life.
- (v) **Business and commerce based electives-** Business Studies, Accountancy, Entrepreneurship, Economics and related subjects help in gaining understanding about core business disciplines.
- (vi) **Visual; Performing and Creative Arts-** Subjects like Dance, Drama, Music, Heritage Crafts, Fine Arts, Sculpture and related subjects aim to help learners cultivate an interest and appreciation for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, value arts, and the cultural heritage.

- (vii) **Skill Electives** help in development of professional competencies, which are analytical, applied and outcome based. Undergoing skills training in schools can help students learn about a trade progressively to create a product and also to become a problem solver in real life. At present many Skill electives are being offered by the Board in the fields of Hospitality and Tourism, emerging technology like Artificial Intelligence, Geospatial Technology, Finance, Business, and Retail & Insurance etc. Students can also choose subject from diverse areas such as Fashion Design, Agriculture, Banking, Mass-Media Healthcare and many more students.
- (viii) **Health and Physical Education** focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, well-being and the factors that contribute to them.
- (ix) **General Studies:** The purpose of orienting students to General Studies is to develop in them an appreciation for the holistic nature of knowledge. In contemporary times, familiarity with General Studies is indispensable because at the senior school stage there is an element of specialization due to which the students do not get exposed to some vital disciplines/areas of study that are not covered in their specialized field. The documents with details of Health and Physical Education and General Studies are available on www.cbseacademic.nic.in

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 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.

Lesson/ Unit Plan

Specific Lesson Plans for the topics are to be prepared by the teachers. These plans 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

STRUCTURE OF ASSESSMENT SCHEME

Annual examination:

For Class XII The Board Examination will cover the entire syllabus of Class-XII as per syllabus for each subject. Grades shall be awarded on the basis of 9-point grading system in each elective subject.

For Class XI: The assessment scheme will be similar to class XII Board examination and shall be carried out at school level.

The Assessment scheme will have theory, internal assessment or practical components as per syllabus given for each subject. Board shall conduct Annual examinations for class XI

Internal Assessment:

Internal Assessment in different subjects will be as per details given in the syllabus for each subject

Assessment of Compulsory Areas

Assessment of compulsory Areas 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 8-point grading scale (A1 to E) for classes XI –XII and will have no descriptive indicators. The students shall be assessed on three areas i.e. Health and Physical Education with Work Experience and General Studies. Work Experience is subsumed in the Health and Physical 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 the academic year and finally assign grades

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.

What do we mean by Art Integrated education?

It is a cross-curricular approach to teaching and learning based on collaboration between the teaching of subject with the teaching of Art (Visual/performing etc.), where Art, in any of its multiple forms, becomes the primary pathway to learn the subject/topic and also of assessment. The integration is meant not only to make the learning process (of the chosen subject area for integration) joyful, but it also lends itself to imbibing a greater appreciation and understanding of the art form being utilized for this purpose.

1.8.1 Mandatory Art Education:

Art education will continue to be an integral part of the curriculum, as a co-scholastic area and shall be **mandatory for classes 1 to 10. Every school shall compulsorily reserve a minimum of two periods per week, per class, for Art education.** The schools may also promote and offer Visual and Performing Arts as subjects at the Secondary and Senior Secondary level. It may be clearly understood that taking up visual/performing art as a subject at secondary level shall be in addition to mandatory Art Education, through a minimum of two periods, per week, per student.

1.8.2 Art Integrated Education:

Art must be integrated with the teaching and learning process of all academic subjects from classes 1 to 12, to promote active/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”.

- As per a CBSE circular dated May 14, all CBSE schools now have to ensure that they are following art-integrated learning for classes 1 to 12 from the academic session 2020-21.
- CBSE students of Classes 1 to 8 need to create at least one art-integrated project in each academic year which can be considered for Internal Assessment in the subjects concerned the project doesn't have to focus only on one subject.

But CBSE students of classes 9 and 10 need to take up an art-integrated project for every subject which will be considered for internal assessment.

1. For classes 1 to 8, art integrated projects should be of trans-disciplinary nature. The project work can include more than one subject and this can be considered for Internal Assessment in the subjects concerned.
2. For classes 9 and 10, CBSE students will take up the art integrated project work as subject enrichment activity in all the subjects for internal assessment.
3. Since one of the motives of art integrated learning is to make students aware of the diverse Indian art and culture, CBSE students need to integrate their projects with some kind of Indian art. Teachers will need to facilitate the learning of this art form and its usage in the project.
4. CBSE students of classes 1 to 12 have to pick minimum one art integrated project that includes the art form of the paired Indian state and Union Territory (table given in annexure in CBSE circular linked below) as defined under Ek Bharat Shrestha Bharat Programme.
5. Subject teachers along with arts teachers must plan and discuss the projects in advance at the beginning of the academic session so that students can be given proper guidance to undertake various projects.

6. The focus should be given on research of new topics that are not yet taken up in the classroom. Teachers must facilitate exploration of research on the topics to give students hands-on experience.

7. The CBSE art integrated projects should be taken up in an eco-friendly manner, using readily available local resources without any financial burden on parents or guardians.

9. The projects should be done by CBSE students in groups of 4-5 students.

10. While creating the art integrated projects, it should be noted that the art aspect shouldn't be so high level that it gets out of scope of the subject teacher to guide the students. It should be simple enough to be done without assistance of artists or art teachers.

11. Assessment techniques for these CBSE art integrated projects should be relevant and age appropriate. Criteria along with rubrics for assessment can be devised collectively by teachers and students while planning the projects.

Students must be informed about the criteria decided for assessment along with maximum marks before commencement of work on the art integrated project.

12. CBSE schools and teachers may prepare their academic calendar by assigning dates and months for the execution of project work by the students and the records of assessment of these project works should be maintained at the schools.

13. The art integrated project work shall also be an integral part of assessing the CBSE student's participation in art-related activities and attainment of learning outcomes for the subject/s.

14. The marks awarded for these projects, as part of subject-enrichment activities of class 10, will be collected by CBSE at the time of uploading of marks of internal assessment.

ART INTEGRATED PROJECT AND ART INTEGRATED LEARNING

REFER ART INTEGRATION(CBSE MANUAL)

- CLASSES I-VIII –ONE ART INTEGRATED PROJECT (TRANS DISCIPLINARY PROJECT)

CLASS	SUBJECTS	DURATION
I	ENGLISH, MATHS, EVS	1-3 MONTHS
II	ENGLISH MATHS, EVS	1-3 MONTHS
III	SCIENCE, HINDI, SOCIAL	1-3 MONTHS
IV	ENGLISH, MATHS, SOCIAL	1-3 MONTHS
V	SCIENCE, MATHS, HINDI	1-3 MONTHS
VI	SOCIAL, SCIENCE, ENGLISH	1-3 MONTHS
VII	MATHS, SOCIAL, SCIENCE, IT	1-3 MONTHS
VIII	ENGLISH, MATHS, SCIENCE, SOCIAL	1-3 MONTHS
IX	ALL SUBJECTS	1-3 MONTHS
X	ALL SUBJECTS	1-3 MONTHS

- CLASS IX-X – ART INTEGRATED PROJECT IN EACH SUBJECT.
- CLASSES I-X –IN MINIMUM ONE PROJECT IT IS MANDATORY TO INTEGRATE ANY ART FORM OF PAIRED STATE OF KERALA (CHHATTISGARH)
- CLASSES I-XII-ART INTEGRATED LEARNING IS MANDATORY.
- ALL ACTIVITIES MUST BE COMPLETED BY THE END OF OCTOBER.
- ALL CLASSES SUBJECT TEACHERS SHOULD DO ART INTEGRATED LEARNING ACTIVITIES IN ONE OR MULTIPLE SUBJECTS (OTHER THAN ART INTEGRATED PROJECTS)
- ANY DOUBTS REFER ART INTEGRATION MANUAL (ANNEXURE I,II,III).