

# **SECONDARY SCHOOL CURRICULUM 2019-20**

## **Classes IX-X**



**CENTRAL BOARD OF SECONDARY EDUCATION**  
**Shiksha Sadan, 17, Institutional Area, Rouse Avenue, Delhi - 110002**

## **1. PRINCIPLES OF THE CBSE CURRICULUM**

### **1.1 CBSE Curriculum**

The curriculum refers to the lessons and academic content to be taught to a learner in the 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, courses of study, subject-wise instructional objectives and content, pedagogical practices and assessment guidelines. The curriculum provided by CBSE 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 CBSE Secondary School Curriculum**

The Curriculum prescribed by CBSE strives to:

1. provide ample scope for physical, intellectual and social development of students;
2. enlist general and specific teaching and assessment objectives;
3. uphold Constitutional values such as Socialism, Secularism, Democracy, Republican Character, Justice, Liberty, Equality, Fraternity, Human Dignity of Individual and the Unity and integrity of the Nation by encouraging values-based learning activities;
4. nurture Life-Skills by prescribing curricular and co-curricular activities to help improve self-esteem, empathy towards others and different cultures etc.;
5. integrate innovations in pedagogy, knowledge and application, such as human sciences with technological innovations to keep pace with the global trends in various disciplines;
6. promote inclusive education by providing equal opportunities to all students;
7. integrate environmental education in various disciplines from classes I-XII;
8. equally emphasize Co-scholastic areas of Art Education and Health and Physical Education.

### **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. promote Life Skills, goal setting, and lifelong learning;
4. inculcate values and foster cultural learning and international understanding in an inter dependent society;
5. acquire the ability to utilize technology and information for the betterment of humankind;

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

#### 1.4 Curriculum Areas at Secondary Level

The Secondary School Curriculum acknowledges the fact that subjects like language, Mathematics, Science and social science help the cognitive development of the child and, therefore, require a greater academic emphasis. Further, CBSE also envisions the all-round development of students in consonance with the holistic approach to education and therefore, emphasizes integration of co-curricular domains with curricular activities in an equitable manner.

In 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 even major learning areas, from scholastic and co scholastic point of view. The Areas of learning at the Secondary level are as under:

Languages	Scholastic Areas
Social Science	
Mathematics	
Science	
Other Academic Elective Subjects	
Skill Subjects	
Health and Physical Education	Co-scholastic Areas
Work Experience*	
Art Education	

\* subsumed in Health and Physical Education

##### 1.4.1 Scholastic Areas:-

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

- (i) **Languages** include Hindi, English and other 36 languages (detailed in Curriculum Volume II). 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. This learning can be used to analyze, evaluate, synthesize and create. Learners understand and appreciate the physical, biological and technological world and acquire the knowledge and develop attitude, skills and values to make rational decisions in relation to it.
- (iv) **Mathematics** includes acquiring the concepts related to number sense, operation sense, 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. 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.

#### 1.4.2 Co- Scholastic Areas:-

Only a healthy child can learn effectively and good health leads to better learning. Many activities are necessary for development of the affective and psychomotor domain. The activities like games and sport, art and music, craft work etc. are termed as co-scholastic activities. The term co-scholastic activities is used for both cognitive and non-cognitive development that can take place by exposing the child to the scholastic and non-scholastic subjects.

Art Education including local art, craft, literature and skills ,Health and Physical Education, Yoga, traditional games, indigenous sports, NCC, Scouts and Guides, Martial Arts etc. are integral parts of the curriculum and to be included in the routine of the schools for the holistic development of children. These are detailed below:

- (i) **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
- (ii) **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. 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.
- (iii) **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.

**1.5 Integrating all areas of learning :** All these seven **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 with teachers representing each areas. 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, are 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 NCF2005. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

### 2.2 Pedagogical Practices by Teachers

The pedagogical practices should be learner centric. It is expected of a teacher to ensure an atmosphere for students to 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.

#### *Reflection:*

- *Teaching should be in the conversational modes rather than in the modes of authoritarian monologue*
- *The teacher needs to draw the children and gain their confidence,*
- *Teachers should make deliberate attempts to explain the learning from the utility of the textual material taught in school to real life.*

## 2.3 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;
- ❖ activities/experiments/hands-on-learning;
- ❖ Interdisciplinary Linkages and infusion Life-skills, Values, Gender sensitivity etc.;
- ❖ Resources (including ICT);
- ❖ Feedback and Remedial Teaching Plan.
- ❖ Inclusive Practices

## 2.4 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, Constitutional Values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects.

## 2.5 Special emphasis on Integrating Arts in education :

The NCF 2005 has recommended “Art as a subject at all stages covering all four major spheres, i.e. music, dance, visual arts and theatre....We must bring the arts squarely into the domain of the curricular, infusing them in all areas of learning while giving them an identity of their own at relevant stages.” It also states that “the importance of India’s heritage crafts, both in terms of their economic and aesthetic values, should be recognized as being relevant to school 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 her to see the multi-disciplinary links between subjects, topics, and real life.

In view of the recommendations in the NCF-2005 document, NCERT's recommendation, need for awareness of India's vast and diverse art heritage, and the need for developing creative and critical thinking skills among students, the Board has decided 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.

#### **2.5.1 Art Education and Art Integration:**

The following two-pronged approach will be followed from the session 2019-20 :

- (i) Art education will continue to be an integral part of the curriculum, as a co-scholastic area. The schools may also promote and offer Visual and Performing Arts based subjects at the Secondary and Senior Secondary level.
- (ii) Art shall be integrated with the teaching and learning process of all academic 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."

#### **2.5.2 Art Integrated Pedagogy:**

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".

The forms to be taught, methodology, processes, etc. can be different at different levels, as maybe decided by different schools. However, the interventions should be planned well by the schools. 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. Arts-Integrated Learning will strengthen teachers for assessing application-skills of the students in their subjects.

For implementing this in classrooms, the subject teacher picks the topic/concept/idea that she wants to teach through integration of 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.

### 3. SCHEME OF STUDIES

#### 3.1 Subjects to be offered:

Class IX and X is an integrated course. Students need to take only those subjects in class IX which they intend to continue in Class-X. The subjects can be selected as per scheme studies in class IX. They need to continue same subjects in class X also. 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 & Literature)	Group-L
	Subject 2	Language II (Any one from the Group of Languages (Group-L) other than Language chosen at Subject 1	Group-L
	Subject 3	Mathematics (Student has the option of selecting Standard or Basic Mathematics at AISSE (X Board examination) Syllabus shall remains the same. Refer Mathematics syllabus for details.	Group- A1
	Subject 4	Science	
	Subject 5	Social Science	
Optional	Subject 6	Skill subject* from the group of Skill subjects	Group-S
	Subject 7	Language III /Any Academic subject other than opted above	Group-L/Group-A2
Co-Scholastic Areas	Subject 8 and 9 Assessment and certification at school level	Art Education Health & Physical Education Work Experience*	

\*Work experience is subsumed in Health and Physical Education

- a) The two levels of Examination will be held in the subject of Mathematics in the Board examination for Class X in the year 2020 and the same shall not be applicable to the internal assessment in class X. For details please refer Circular No. Acad 03/2019
- b) If a student fails in any one of the three compulsory academic subjects (i.e. Science, Mathematics and Social Science) and passes in the Skill subject (offered as sixth optional subject), then that academic 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 he or she has passed this language subject 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.
- 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/subject as seventh subject.
- g) Computer Application (Code 165), Information Technology (Code 402) and Artificial Intelligence (code 417) cannot be taken together.
- h) For Skill subjects, only those subjects can be offered for which permission has been given by the Department of Skill Education, CBSE.
- i) Board is extending several exemptions/concessions to candidates with disabilities as defined in the “THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016”. In this context, Please refer to time to time guidelines issued by CBSE.
- 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 CBSE the changes, if any, brought out at the commencement of the academic 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 CBSE in its curriculum. **Changes, if any, can be adopted only after CBSE notifies it.**

### 3.2 List of subjects offered at Secondary Level:

LANGUAGE ( GROUP-L)	
CODE	NAME
002 085	HINDI COURSE-A HINDI COURSE-B (ANY ONE )
184	ENGLISH LANG & LIT.
003 303	URDU COURSE-A URDU COURSE-B (ANY ONE)
004	PUNJABI
005	BENGALI
006	TAMIL
007	TELUGU
008	SINDHI
009	MARATHI
010	GUJARATI
011	MANIPURI
012	MALAYALAM
013	ODIA
014	ASSAMESE
015	KANNADA
016	ARABIC
017	TIBETAN
018	FRENCH
020	GERMAN
021	RUSSIAN
023	PERSIAN
024	NEPALI
025	LIMBOO
026	LEPCHA
089	TELUGU TELANGANA
092	BODO
093	TANGKHUL
094	JAPANESE
095	BHUTIA
096	SPANISH
097	KASHMIRI
098	MIZO
099	BAHASA MELAYU
122	SANSKRIT
131	RAI
132	GURUNG
133	TAMANG
134	SHERPA
136	THAI

COMPULSORY ACADEMIC SUBJECTS (GROUP-A1)	
CODE	NAME
041	MATHEMATICS -STANDARD OR MATHEMATICS –BASIC ( Only for X)
241	
086	SCIENCE
087	SOCIAL SCIENCE

OTHER ACADEMIC SUBJECTS (GROUP- A2)	
CODE	NAME
031	<b>(Any one from the following)</b> CARNATIC MUSIC (VOCAL) CARNATIC MUSIC (MELODIC INSTRUMENTS) CARNATIC MUSIC (PERCUSSION INSTRUMENTS) HINDUSTANI MUSIC (VOCAL) HINDUSTANI MUSIC (MELODIC INSTRUMENTS) HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS)
032	
033	
034	
035	
036	
049	PAINTING
064	HOME SCIENCE
076	NATIONAL CADET CORPS (NCC)
165	COMPUTER APPLICATIONS
154	ELEMENTS OF BUSINESS
254	ELEMENTS OF BOOK KEEPING & ACCOUNTANCY

SKILL SUBJECTS (GROUP-S)	
CODE	NAME
401	RETAILING
402	INFORMATION TECHNOLOGY
403	SECURITY
404	AUTOMOTIVE
405	INTRODUCTION TO FINANCIAL MARKETS
406	INTRODUCTION TO TOURISM
407	BEAUTY & WELLNESS
408	AGRICULTURE
409	FOOD PRODUCTION
410	FRONT OFFICE OPERATIONS
411	BANKING & INSURANCE
412	MARKETING & SALES
413	HEALTH CARE
414	APPAREL
415	MEDIA
416	MULTI SKILL FOUNDATION COURSE
417	ARTIFICIAL INTELLIGENCE

### 3.3 Instructional Time

Instructional time shall be as per the subjects selected. The time duration for the subjects has been clearly indicated in the syllabus of each subject.

### 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 scholastic subjects along with a 20 marks component of Internal Assessment. Students have to secure 33 percent in total in each of these components.

### 4.1 Board Examination for (Class X) and Annual Examination (class IX) for 80 marks

#### For Class X:

The Board Examination of three hour duration for 80 marks in each subject will cover entire syllabus of Class-X. Marks and grades on the basis of 9-point grading system. Grades will be awarded in each scholastic subject. Forwarding 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	Failed candidates

#### Notes:-

- Minor variations in proportion of candidates to adjust ties will be made.
- 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.
- Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- 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	E (Failed)

- ❖ Absolute grading is to be given in class IX 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**

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:

1. **Periodic Tests (05 marks):** As earlier, these would be restricted to 3 in each subject in an academic 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.

*The weightage of this component, however, would be of 05 marks only.*

**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.

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 in case students are found deficient in proficiency of relevant learning outcomes.

*The weightage of this component would be of 05 marks.*

#### **4.2.2 . Portfolio**

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) A portfolio is a purposeful collection of intentionally chosen student's work representing a selection of performances that is assembled over time and describes the learner's efforts, progress, growth and achievement in key areas learning outcomes. 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.
- b) For a more simple approach in the first year, 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. In the second year, Schools are expected to develop the portfolios as per para 4.2.2 (a)
- c) **This portfolio can be seen both as a process and as a product:**

*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.*

*As a process, it enables learners to monitor their own learning systematically, reflect on their performance, redirect their efforts and set future goals.*

**d) What purposes does a portfolio serve?**

In a general sense, 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
- serves as a concrete vehicle for an ongoing communication or exchange of information and feedback among various stakeholders - students, peers teachers, administrators. It may even be used to compare achievement across classrooms or schools;
- serves as a lens and 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 examining what they have done and what they want to accomplish, 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;
- provide 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;

Thus, a portfolio, on one hand helps to establish a common vision of goals and holistic picture of students learning, on the other, increases accountability and contributes to improved teaching and learning. Enabling review of curriculum and instruction, it may also be seen as a tool for curriculum enhancement.

**How to prepare a portfolio?**

At the outset, it is important to know *why-a portfolio is being created and be clear of the purposes without purpose*. Without purpose, it simply becomes a catalogue of student's work. It is suggested that the portfolios be an extension of note books developed subject-wise. They 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.

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 includes 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 provide an opportunity to learners to share and comment on each other's work. Such peer assessment

facilitate 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 – the factors 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 are some elements to judge student's portfolio:

- Organization – Neatness 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.

*The weightage of this component would be of 05 marks.*

### **4.2.3 Subject Enrichment Activities**

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 be spirit 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 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.

*The weightage of this component would be of 05 marks.*

### **4.3 Co-Scholastic Areas**

Education envisages the comprehensive and holistic development of children and, hence, Co-scholastic activities are essential. CBSE recommends two major Co- scholastic activities viz., Art Education and Health and Physical Education in which the area of Work experience is subsumed. .

#### **(a) 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.

#### **(b) 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 CBSE 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 the academic 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 counsellor 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.

#### **4.4 Assessment of Co-Scholastic Areas**

Assessment of Co-scholastic 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 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 the academic year and finally assign grades.

#### **Parameters of Assessment**

While the students are engaged in the co-scholastic areas, 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:

<b>Co-scholastic Areas</b>	<b>Product</b>	<b>Process</b>
Health and Physical Education which includes Work Experience	Overall fitness	Participation, team-spirit, commitment and honest effort.

Art Education	Expression, creativity and Aesthetic appeal	Participation, cooperativeness, patience, systematic approach, neatness and cleanliness in work and workplace and devotion and honest effort in work
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#### Details of Five-point Grading for Art Education (Class IX and X)

Grade	Connotation
A	Outstanding
B	Very Good
C	Good
D	Fair
E	Average

#### Distribution of Periods/ Grades For Internal Assessment In Health and Physical Education (with Work Experience subsumed in it)

Strand	Periods(App)	Grades*
<b>1. GAMES</b> <b>A)</b> Athletics/ Swimming <b>B)</b> Team Games <b>C)</b> Individual Games/ Activity <b>D)</b> Adventure Sports	90 periods	While filling online data, following grades may be filled against <b>HPE</b> : <b>Class IX-X:</b> Grade (A-E) on 5-point scale (A, B, C, D, E)
<b>2. Health and Fitness</b>	50 periods	
<b>3. SEWA</b>	50 periods	Grades of SEWA is considered against Work Experience <b>Class IX-X:</b> Grade (A-E) on 5-point scale (A, B, C, D, E)
<b>4. Health and Activity Card</b>	10 periods	
<b>Total</b>	<b>200 Periods (Approx)</b>	-

\* Refer the detailed HPE guidelines available on [www.cbseacademic.nic.in](http://www.cbseacademic.nic.in)

#### Suggestions for Teachers

Teachers should encourage participation of each child in some activity or the others that no child is left out from participation in activities organized 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 to facilitate and assess learner's performance and then finally assign grades.

#### **4.5 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 over all attendance, sincerity, values and behavior of the students. Values Education Resource Book and Kit developed by CBSE may be used for inculcating values in students.

#### **4.6 Rules regarding Admission and Examination**

Regarding eligibility for Admission and Examination and Scheme of Examination and related information, kindly see the Examination Bye-Laws of CBSE available on [www.cbse.nic.in](http://www.cbse.nic.in)

#### **5. 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 academic competencies, and for life skills, values, etc., being acquired by the student.
- c. Prepare annual pedagogical plan of the school by designing and developing annual plan for the school by giving equal importance to scholastic and co-scholastic areas.
- d. Promote innovative pedagogy, with special focus on integrating art, sport and ICT (Information and Communication Technology) with education, and use 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.

#### **6. Annual Pedagogical Plans:**

The Board has not laid down the structure or format of the annual pedagogical plan as the Board respects academic 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 timelines that should include administrative inputs and detailed pedagogical aspects.

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