

## SCHEME OF STUDIES

### 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

**List of subjects offered at Secondary Level:**

<b>LANGUAGE ( GROUP-L)</b>	
<b>CODE</b>	<b>NAME</b>
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

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

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

<b>SKILL SUBJECTS (GROUP-S)</b>	
<b>CODE</b>	<b>NAME</b>
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

### **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.

### Medium of Instruction

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

### 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.

### 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.

**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.

**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.*

### **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.*

### **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.*

### **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.

**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:

Co-scholastic Areas	Product	Process
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</b> (Approx)	-

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

### **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.

### **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)

### **. 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.

**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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