

GENIUS INTERNATIONAL PUBLIC SCHOOL, NERCHOWK

SCHOOL CURRICULUM 2019-20

Affiliation:

School is affiliated to the Central Board of Secondary Education, Delhi (CBSE).

Courses of Study:

School follows the Courses of study as laid down by the National Council of Educational Research and Training (NCERT) and the syllabi framed by the Central Board of Secondary Education (CBSE), of the Government of India, Delhi are strictly adhered to and followed. The children are prepared to sit for the All India Secondary and Senior Secondary School Examinations, conducted by the CBSE, Delhi. School strictly follows the instructions and guidelines that CBSE uploads time to time on CBSE website regarding scholastic and co-scholastic areas to ensure quality education to each student and to ensure holistic development of each child.

To ensure all round development of each student, school gives equal importance to academic subjects and co-curricular activities.

Curriculum

The school follows the CBSE curriculum in classes I to XII. In classes I to V the students study English, Hindi, Maths, Computer, EVS, SST. From classes VI to X the subjects taught are English, Hindi, Sanskrit, Maths, Science and Social Science. Class XI has option to opt for Science (Non-Medical / Medical Group). The following subjects could be opted in class XI

Science (Non-Medical):-

English, Maths, Physics, Chemistry, Physical Education/IP

Science (Medical):-

English, Physics, Chemistry, Biology, Physical Education/IP.

Class Wise Subjects Detail

Main Subjects

Class	I	II	III	IV	V
NY	English	Hindi	Maths	-	-
KG	English	Hindi	Maths	-	-
1 st	English	Hindi	Maths	EVS	
2 nd	English	Hindi	Maths	EVS	
3 rd	English	Hindi	Maths	Science	S.St.
4 th	English	Hindi	Maths	Science	S.St.
5 th	English	Hindi	Maths	Science	S.St.
6 th	English	Hindi	Maths	Science	S.Sc.
7 th	English	Hindi	Maths	Science	S.Sc.
8 th	English	Hindi	Maths	Science	S.Sc.
9 th	English	Hindi	Maths	Science	S.Sc.
10 th	English	Hindi	Maths	Science	S.Sc.
11 th	English	Chemistry	Physics	Biology/Maths	Phy.Edu./IP
12 th	English	Chemistry	Physics	Biology/Maths	Phy.Edu./IP

Additional Subjects

Class	I	II	III	IV	V
NY	Drawing				
KG	Drawing				
1 st	Drawing	GK	Computer	Health Phy. Edu.	
2 nd	Drawing	GK	Computer	Health Phy. Edu.	
3 rd	Drawing	GK	Computer	Health Phy. Edu.	
4 th	Drawing	GK	Computer	Health Phy. Edu.	
5 th	Drawing	GK	Computer	Health Phy. Edu.	
6 th	Drawing	GK	Computer	Health Phy. Edu.	Sanskrit
7 th	Drawing	GK	Computer	Health Phy. Edu.	Sanskrit
8 th	Drawing	GK	Computer	Health Phy. Edu.	Sanskrit
9 th	Drawing	GK	Computer		Health Phy. Edu.
10 th	Drawing	GK	Computer		Health Phy. Edu.
11 th					Health Phy. Edu.
12 th					Health Phy. Edu.

All the students are exposed to Art and Craft, Physical and Health Education, Yoga. The students also get a chance to participate in Debates, sports, quizzes and Olympiads.

Academic System:- Our academic aim is to educate our students to lend them eloquence in self expression and nurture the erudite in each one.

Campus Culture:-

GIPS has created and sustained a culture and environment that foster and supports rational growth of students, faculty within its pollution free campus.

Sports Facility:-

A Vast Sports Complex has been established with facilities for outdoor games including Volleyball, Badminton, Kabadi, Basketball, Handball, Kho - Kho, athletic games, Physical activities and sports are great stress busters. Children require a good amount physical activity to ensure synchronous physical, emotional, intellectual and academic growth.

Intellectual Resources:-

GIPS believes that the quality of an educational institution rests heavily on the intellectual resources provided to the students and faculty. As foster parents, teacher at GIPS provide emotional and academic support to every student. The pollution free environment of GIPS, well ventilated and furnished class rooms with modern and electronic teaching aids, art-laboratories and library resources with internet connectivity, ensure that all academic and intellectual needs of the child are fully satisfied at GIPS.

GENIUSINTERNATIONALPUBLIC SCHOOL

NERCHOWK, DISTT. MANDI H.P.

SCHOOL CALENDAR

ACADEMIC SESSION 2019-20

School will Re-open for the New Session 2019-20

06-04-19	Meeting with each teacher staff to discuss the curriculum of new academic Session. Meeting with each Incharge of different activities.
08-04-19	LKG to XII regular class will start.
04-05-19	Fresher Party for Kinder Garten School.
27-4-19	House wise distribution of students.
08-05-19	World Red Cross Day.
15-05-19	Oath ceremony for school representatives.
20-05-19	Inter-House” Hindi poem recitation competition” and Intra class” Hindi poem recitation competition” during Hindi Period only.
02-06-19	1st PTM
31-05-19	World Anti-Tobacco Day (Board Decoration on Anti-Tobacco Day)
May 2 nd Week	1 st FA
01-06-19	Bal Raksha Divas
03-06-19	Intra-class” Hindi handwriting” competition C.C.E (During Hindi period only)

05-06-19	World Environment Day (Board Decoration On World Environment Day)
15-06-19	Inter-House “Debate” competition (Last two periods only)
20-06-19	Intra-class “Cursive hand-writing” competition (During English period only)
21-06-19	Yoga Day
29-06-19	Inter House Drawing Competition.
June Last Week	2 nd FA
04-07-19	Intra-class” English conversation skill “competition (During English period only) all classes
06-07-19	Inter-House “Mono-acting” or “Skit” competition
<u>Summer vacation Expected in July- August(Duration & Dates of the summer vacation may change, depending upon the weather condition or any other circumstances)</u>	
11-07-19	World Population Day Intra-class personal hygiene & cleanliness
05-08-19	Intra-class “English poem recitation” (During English period only)
10-08-19	Inter House Board Decoration on Independence Day
17-08-19	Inter House Dance Competition 1 st to 5 th class
24-08-19	Intra-class “Science Quiz competition” (During Science Period only)
20-08-19	2nd PTM
31-08-19	Inter House Dance Competition 6 th to 11 th class
07-09-19	Inter-House Declamation contest

Subject Teachers will hand over the question paper of the 1st term Exam. to Principal and revision work for all classes begin.

1st Term Examination/SA_I Second week of September

- 05-09-19 Teacher's day celebration
- 08-09-19 World Literacy Day
- 14-09-19 Hindi Divas
- 21-09-19** Inter-House "G.K. Quiz competition" (Including S.St. Science, GK H.P, G.K Nation and World Current affairs)

3rd PTM and Result of 1st Term Examination+PTM

- 01-10-19 Inter-House speech competition on " Gandhi Jayanti "during Morning assembly only
- 2-10-19 "Gandhi Jayanti"&LalBhadhurShastriJayanti
- 05-10-19 Inter-House Drawing competition/ craft Exhibition
- 07-10-19 Inter House Board Decoration competition On Dussehra.
World Elders Day Visit to Old age Home by the staff & Students
- 14-10-19 Singing Competition
- 18-10-19 Fancy dress Competition.
- 27-10-19 Inter House Board Decoration competition On Diwali.
- Diwali HolidaysExpected** (The duration of Holidays may changes) Tentative
- 31-10-19** Rashtriya Ekta Diwas

Educational Tour

- 07-11-19 Rastrya Cancer Jagrukta Divas
- 14-11-19 Children's Day Celebration
- 3rd FA**
- 20-11-19 Children Right Day (Universal Children Day)(Universal Children Day)
Sports Day practice begin (with March Past)

School Sports Day-2019 Inter-House March Past competition

01-12-19

4thPTM

09-12-19

Inter- House Extemporary Speech

15-12-19

Death Anniversary of Late Sh.**T.R.Abbilashi**, the Founder of
“ABHILASHI EDUCATIONAL SOCIETY” Nerchowk, Mandi (H.P)

(Pre-Board Examination for classes IX,X,XI& XII)

Annual Day Celebration

23-12-19

“Christmas Day” Celeration/ National Consumer Day

Inter House Board Decoration On X-Mas Day

Class wise syllabus to be checked by the Principal

a) Final Note-Book Review will start

b) Inspection of all labs by the Principal

---Winter-Break---

Expected First week of January

(Duration & Dates of the Winter-Vacation may change, depending upon the weather condition)

Intra-class (Co-scholastic area) “Thinking skill test for grading system for all classes in 1st period only by the class Teacher

Poem recitation competition for Kinder-Garten school (Class-Room Work)

onward to 06-03-20 Final Revision work for the Entire school

25-01-20

Statehood Day

26-01-20

Republic Day

4th FA

1st week of March	2nd Term Examination
	Annual Examination March, 2020
31-03-20	Final result of 2nd Term Examination March, 2020
	New Session (2020-21) begin.

The syllabus provides for and examines a student in English, Hindi, Mathematics, Science (with Practical), and Social Science. Work Experience, Music, Art Education and Physical Education are compulsory.

Presently the school is offering Science (Medical and Non-Medical) and Computer Education (Informatics Practices). Physical Education and Mathematics are also available as optional subjects. The aim of computer education in the school is to get the children acquainted with the latest in computer technology and to assist in removing their introversion of the machines. The intention is to make the pupils user-friendly so that they can make best use of computers in the future. Adequate exposure is given to them in Internet and software technology.

Modern and well-equipped science laboratories are available in school. The Labs have the requisite essential equipment for conducting practical for the integrated science course at the secondary school stage, and for the Physics, Chemistry and Biology practical at the Senior Secondary Stage, as per the requirement of the new curricula and scheme of studies, laid down by the CBSE. The students themselves have preserved a large variety of specimens in the laboratories and take keen interest in making science Models.

Parent-Teacher Meetings:

Continuous evaluation of the development of the students is of prime importance to both parents and teachers alike. It is in the best interest of the child that the parents and teachers form a cohesive team in working to achieve this objective. Hence, parents are constantly encouraged and are provided with opportunities to interact with the teachers and to assist and share in the progress of their children. All teachers are available for meeting with parents.

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.

1.1 Salient Features of the CBSE Senior 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 General Studies and Health and Physical Education. 9. Promote Art integrating learning.

1.2 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.

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 Work Experience* Art Education Co-scholastic Areas * 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:

4 | P a g e

(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 nonscholastic subjects.

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 remain 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

11 | Page 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.

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

16 | Page

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 17 | P a g e 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 incase students are found deficient in proficiency of relevant learning outcomes. 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 21 | P a g e 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 counselor and parents. Cases of special needs of students with medical history must be carefully noted and handled accordingly. Detailed information on the Comprehensive Physical and Health Education Curriculum is enclosed with this document.

4.4 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:

Co-scholastic Areas

Product

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

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*

1. GAMES A) Athletics/ Swimming B) Team Games C) Individual

Games/ Activity D) Adventure Sports 90 periods While filling online data, following grades may be filled against HPE: Class IX-X: Grade (A-E) on 5-point scale (A, B, C, D, E) 2. Health and Fitness 50 periods 3. SEWA 50 periods Grades of SEWA is considered against Work Experience Class IX-X: Grade (A-E) on 5-point scale (A, B, C, D, E) 4. Health and Activity Card 10 periods Total 200 Periods (Approx) - * Refer the detailed HPE guidelines available on 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 .

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. 24 | P a g e 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

1.3 Curriculum Areas at Senior Secondary Level :-For the purpose of fostering competencies in learners, the curriculum encompasses seven major learning areas, which are: Languages, Humanities, Mathematics, Science and Technology, Skill Subjects, General Studies. and Health and Physical Education. These areas are broadly divided into Scholastic and Co-scholastic areas as detailed below:
 Languages Scholastic Areas Academic Electives Skill Subjects General Studies
 Health & Physical Education *Work Experience Co-scholastic Areas *Work

experience is subsumed in Health and Physical Education 1.3.1 Scholastic Areas :

The curriculum envisages individualized personal 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 discerning young adults with a sense of real self-esteem having true values and principles. The scholastic areas are as follows: (i) Languages include Hindi, English and other 31 languages. The curricula in languages focus on listening, speaking, reading and writing skills and to develop effective communicative proficiency. Learners use language to comprehend, acquire and communicate ideas. (ii) Subjects like Geography, History, Economics, Home Science, Sociology, Fine Arts, Political Science, Fashion Studies, 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 incorporation of the above-mentioned learning. Learners appreciate and value every human's right to feel respected and safe, and, in this regard, also understand their Fundamental Rights and Duties and behave responsibly. Learners learn to be tolerant and empathetic towards others through the study of these subjects. (iii) Subjects like Biology, Chemistry, Physics, Computer Science, Information Practices help in gaining knowledge about matter and energy, nature, the environment, technology breakthrough in science. 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. 4 | Page Learners identify, integrate and apply numerical and spatial concepts and techniques. They have clarity of concepts and are able to connect them to the real world. Learners rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns. (v) Subjects like Business Studies, Accountancy,

Entrepreneurship, Economics and related subjects help in gaining understanding about core business disciplines. They understand the concept like, the exchange of items of value or products between persons or companies and the meaning / relevance/ Significance of any such exchange of money for a product, service, or information. (vi) 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.

Co- Scholastic Areas : It is a well-known fact that only a healthy child can learn effectively and good health status leads to better learning. Many other activities are necessary for development of the affective and psychomotor domain. Those activities like games and sport, art and music, craft work etc. are termed as co-scholastic activities. Instead of co-curricular activities, the term co- scholastic activities is used as both cognitive and non-cognitive development can take place by exposing the child to the lesson on scholastic subjects and non-scholastic subjects. General Studies, Health and Physical Education(Work Education has been subsumed) , Yoga, traditional games, indigenous sports, NCC, Scouts and Guides, Martial Arts etc. shall be integral part of the curriculum and shall be in the routine of the schools for the holistic development of children as per the specific details given below: 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 learners 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 lifestyle choices. These learning areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Learners should get opportunities to think laterally, critically, identify opportunity, challenge their potential and be open to challenges. Learners value and engage in practices that promote physical, cognitive, emotional and social development and wellbeing. This enables learners to 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

throughout. The details of Health and Physical Education and General Studies are enclosed separately. 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 whole course of General Studies is, therefore, focused on proper development of the 'affective domain' by exposing the students to varied domains of study.

IMPLEMENTATION OF CURRICULUM

2.1 It is mandatory for all schools affiliated to CBSE to setup a School Curriculum Committee with teachers representing 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. It would help in the preparation of the schools annual pedagogical plans. 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. It would inform this to the principal for taking necessary action to put list of prescribed text-books in school website. It 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 with a focus on enquiry and 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' rather attend to the individual difference of students by diagnosing and modifying their pedagogic planning.

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.• Art integration

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 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 utility of the textual material taught in school

to 6 | Page descriptions in a language; 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, unconditioning 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 felt 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 (elective subject) will continue to be an integral part of the 7 | P a g e curriculum, as a 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, he/she 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. 8 | P a g e

3. SCHEME OF STUDIES

Class XI and XII is an integrated course. Students need to take only those subjects in class XI which he/she intends to continue in class-XII. Students can offer minimum 5 or more subjects in class XI. They need to continue same subjects in class XII also.

3.1 Combination of Subjects:

Subjects can be offered as under:

Subject Name	Compulsory	Subject 1	Hindi Elective or Hindi Core or English Elective or English Core	Subject 2	Any one Language from Subject Group – L not opted as Subject 1 Or Any one Subject from Academic Electives (Subject Group – A)	Subject 3, Subject 4, and Subject 5	Any three Subjects from Academic Electives (Subjects Group – A) Or Any three Subjects from Skill Group – S Or Any three from Combination of Group – A and Group – S	Additional Subject	Optional	Subject 6	Any one subject from any subject group not opted above	Subjects of Internal Assessment	Subject 7 to 9	(Subjects of Internal Assessment to be taken by all Regular Candidates)	*Work Experience	Health and Physical Education	General Studies	*Work experience is subsumed in Health and Physical Education
a)	Hindi or English	must be one of the two languages to be studied in class XI and XII. Hindi and English can also be offered simultaneously. In Hindi and English, two courses have been provided for class XI and XII keeping in view the varying backgrounds of the students and a student may either opt for Hindi Elective (Code 002) or Hindi Core (Code 302) and English Elective (Code-001) or English Core (Code-301). However, same language cannot be offered both at Core and Elective levels. In addition to above, following combinations cannot be taken together;	(i) Physics (Code 042) and Applied Physics (Code 838) cannot be taken together	(ii) Chemistry (Code 043) and Applied Chemistry (Code 839)	(iii) Mathematics (Code 041) and Applied Mathematics (Code 840)	(iv) Business Studies (Code 054) and Business Administration (Code 833) cannot be taken together.	(v) Accountancy(055) cannot be offered with Cost Accounting (823).											

9 | P a g e

Further, Out of five Computer Science/IT related subjects i.e. Informatics Practice (Code 265) old course(only for class XII), Informatics Practice (Code 065 new course), Computer Science (Code 283 old course), (only for class XII),

Computer Science (Code 083 new course), and Information Technology (Code 802), a candidate can opt only for one subject. b) The first 5 subjects in the chronological order of filling the subjects in online registration system/ Mark Sheet are considered as Main subjects. c) A candidate can also offer an additional elective which may either be a language at elective level (out of those mentioned above) or, any other elective subject. d) While transacting the Curriculum, due emphasis should be laid on National Identity and Values Education. Schools are expected to draw their own programmes in this area in accordance with the guidelines given from time to time by the Board. Likewise, programmes in General Studies and Health and Physical Education be planned in accordance with the guidelines brought out by the Board. e) For candidates who take 6 subjects (5 main and 1 additional subject) and pass in all 6 subjects, the percentage is to be calculated by the employer/institution/university according to the norms of employer/institution/university in which the candidate will be seeking admission. f) If a student has taken 6 subjects, and if he/she fails in any one of first five subjects, the same will be replaced by the 6th subject provided the candidate satisfies the scheme of studies i.e. after replacement either Hindi or English remains as one of the main five subjects. g) Skill Education courses/electives can be offered along with any subject, as per the scheme of studies. h) 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, time to time guidelines issued by the Board, may please be referred to. i) For Regional Languages, the Board prescribes the textbooks being followed in classes XI and XII 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, shall be prescribed by the Board. school will be responsible for any issue arising out of School not following Boards directives.

Structure of Assessment Scheme for Scholastic Areas
Class (1st to 2nd)

Structure of Assessment Scheme for Scholastic Areas
Class (9th to 10th)

Scholastic Areas:	Academic Year (100 marks)						
	Sub Name	Periodic Test (10)	Note Book (5)	Subject Enrichment (5)	Annual Examination (80)	Marks Obtained (100)	Grade
English							
Hindi							
Maths							
Science							
S.St.							
Additional Subject if any							

Instructions

Grading Scale for scholastic areas : Grades are awarded on a 8 points , 5 points and 3 points grading scale as follows-

8 Points Marks Range

5 Points Marks

Range		Grade	Grade point
		A	81-100
		B	61-80
		C	41-60
		D	33-40
		E	32 & Below
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 & Below	E(Failed)		

Grading Scale for Co-scholastic area:-

Co-Scholastic Areas : Term -1 [3-points (A-C)grading Scale]	Co-Scholastic Areas : Term -2 [3-points (A-C)grading Scale]
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Grade		Grade	
Work Education (or Pre-vocational Education)		Work Education (or Pre-vocational Education)	
Art Education		Art Education	
Health & Physical Education		Health & Physical Education	

Grade		Grade	
Discipline : Terms -1 [on 3-points (A-C) grading scale]		Discipline : Terms -2 [on 3-points (A-C) grading scale]	

3Points Marks Range:-

A	81-100
B	61-80
c	41-60