



75
Azadi Ka
Amrit Mahotsav

SECONDARY SCHOOL CURRICULUM 2025-26



CENTRAL BOARD OF SECONDARY EDUCATION

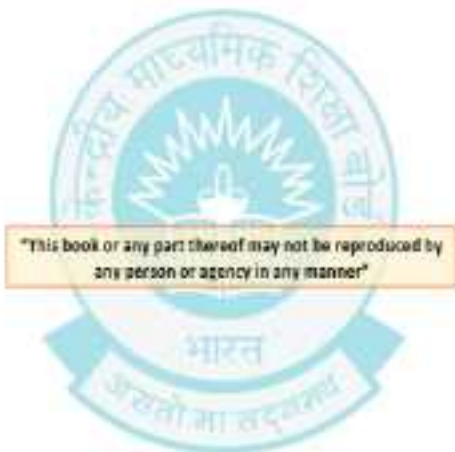
Academic Unit, Shiksha Sadan, T7, Rouse Avenue, New Delhi-110 002

Secondary School Curriculum 2020-26

Class IX-X

PRICE: Unpriced e-Publication

March 2025, CBSE, Delhi



"This book or any part thereof may not be reproduced by any person or agency in any manner"

Published by

Central Board of Secondary Education,
Academic Unit, Shiksha Sadan, 17, Roza Avenue,
New Delhi-110002

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a [SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity, and to proclaiming them all

FRAATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-ninth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

1. Added by the Constitution (Fourth Amendment) Act, 1971, sec. 2 for "Sovereign Democratic Republic" (w.e.f. 1.1.1971)
2. Deleted by the Constitution (Forty-second Amendment) Act, 1973, sec. 2 for "unity of the Nation" (w.e.f. 2.1.1973)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

Fundamental Duties - It shall be the duty of every citizen of India:

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional distinctions; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to safeguard the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to acquire national values;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- (k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, for the upbringing of a child between years

1. Amended by the Constitution (Sixty-ninth Amendment) Act, 2003, sec. 3 (1) (b) (ii)

1.1. CBSE Curriculum

The curriculum in broad term reflects nation's shared vision of education encompassing local, national and global needs and expectations. Empirically, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school to attain educational competencies using specified content, pedagogical practices and assessment guidelines etc. CBSE's curriculum strives to provide opportunities for students to achieve excellence in learning as envisioned in the National Education Policy 2020 and National Curriculum Framework for Foundational Stage and School Education.

1.2. Select Features of the CBSE Secondary School Curriculum

The Curriculum prescribed by CBSE strives to:

- i. provide ample scope for holistic i.e., physical, intellectual and social development of students;
- ii. emphasise constructivism rather than rote learning by highlighting the importance of hands-on experience;
- iii. set both general and specific teaching and assessment objectives to make learning competency-based and attain mastery over skill based competencies;
- iv. encourage the application of knowledge and skills in real-life problem-solving scenarios;
- v. uphold the 'Constitutional Values' by encouraging value-based learning activities;
- vi. promote 21st Century Skills, Life Skills, Financial Literacy, Digital Literacy, Health and Wellness, Road Safety, Citizenship Education, Disaster Management and Multi-lingualism;
- vii. integrate innovations in pedagogy such as open-ended, activity centred, joyful learning, *Spot & Art-Integrated Learning*, *101-based*, *24x7000*, *Storytelling*, *gamification* etc. with technological innovations (*ICT Integration*) to keep pace with the global trends in various disciplines;
- viii. promote inclusive practices as an overriding consideration in all educational activities;
- ix. enhance and support learning by different types of assessments;
- x. strengthen knowledge and attitude related to Environment and;
- xi. foster multilingual and multicultural learning and national understanding in an independent society; and
- xii. integrate environmental education in various disciplines from classes I-X.

1.5 Curriculum Areas at secondary level

CGSE envisions the all-round development of students in consonance with the holistic approach to education and, therefore, has done away with artificial boundaries between the co-curricular and the curricular streams.

Secondary Curriculum provides students with a broad and balanced understanding of subjects including Language, Mathematics, Science, and Social Science to enable students to communicate effectively, analyse and interpret information meaningfully, make informed decisions, construct their worldview in alignment with constitutional values, and harness insights to be productive future citizens. The recent focus of CGSE is on developing 21st-century skills in settings where each student feels independent, safe, and comfortable with learning. The Board hopes that schools will try to align the curriculum in a way children feel more connected to it and employ their learning in real-life contexts. To achieve this aim, it is essential that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Value Education, Art Education, Financial Literacy, Digital Literacy, and Work Education.

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

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

i. Languages

Languages include Hindi, English and 50 other languages. The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective proficiencies in all these areas. Learners use language to comprehend, acquire and communicate ideas in an effective manner. CBSE also encourages schools to provide a multilingual and multicultural experience to promote national integration.

ii. Social Science

Social Science (Geography, History, Economics and Political Science) intends to make learners understand how people behave, interact and influence the world within their cultural, geographical and historical milieu and gain in-depth knowledge, attitude, skills and values necessary to bring about transformation for a better world. It aims to develop the ability to analyse complex social, political, historical, economic and environmental issues, think critically, assess different options, understand different perspectives, and effectively communicate information. 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 social responsibility in the society.

iii. Science

Science (Biology, Chemistry and Physics) seeks to explain the rules that govern the natural phenomenon through scientific methods. The focus is on knowledge and skills to develop a scientific temper and to use and apply scientific knowledge for improving the quality of life. The Curriculum promotes the ability to engage with science related issues, and with the issue of science, as a reflective issue by being able to explain phenomena scientifically, evaluate and design scientific enquiry, and interpret data and evidence scientifically.

Students learn to apply scientific knowledge in the context of real-life situations and gain competencies that enable them to participate effectively and productively in life.

iv. Mathematics

Mathematics is the abstract science of number, quantity, and space, either as distinct subjects, or as applied to other disciplines such as science, technology, and engineering. MATHEMATICS includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organise, the ability to apply this knowledge and acquired skills in their daily life and the skills

to think mathematically. It also includes understanding of the principles of reasoning and problem solving. Children learn to recognise and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, identify and devise relevant patterns. Mathematics is offered at two different levels i.e. Mathematics (Basic) & Mathematics (Standard) to suit needs of different learners.

ii. Skill Education

The National Education Policy 2020 aims to overcome the social status hierarchy associated with vocational education and integration of vocational education into mainstream education in all educational institutions in a phased manner. Beginning with vocational exposure at early ages in middle and secondary school, NEP has started quality vocational education through 10-hour modules for classes VI-VIII. In secondary classes, Board offers a variety of competency-based subjects under NCF (like Robotics, Information Technology, Marketing & Sales, Banking, Finance, Art etc. Choosing any one skill subject at secondary level can help the child to pursue what they interests or stresses him or her. This liberty promotes a sense of self-esteem in accepting one's own talents and strengths.

NEP is actively facilitating the Skill Hub initiatives in its schools and also looking forward to operationalise National Credit Framework (NCF) to enable the integration of academic and vocational domains to ensure flexibility and mobility between the two.

iii. Art Education

It entails instruction in various art forms (visual as well as performing) with an aim to help children develop an interest for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, valuing arts and cultural heritages. In addition, Arts should be integrated with other subjects to promote creative thinking and expression.

iv. Health and Physical Education

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

v. Work Experience

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

1.4 Integrating All Areas of Learning

All these eight areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), competencies, values and attitudes. Children should get opportunities to think laterally, critically, identify opportunities, challenge their contextual 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 transcending 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 State mandates that all schools must constitute a School Curriculum Committee comprising teachers from each area. The School Curriculum Committee would define activities for pedagogical practices, include a plan of assessment and mechanism of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/ reference materials are age appropriate, incorporate inclusive principles, gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community. The committee will then send the list of books to the principal to take action as per para 3.4.7 (b) of the Affiliation System, 2008. The committee would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NEP 2020. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

2.2 Pedagogical Leadership

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

1. Lead, guide and support the teaching and learning processes in the school by focusing on classroom specific requirements for transcending the curriculum, so that both teachers and students perform at their optimal best.
2. Direct the entire focus of all school activities towards the students' learning and acquisition of necessary competencies. Every activity taken up by the school, therefore, should be mapped for the educational competencies, and for life skills, values, etc., being acquired by the students.

- vi. Prepare Annual Pedagogical Plan of the school by designing and developing annual plan for the school by giving equal importance to all areas.
- vii. Promote Innovative pedagogy with special focus on Integrating art, sports and ICT (Information and Communication Technology) with education, and use of active and experiential learning methods in the classrooms.
- viii. Ensure joyful learning at all levels through use of such innovative pedagogy.
- ix. Develop their specific resources for teaching and learning, in the form of lesson plans, or content, use of mathematics and science kits developed by NCERT, etc.
- x. Ensure proper in-house training of teachers in the school to enable them to unleash their own unique capabilities and creativity in their classrooms.
- xi. 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.
- xii. To make efforts to learn from the best practices of other schools, by arranging for discussions with Principals of such schools, or through observation visits of teachers to other schools.

The Board has not laid down the structure or format of the annual pedagogical plan as the Board respects educational autonomy of every school and expects each school to prepare its own unique and innovative annual plan. This plan must be an implementable one with realistic timelines that should include administrative inputs and detailed pedagogical aspects.

3.6 Pedagogical Practices of teachers

The pedagogical practices should be learner centric. Teachers are expected to ensure such an atmosphere for students where they feel free to ask questions. They would promote active learning among students with a focus on reflections, connecting with the world around them, creating and constructing knowledge. The role of a teacher should be that of a facilitator who would encourage collaborative learning and development of multiple skills through the generous use of resources in 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.

3.4 Competency Based Learning

Challenges of 21st Century necessitate education to be competency focussed to enable continuous with an attachment of learning objectives and job interventions. Competency focussed learning

underscores the student's demonstration of desired learning outcomes as central to the learning process. Learning outcomes are statements of expected outcomes that the student will be able to do to know, understand and/or be able to demonstrate after completion of a process of learning as a result of learning the activity. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes.

Experiential and active learning are the preferred pedagogies for Competency focused Learning as they promote critical thinking, creativity and effective study skills among students. Learning Outcomes developed by NCERT for classes IX that is endorsed with each subject should be adopted by all the schools and teaching-learning process may be accordingly aligned. The schools are expected to have well-defined learning objectives for every grade that are outcome and measurable, and empower learners to focus on mastery of valuable skills and knowledge. It is expected that teachers will provide meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities and go beyond textbooks. Schools are expected to track the attainment of Learning Outcomes by each learner and ensure that no child is left behind.

CBSE has also come out with suggestive mapping of learning outcomes with NCERT curriculum which can be adopted/ adapted by schools. CBSE has also developed many resources to map learning outcomes with pedagogy and assessment to enable tracking of learning progress and these resources are available at the website of CBSE. Schools are advised to attempt this mapping and use of innovative pedagogies to achieve learning objectives.

The Board has developed Learning standard frameworks for all major subjects (i.e., Hindi, English, Science, Social Science and Mathematics). The learning standard frameworks (LSF) offers a structured conceptual map for integrating the discrete elements such as learning outcomes, content, pedagogies and assessments, into a coherent continuum. Its goals to demystify the 'wilderness of learning' and engender a common understanding of S in teachers and examiners to categorising competencies in clear, measurable, and contextualised achievement standards. Combining theory and practice, different LSFs detail how the learning and assessment need to be conducted in classrooms, these frameworks contain detailed guidelines for preparing reliable and valid items along with sample questions and marking schemes for assessment. Model question paper design have also been laid out. Our teaching teachers prepare the question paper.

2.5 Lesson/Unit Plan

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



Specific Learning Outcomes



Pedagogical Strategies



Group/individual exposure/role-play on learning



Interdisciplinary linkages and infusion of Life Skills, Values



Gender Sensitivity



Resources (including ICT)



Assessment tools for measuring the attainment of Learning Outcomes



Feedback and Remedial Teaching Plan



Inclusive Practices

2.6 Classroom and School Environment

School environment should be conducive to holistic development of the students of varying backgrounds. As part of their policy, school should adopt practices which will promote mental health by following the guidelines issued by the Board on making the school a No-Smoke Zone or Anger-Free Zone. The Board has also developed school health manuals which are available on www.cbseacademic.nic.in. The time table in the school should take care of proper rest and the children learn subjects with relaxation. School must also ensure that children avoid the intake of Junk food and should eat it around school premises. Intake of the healthy foods should be encouraged with activities described in circular issued by CBSE.

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

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

3.7. Creating Cross-Curricular Linkages

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

3.8. Special Emphasis on Integrating Arts in Education

All disciplines being pursued by students at all stages require creative thinking and problem-solving abilities. Therefore, when Art is integrated with education, it helps the student develop 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 impact the teaching and learning process itself, 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 him/her to see the multi-disciplinary links between subjects, topics, and real life. Hence one, thus, requires 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.

3.8.1. Art Education and Art Integration

The following two-pronged approach is followed:

1. Art education continues to be an integral part of the curriculum. The schools may also promote and offer Visual and Performing Arts based subjects at the Secondary and Senior Secondary level.

8. Art is also integrated with the teaching and learning process of all subjects from classes I to XII, 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.”

2.5.1 Art Integrated Pedagogy

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

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

2.6 21st Century Skills

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

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

Learning Skills include

Globalisation

Complexity

Communication

Collaboration

Literacy Skills include

Art and Media Literacy

Health Literacy

Technology Literacy

Life Skills include

Resilience

Empathy

Self-aware

Procedural

Self-management

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

3.10 Inclusive Education

Inclusive approach in education is a prerequisite for ensuring full participation of all students with equal opportunity in all areas without any discrimination. Inclusive attitude in all staff and faculty members is crucial for successful inclusive education. Therefore, all the members of teaching and non-teaching staff should be sensitised on the issues of inclusive education. Students without disabilities should also be sensitised.

Schools must organise these sensitisation programmes with the support of experts from respective field of disabilities. Capacity Building Programmes on Inclusive Education may be organised in collaboration with the CBSE - Centre of Excellence. Board has made the appointment of special educator mandatory for all the schools affiliated to the CBSE. Special Educators must possess the qualification as prescribed by the Rehabilitation Council of India (CBSE Circular No. 31/2002). CBSE has published a handbook on Inclusive Education which is available at its website.

3. SCHEME OF STUDIES

3.1 Subjects to be offered:

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

Subject	Detail of the subject	Group
Compulsory	1. Language I (Hindi – Course I or Course II or English Language and Literature or English Communicative)	Group-I
	2. Language II (Any one from the group of languages)	Group-I
	3. Mathematics – Set-I of Mathematics Standard	Group-A1
	4. Science	Group-A1
	5. Social Science	Group-A1
Optional	6. DLE Subject/another subject from A2	Group-I/A2
	7. Language III / Any subject from A2	Group-I/A2
Internal Assessment (Compulsory)	8. Art Education	
	9. Health & Physical Education and Work Experience.	

- E. The Board Examination in Mathematics is held at two levels in Class X. However, it is not applicable to the internal assessment zone in Mathematics at the school level in class X. For details, please refer Circular No. Acad. 09/2018. It may be noted that the students who are

opting Mathematics - Basic will have the option of opting Applied Mathematics (361) as an Elective at Class X/IX. Secondly though they may not be permitted to take Mathematics (341) at Sr. Secondary level. However, a student who has opted Mathematics - standard can offer any one of the two available Mathematics at Sr. Secondary level.

- ii. If a student fails in any one of the three compulsory subjects (i.e., Science, Mathematics and Social Science) and passes in the Skill subject (offered as sixth optional subject), then that subject will be replaced by the Skill subject and the result of Class X Board examination will be computed accordingly.
- iii. If a student fails in any language subject, out of first five subjects, the same will be replaced by the language taken as sixth subject (in case of no skills subjects offered) or as seventh subject (optional), provided that he or she has passed this language and after replacement either Hindi or English remains as a passed language in the first five subjects.
- iv. It is expected that all the students should have cleared three languages up to class VIII. Those students who could not clear the third language in class VIII and have been promoted to class IX, shall be examined by the concerned schools at the end of Class IX in the same syllabus and textbooks as prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear in the Secondary School Examination of the Board at the end of class X unless she/he has passed in the third language. However, CWSB are exempted from the study of third language.
- v. 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 background of the students and a student may either opt for Hindi A (Code 300) or Hindi B (Code 301). Similarly English can also be offered at two levels English Language & Literature (304) and Communicative English (305). However, a language cannot be offered simultaneously at the two levels such as Hindi Course A and Hindi Course B or English Language and Literature and English Communicative etc.
- vi. Students offering additional sixth skill subject may also offer an additional language (if any subject as seventh subject).
- vii. Out of the three subjects - Computer Application (Code 343), Information Technology (Code 403) and Artificial Intelligence (Code 417) - only one can be offered. A combination of any of these subjects is not permitted.
- viii. Board is extending general exemptions/concessions to candidates with disabilities as defined in the "THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016". Exemptions/Concessions

intended to persons with disabilities is prescribed for Class X & XII examinations conducted by the Board and the Standard Operating Procedure for evaluating these candidates are available on: https://www.cbse.gov.in/BoardExaminations_Circle/IESE%20CMAA.pdf

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

- ix. 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 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 accepted only after CBSE notifies it.

a. Scheme of Studies for Children with Special Needs

Candidates with disabilities as defined in the Rights of Persons with Disabilities Act 2016 have the option of studying one compulsory language in their first three and a maximum of two Skill based subjects Group-D.

Subjects	Number of the subjects	Group
Compulsory	1. Language I (Hindi) – Course A or Course B or English (Language and Literature or English Communication)	Group-I
	2. A language from Group-I, or any one subject from Group-A1, A2 and Group-D (Except Automotive)	Group-A1/A2 and D (Except Automotive)
	3. Any one subject from Group-A1, A2 and Group-D (Except Automotive)	Group-A1, A2 and D (Except Automotive)
	4. Any one subject from Group-A1, A2	Group-A1/A2
	5. Any one subject from Group-A1, A2	Group-A1/A2
Optional	6. Any one subject from Group-A1, A2	Group-A1/A2
	7. Language II (Other than L1 and L2)	Group-C
Practical Assessment (Compulsory)	8. Art Education	
	9. Health & Physical Education and Work Experience	

9.2 List of subjects offered at secondary level:

LANGUAGE (GROUP-I)							
S. No.	CODE	Name		Theory	Time	Internal	Total
				Marks	(H)	Marks	Marks
1	001	Hindi Course-I	(ANY ONE)	80	08	000	100
	002	Hindi Course-II		80	08	000	100
3	004	English Lang & Lit.	(ANY ONE)	80	08	000	100
	003	English Communicative		80	08	000	100
6	008	Urdu Course-A	(ANY ONE)	80	08	000	100
	004	Urdu Course-B		80	08	000	100
4	004	Punjabi		80	08	000	100
5	005	Bengali		80	08	000	100
6	006	Tamil		80	08	000	100
7	007	Telugu	(ANY ONE)	80	08	000	100
	003	Telugu Telangana		80	08	000	100
8	008	Sinhali		80	08	000	100
9	009	Marathi		80	08	000	100
10	010	Gujrati		80	08	000	100
11	011	Manipuri		80	08	000	100
12	012	Khasiyani		80	08	000	100
13	013	Odia		80	08	000	100
14	014	Assamese		80	08	000	100
15	015	Kannada		80	08	000	100
16	016	Arabic		80	08	000	100
17	017	Tibetan		80	08	000	100
18	018	Persian		80	08	000	100
19	019	German		80	08	000	100
20	020	Russian		80	08	000	100
21	021	Persian		80	08	000	100
22	022	Nepali		80	08	000	100
23	023	Limboi		80	08	000	100
24	024	Lepcha		80	08	000	100
25	025	Shor		80	08	000	100

26	003	Redo		80	08	000	100
27	091	roz Boro		80	08	000	100
28	093	Turghul		80	08	000	100
29	094	Jachhola		80	08	000	100
30	095	Bhulla		80	08	000	100
31	096	Soduph		80	08	000	100
32	097	Kachhori		80	08	000	100
33	000	Mizo		80	08	000	100
34	090	Behala Mawru		80	08	000	100
35	112	Sanskrit	(ANY ONE)	80	08	000	100
	113	Sanskrit Communicative		80	08	000	100
36	031	Pal		80	08	000	100
37	030	Gurung		80	08	000	100
38	119	Yongng		80	08	000	100
39	120	Shorzo		80	08	000	100
40	124	Thul		80	08	000	100

COMPULSORY SUBJECTS (GROUP-A)							
E. No.	CODE	Name		Theory Marks	Time (H)	Internal Marks	Total Marks
1	041	Mathematics Standard	(ANY ONE)	80	03	000	100
	042	Mathematics Basic		80	04	000	100
2	029	Science		80	03	000	100
3	027	Social Science		80	04	000	100

Other Subjects (GROUP-A)									
E. No.	CODE	Name		Theory Marks	Time (H)	Internal Marks	Practical	Project	Total Marks
1	021	Carnatic Music (Vocal)		30	01	020	30	--	100
	022	Carnatic Music (Vocal) Instrumental		81	01	020	40	--	100

	088	Classical Music (Percussion Instruments)	(Any One)	80	00	000	80	--	000
	089	Western Music (Voice)		80	00	000	80	--	000
	090	Western Music (String Instruments)		80	00	000	80	--	000
	091	Western Music (Percussion Instruments)		80	00	000	80	--	000
2	049	Farming		80	00	000	80	--	000
3	084	Home Science		70	00	--	30	--	000
4	070	National Cadet Corps (NCC)		70	00	30	--	--	000
5	100*	Computer Applications		80	00	--	30	--	000
6	184	Elements of Business	(Any One)	70	00	--	30	--	000
	189	Elements of Book Keeping & Accountancy		70	00	--	30	--	000

SKILL SUBJECTS (GROUP-I)

S. No.	Code	Name	Job Roles	Marks Distributed as	
				Theory	Practical
1	400	Retail	Store Operations Assistant	80	80
2	422*	Information Technology	Computer IT Executive/Operator	80	80
3	402	Security	Unarmed Security Guard	80	80
4	408	Automotive	Automotive Service Technician	80	80
5	403	Introduction to Financial Literacy	Business Correspondent	80	80
6	404	Introduction to Tourism	Assistant Tour Guide	80	80
7	407	Beauty & Wellness	Assistant Beauty Therapist	80	80
8	408	Agriculture	Seedbed/Seed Crop Outwiter	80	80
9	409	Food Production	Assistant Chef (veg.)	80	80
10	403	Front Office Operations	Front Office Executive	80	80
11	401	Banking & Insurance	Field Executive	80	80
12	402	Marketing & Sales	Marketing Assistant	80	80

13	403	Health Care	General Duty Assistant	80	80
14	404	Apparel	Apprentice	80	80
15	405	Multi Media	Texture Artist	80	80
16	406	Multi Skill Foundation Course	Multi Skill Assistant	80	80
17	407*	Artificial Intelligence		80	80
18	408	Physical Activity Trainer (New)	Early Years Physical Activity Trainer	80	80
19	409	Data Science		80	80
20	420	Electronics and Hardware (New)	Field Technician/Other home Appliances	80	80
21	421	Foundation Skills for Sciences (Pharmaceutical and Biotechnology) (New)		80	80
22	422	Design Thinking and Innovation (New)		80	80

*Out of the three subjects with codes - 407, 403 and 407 - only one subject can be offered. The curriculum and the study material for the Skill Pathway is available on the CBSE e-portal website under the tab 'SKILL EDUCATION' and can be accessed through the link: <https://cbseacademic.nic.in/Skill-education.htm>.

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

S. No.	Course Name	Duration in Hours	Marks Distribution	
			Theory	Practical
1	Artificial Intelligence	12	15	25
2	Security & Wellness	12	15	25
3	Design Thinking	12	15	25
4	Financial Literacy	12	15	25
5	Handicrafts	12	15	25
6	Information Technology	12	15	25
7	Marketing/Commercial Application	12	15	25
8	Mass Media	12	15	25
9	Travel & Tourism	12	15	25
10	Coding	12	15	25
11	Data Science (Class VIII only)	12	15	25

12	Augmented Reality / Virtual Reality (Level-1/Class 6)	12	18	88
13	Digital Citizenship (Level-1, Class 6)	12	18	88
14	Life Cycle of Medicine and Vaccine	12	18	88
15	Things You should know about Reading Medicine at home	12	18	88
16	What to do when Doctor is not around	12	18	88
17	Humanity and Covid-19	12	18	88
18	Blue Pottery	12	18	88
19	Pottery	12	18	88
20	Book Printing	12	18	88
21	Food	12	18	88
22	Food Preservation	12	18	88
23	Customs and Roping	12	18	88
24	Marble Heritage	12	18	88
25	Khadi	12	18	88
26	Map making	12	18	88
27	Mass Media	12	18	88
28	How to make a Diaper/ Nappy	12	18	88
29	Kashmiri Embroidery	12	18	88
30	Embroidery	12	18	88
31	Rockets	12	18	88
32	Satellites	12	18	88
33	Application of Satellites	12	18	88

3.2 Instructional Time

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

3.4. Medium of Instruction

The medium of instruction in general in all the schools affiliated with the Board shall either be Hindi or English for classes II – X.

4. STRUCTURE OF ASSESSMENT SCHEME

The assessment scheme will have an 80 marks component for Board examination (class X) and Annual Examination (class IX) in all subjects except computer subjects to be assessed internally along with a 20 marks component of Internal Assessment. Students have to secure 33 percent in total in each of these components.

This condition has been relaxed vide Notification No. CBSE/Coord/DO/EC dated 11/10/2018 available at: https://www.cbse.gov.in/boards/Examination_Circle/2018/11_DOCUAF.pdf

As the Board is progressively giving more space to 'learning outcome based' assessment in class of textbook driven assessment, question papers of Board examinations have more questions based on real life situations requiring students to apply, analyse, evaluate and synthesise information as per the stipulated outcomes. The core competencies to be assessed in all questions, however, will be from the prescribed syllabus and textbooks recommended therein. This will eliminate predictability and rote learning to a large extent.

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

The Board Examination in each subject will cover entire syllabus of Class X. Grades corresponding to the marks shall be on the basis of 7-point grading system. Grades will be awarded in each scholastic subject. For awarding the grades, the Board will put all the passed students in a rank order and will award the grades as follows:

Grade	Obt
A+1	Top 1/5th of the passed candidates
A+2	Next 1/5th of the passed candidates
B+1	Next 1/5th of the passed candidates
B+2	Next 1/5th of the passed candidates
C+1	Next 1/5th of the passed candidates
C+2	Next 1/5th of the passed candidates
D+1	Next 1/5th of the passed candidates
D+2	Next 1/5th of the passed candidates
F*	Below 10% Rank

NOTES :

- i. Minor variations in proportion of candidates to actual ties will be made.
- ii. 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.
- iii. Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- iv. 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

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

4.2 Internal Assessment (20 Marks)

One- and two- year- and one-semester are complemented 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 (20 marks)

The main purpose of Periodic Assessment is to assess the learning progress of students. Such assessment done at regular intervals provides feedback and insight to teachers regarding learner 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 of realistic goals. In essence, this is assessment for, of and as learning. Periodic Assessment is further divided into the following:

Periodic Tests (20 marks): As earlier, these would be restricted to 2 in each subject in a year and the average of best 2 would 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 assist to prepare students for final summative exams in a more confident manner.

4.2.2 Multiple Assessment (20 marks):

Over the course of the curriculum transaction, multiple assessment strategies are advised. Subject teachers would determine the type and frequency. Schools/teachers would be able to use multiple and diverse assessment techniques to assess learners, i.e., observation, oral tests, individual or group work, class discussion, field-work, concept maps, graphic organizers, visual representation etc. Hence, the schools are given autonomy to use alternate modes of assessment as per the demand of the subject and the context towards addressing the goal of assessment for and as learning, such as projects, project-work, Self and peer assessment, collaborative projects, experiments, classroom demonstrations, etc.

Caution must be exercised to ensure that recording such assessment is not cumbersome and can be easily translated into individual student scores. When choosing a particular technique, developing simple scoring criteria and rubrics becomes equally important. The purpose of periodic assessment is to provide feedback to improve teaching and learning, so it is equally important to use follow-up measures when students are found to be lacking proficiency).

4.2.3 Portfolio (20 marks):

A portfolio is a collection of chosen work by a student representing a selection of performances. It is a tool for assessing a variety of skills not usually testable in a single setting of the traditional written paper and pencil tests. Portfolio helps students gain an awareness of their own learning. Peer Assessment is a great support that facilitates a clear understanding and evaluation of personal goals.

The active role that students play in self-assessment not only motivates them but also helps to develop metacognitive skills which enable them to make adjustments. The creation of portfolios is suggested to broaden the scope of learning and explore diverse curriculum sub-areas by examining a range of evidence of student performance being assessed.

The portfolio may take the form of a journal or notebook that would house students' artifacts selected 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. It is suggested that the portfolio would include classwork and homework assignments that would help evaluate learners' progress. The attention should be to promote techniques such as annotation, identification of key words / topics / themes, summarization and organization of ideas and content, photos, presentations, assignments, etc. Developing them should not be a burden on students both in terms of cost and time.

Assessing Portfolios:

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

Elements to judge student's portfolio

- Depth of knowledge of the subject and its related
- Use of relevant and work related resources to reach objectives
- Diversity of student's growth
- Intellectual awareness / complexity

4.2.4 Subject Enrichment Activities (05 marks):

Subject enrichment activities aim at enrichment of the understanding and skill development of students. They provide in-depth learning that motivates students to dig deeper into the discipline. These enrichment activities need to challenge students and permit them to apply knowledge to the next level. They ought to provide opportunity to students to explore their own interests as well as an understanding of the nature of particular disciplines. Some suggestions for conducting these activities are as follows:

Language provides a rich source and the autonomy to subject learners to diverse relevant reading and learning texts. Teachers need to use this opportunity to full advantage and cite extracts from relevant suitable literature to develop vocabulary and heighten students' awareness and sensitivity.

The specified activities in practical work in Science and Mathematics need to be conducted in congruence to the objectives of the subject. The focus must shift from confirmatory nature of lab experiments to explorations that focus on development of science processes. Students need to be encouraged to raise questions, generate hypotheses, experiment, iterate and find solutions to questions/problems encountered.

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

4.3: Art Education

Art Education constitutes curricular activities for the development of the wholesome personality of the children, aesthetic sensitivities and respect for social values and cultural heritage. It encourages learners to develop creative expression, sharpen keen observation and develops a sense of organization and order. Exploring into ideas and meanings through the works of artists/experts/writers/poets, the students would develop imagination and critical awareness. Students may select one form each from Visual Arts (drawing, painting, murals, collage, crafts, sculpture, etc.) and Performing Arts (dance, music, drama, puppetry and Folk Art forms etc.). Children's participation in activities/competitions form the basis of assessing the student.

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

Focus of this area of curriculum is on health, hygiene and sanitation, work experience, indigenous sports, yoga, NCC, self-defence, 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 school. Similarly, Self-defence may be actively taught to students, especially girl students, to impart 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 Co-ordinator School Health

Activities (flow version) 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.

Qualified doctors/health experts/medicine annually along with a follow-up session during the year to address the health aspect of HPE. School should also bring any national disease 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.

6.4. Assessment of Art Education and Health and Physical Education

Assessment of Art Education and Health and Physical Education may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The disjunctive data, after interpretation, should be reflected in the record 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 D-K and will have no descriptive indicators. The students can be assessed on two areas i.e., Art Education, Health and Physical Education. Work Experience is subsumed in the Physical and Health Education. No use of marking of grades will be done.

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

6.5.1. Parameters of Assessment

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

The basis of assessment has been suggested below:

Area	Product	Process
Health and Physical Education including Work Experience	Overall fitness	Participation, team-spirit, co-operation and honest effort.
Art Education	Expression, creativity and Aesthetic appeal	Participation, Creative process, materials, appreciation, reflection, effort, craftsmanship and completion

4.5.2 Details of Five-point grading for art Education (class IX and X)

Grade	Correlation
A	Exemplary
B	Proficient
C	Developing
D	Emerging
E	Beginner

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

Stream	Periods (approx.)	Grades*
1. DAVES Athletic/Exercising Team Games Individual Games / Activities Adventure Sports	60 periods	While filling online data, following grade may be filled against HPE Class (i.e. Grade (A-F) on 5-point scale (A, B, C, D, E)
2. Health and Fitness	30 periods	
3. SEWA	30 periods	Grade of SEWA is considered against Work Experience Class (i.e. Grade (A-F) on 5-point scale (A, B, C, D, E)
4. Health and Activity Card		

*Refer the detailed HPE guidelines available on www.davboards.com/15-16, including the grade increment.

4.6. Development of Competencies Through Student Enrichment Activities:

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

S. No.	Student Enrichment Activity	Skills/Values to be Enhanced
1.	Story Telling Competition	Thinking Skills: Creative, Analytical, Evaluative
2.	Reading Week, Budding Authors	Communication Skills, Linguistic Skills
3.	Arachnids Don't Challenge	Reasoning Ability, Problem Solving Skills, Error Finding, Analytical thinking, Ability to manipulate

		grades and interests issues, Ability to coherent logical arguments
4.	CBSI Heritage India Quiz	Issues of respect for diversity and tolerance, Awareness about preserving Indian heritage and monuments, Critical thinking skills, Appreciation for rich heritage and diversity of the country
5.	Science Exhibition	Critical and Creative Thinking Skills, Problem Solving
6.	Science Challenge	Skills, Scientific Temperament, Connecting Science to day-to-day life
7.	Exposition Series	Creative Thinking Skills Communication Skills
8.	Bio-Club Activities	Awareness about Environmental Conservation and Protection
9.	Swachhata Abhiyan	
10.	Di Shakti Shiksha Shakti	Spirit of Patriotism and Unity Creative Skills
11.	Pastorals Ekta Divas	
12.	Fit India School Week	
13.	CBSI Inter-School Sports & Games Competitions	Healthy Lifestyle
14.	International Day of Yoga	
15.	Mahā Shukra Divas	Awareness of Linguistic and Cultural traditions, Values of Tolerance and Dialogue, Communication Skills
16.	The Constitution Day	Importance of Constitution, its history, structure and implications to citizens, orientation to composite culture and diversity of our nation awareness of Fundamental Rights and Duties as enshrined in the Indian Constitution.
17.	Art Integrated Project	application of an-issue enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/ topics, promoted experiential learning as it enables to derive meaning and understanding directly from the learning, enables students to see the multi-disciplinary linkages between subjects, topics and real life.

Schools are encouraged to ensure that their students participate in these activities of the Society for making the students future-ready and also for becoming a 21st-century learner.

4.7 Suggested flow for teachers :

A teacher is expected to achieve all the stipulated curricular learning outcomes in her/his students. Teachers should feel accountable for the progress of their students and act with utmost honesty and integrity. They must constantly do self-assessment of their subject knowledge and skills and strive hard to keep them up-to-date in this area. Teachers must regularly visit CBSE's website for latest updates and must participate in a minimum of 30 hours of annual capacity building programmes at different levels. Teachers are required to work with other teachers and parents in the best interests of their students and needs.

- i. set high expectations to motivate and challenge students and help students to reflect on their progress;
- ii. carefully go through the curricular aims and learning outcomes as stipulated in the National Curriculum Framework for Foundational Stage (NCF) and National Curriculum Framework for Secondary stage (NCF);
- iii. analyse the need of students and innovate or improvise to address the need in the best possible manner and facilitate the inculcation of 21st-century skills in students;
- iv. ensure a safe and conducive environment for students as per the statutory provisions mentioned in the affiliation bye-laws of CBSE;
- v. follow inclusive practices for students of varying backgrounds;
- vi. lead by example in demonstrating constitutional values, positive attitudes, and behaviour;
- vii. help the principal in formulating an annual pedagogic plan and prepare and teach by using well-structured lesson plans. Also, follow the statutory provision of instructional time and directions of CBSE regarding Experiential and joyful Pedagogy and Art-integrated education;
- viii. set homework as per the directions of CBSE and plan other activities to consolidate and extend the knowledge and understanding students have acquired;
- ix. study Assessment Frameworks and other resources to make accurate and productive use of competency-focused formative and summative assessments. Regularly conduct formative assessment to assess the effectiveness of teaching and use relevant data to monitor progress, set targets, and plan subsequent lessons;
- x. provide students regular feedback and encourage them use their capacity to respond to the feedback;
- xi. use effective classroom management skills to ensure a conducive learning environment;

- (ii) treat students with dignity, and use proper discipline in line with statutory provisions (as RTE-Act, POCSO, CBSE affilation bye-laws/guidelines of NCPOR, etc.);
- (iii) maintain high standards in their own attendance and punctuality; and
- (iv) perform duties assigned by CBSE from time to time.

4.3 Values Education and Life Skills

Constitutional and universal values should also be encouraged among students. Honesty, sanitation, cleanliness, honesty, truthfulness, kindness, empathy/ respect for the environment, sports and all other things etc. are the values that our students must adhere to. Parents may also support schools in cultivating disciplined behaviour in their wards. Class teacher will grade the students on a five-point scale (A to E) keeping in view the overall attendance, honesty, values and behaviour of the students. Value Education Resource Book and Kit developed by CBSE may be used for inculcating values in students.

Similarly, schools should endeavour to inculcate Life Skills and 21st Century Skills as per the directions and material developed by CBSE.

4.3 Rules Regarding Admission and Examination

Regarding eligibility for admission, Eligibility for Examination, Scheme of Examination and related information, please see the Examination Bye-laws of CBSE available on www.cbse.gov.in.

4.10 Introduction of National Curriculum Framework for Foundational Stage-2022

NCF-FS 2022 was introduced in the Session 2022-24 in those CBSE schools which offer education at Foundational stage to students in the age group of 3-6 years. Schools offering foundational or preparatory education are mandatorily required to adhere to the recommendations regarding curriculum, pedagogy, assessment and other areas described in detail in the NCF-FS-2022.

While schools offering classes 1 to 5 / XI may make efforts to gradually augment the infrastructure requirements to include preparatory classes, schools already running foundational classes may continue to offer 2 or 3 years of pre-primary education as per the practice followed in their respective States, till the time State Government adopts the 4+4+4 structure.

Teachers' qualifications remain same as per the existing National Council of Teachers Education's notification no. 63-L/2011/NCTE (N&E) dated November 12, 2011 and its subsequent amendments.

Schools are advised to go through the NCF-FS 2022 document available at https://www.ncert.nic.in/eNCF_for_Foundational_Stage_30_October_2022.pdf for its implementation.

The NCF-1E includes many examples and illustrations which play a critical role in its implementation. They help to clarify abstract concepts, reinforce learning, and make new ideas more accessible to practicing teachers. Myriad examples are easily incorporated to enhance understanding, foster engagement, and elaborate concrete ways concepts can be implemented in day-to-day teaching. So, it is critical that teachers look at these illustrations and contextualise them according to the needs and contexts of children.

4.11 Academic Guidelines

Major academic highlights of NCF-1E-2020 for the benefit of schools are reproduced as per below:

i. Curricular Goals and Learning

NCF-1E-2020 identifies five key domains of development viz., Physical Development, Socio-Emotional and Ethical Development, Cognitive Development, Language and Literacy Development, and Cultural Development, and Positive Learning Experiences. Illustrative Curricular Goals, Competencies, and Learning Outcomes for the foundational stage in all these domains are given in NCF-1E-2020. Teachers should adapt the same in their curriculum to be designed for schools. The curriculum followed by schools should have specific goals for content and materials based on the learning Outcomes, the principles, and guidelines of NCF along with considerations for the local context. Schools will follow their curriculum based on NCF-1E-2020 till the time syllabus is provided by NCERT. Once the syllabus is provided by NCERT, schools may adopt/adapt the same.

For the Foundational Stage, it would be appropriate to develop activity books and other handbooks for Teachers, that would guide them through the sequence planned in the syllabus. The syllabus should include broad guidelines for assessments that check for the achievement of Learning Outcomes.

ii. Organisation of Content

The selected content should be age-appropriate (i.e., engaging the child's senses) and relevant to their experience. It should be based on the child's experiences and reflect the child's sociocultural and geographical context. Furthermore, content should introduce natural and human environments, the social and physical world, people, places, and living and non-living things. To accommodate the varied interests of individual children, the content should be diverse and inclusive. Special care should be taken to promote the promotion of diversity.

Textbooks might be inappropriate for children of ages 3 to 6, activity books can guide Teachers to sequence activities and learning experiences. Textbooks can be introduced in class I and they must

adequate for the children's active participation. Workbooks and textbooks ought to be complementary to one another. Auditory-aural materials including flashcards, cardboard-and-windowcut, sheets of alphabets, games, and puzzles should adequately supplement textbooks.

When foundational stage children actively engage their senses and employ various senses, they learn more effectively. It is, thus, important to go beyond textbooks and use a range of Teaching-Learning Material (TLM) at this stage, from basic playthings to specific manipulatives for counting and numerals. The majority of the TLM needed for the Foundational Stage can be constructed with readily available low-cost materials. For example, cardboard, eraser, packaging material, old clothing, bottle caps, seeds, and pebbles (for counting), match sticks (without chemicals), discolor paper, coconut shells, and egg cartons (for cutting). Teachers can bring whatever items to create puppets, soft math balls, and other playthings. Young children can find making bead-fox, puzzles, and board games to be particularly engaging activities that allow them to use all of their developmental domains.

The language content should contain a fair mixture of narrative, poetry, and information on local, national and social contexts. Content on both folk and fairs as well as social and cultural values allows youngsters to grasp the world around them while stories and poems develop young children's linguistic and imaginative abilities. Schools will aim to ensure the availability of teachers so that at least two or preferably three languages are taught to children on a regular basis.

Reading and writing should be initially developed through R1 (language in which a child first learns the concept of reading and writing) which is preferably L1 (mother tongue/ home language / familiar language) whenever possible, via early exposure to oral language development, meaning-making activities, and print materials. Understanding of phonemes and graphemes and the correspondence between them (decoding) will be developed through games and interactive exercises. The aim should be to attain literacy skills in R1 by Grade 3.

Mathematical content can represent engagement with the surrounding environment, much like language can. Counting and other mathematical tasks can be combined with interactions with the natural and social settings.

The content of all learning experiences should be derived from the school's local environment and designed as activities centred on specific learning outcomes.

Schools may also make use of the Jodi/ Pitro (Collection of teaching-learning material) prepared by NCERT for the teaching-learning process for the Foundational Years. Jodi/ Pitro is available at DIKSHA portal. Further, it is recommended that all related Teaching-Learning material for Foundational Stage being released by NCERT be used for teaching-learning purposes.

iii. Pedagogical Practices :

CBSE advocates experiential, activity based and joyful learning. As part of its conceptual, operational, and transactional approach to curriculum structure, pedagogy, time and content organisation, and the overall experience of the child, NEP-2020 emphasises the significance of “play” as the cornerstone of these constructs. Play, in addition to sports and games, also includes singing songs, conversations, folk stories, music, puzzles, rhymes, art and craft, painting, clay moulding, dancing, etc. Different children learn at different paces, and in different ways. So, it's crucial to avoid pressuring students to adopt a certain learning style. Children should be allowed to play with anything that engages them, is safe and easily available. In early education, experiential learning is essential. Projects give kids the chance to flex a variety of abilities, especially those that require peer collaboration.

Stories stimulate learning in children, and helps them build their own vocabulary. Stories not only introduce children to the world outside of their immediate experience but also to a wealth of resources for language learning and developing, helping youngsters acquire much more than just words. Stories help develop curiosity, imagination and interest, promote emotional and social growth, making them an effective tool for children's overall development.

Schools may use thematic approach at this stage as a variety of curriculum areas are connected and integrated within a theme. Children are assisted in making meaningful connections through a theme and exploring different themes or elements within the theme as opposed to learning different skills at different times or learning distinct subjects.

Each of the aforementioned strategies has unique merits. A single, particular strategy for teaching and learning is not recommended. Depending on their environment and needs, teachers and schools are left to choose the best method for creating learning context and transaction of teaching learning.

iv. Assessment

Overall approach in these years as in all higher classes is also competency focused assessment using a variety of techniques. However, assessment should not contribute to any additional burden for the child, should not overly burden the teacher and staff, need to focus not to label the child. Teachers should try to provide each child with individual care and attention and keep observing what they are doing.

The stipulated learning outcomes may not be achieved in a linear fashion for all students. Children take their time and have their own pace and steps during their journey towards achieving these learning objectives. Teachers, thus, need to be very patient provide adequate space and time to each child as per her/his need and not be overbearing. Some of the strategies that can be employed to assess progress of children may be guided observation, storytelling etc. Tools of assessment may

include anecdotal records, checklists, event sampling and analysis of artefacts and workbooks. Teachers should analyse evidence from multiple sources taken over a period of time to assess the extent to which children have demonstrated understanding and acquisition of skills.

There should be no ranking of students at this stage as each child is unique. A teacher can sometimes accomplish a range of distinct curricular objectives and competencies just by telling a story, having a conversation, or playing a game. Therefore, the teacher should have the freedom to conduct activities as she / he seems fit in the context of their classrooms.

More details can be found in the format of Holistic Progress Card for Foundational Stage developed by CBSE.

iv. Identification of Developmental Delay

In order to ensure holistic and inclusive education, it is important to ascertain provisional cases of developmental delay in children significantly lagging in achieving developmental milestones in physical, cognitive, communication, socio-emotional, behavioural - or a combination of domains. NEP-2020 emphasises the importance of early identification and intervention to ensure individual children receive timely and appropriate help. Though schools and Teachers are not supposed to confirm developmental delay or disability and should refer the perceptible cases to authorised medical professionals for diagnosis, however, they can take the following steps to identify provisional cases for referring to clinical diagnosis:

Screening: Schools often conduct universal developmental screening to identify children who may be at risk for developmental delays. These screenings can be done by teachers, school psychologists, or other professionals using standardised assessment tools.

Teacher observations: Teachers spend a significant amount of time with their students and are well-positioned to observe developmental delays. Teachers can use checklists or rating scales developed by World Health Organisation to track their students' developmental progress and identify areas where children may need additional support. NEP's PRASHAD is a checklist that enables the identification of children at risk. It comprises two parts - for use by regular teachers for first-level screening, and for use by special educators and others for second-level screening. It is a safeguard against uncritical diagnosis and needless labelling of children. It is aligned with the Rights of Persons with Disabilities Act (RPWD) Act 2016.

Parental concerns: Parents are often the first to notice developmental delays in their children. School staff should listen to parents' concerns and take appropriate action to assess and address any developmental concerns.

Standardized testing: Schools may administer standardized tests to assess academic skills, cognitive abilities, or socio-emotional development. If a student performs significantly below their peers on these assessments, it may indicate a developmental delay.

The framework also encourages teachers to work closely with parents and caregivers to support children's learning and development. It emphasizes the importance of building strong partnerships between schools and families to create a supportive and collaborative learning environment for children.

Schools may make use of practical ideas and sample Individual Education Programmes given in the framework to identify and support children with developmental delays.

vi. Use of Technology

Technology can be used to enable equitable access to a diverse range of content and material in diverse forms, spaces, and formats that is contextual for children of varying backgrounds including Diverse (DvB) children.

Technology can enhance the learning experience and create new opportunities. It empowers students to be more creative, connected and collaborative with their peers and teachers. Using technology gives the opportunity to develop student's digital citizenship skills. As use of digital devices is bound to increase with passage of time, it is important for children to learn from their initial years to use digital devices with responsibility. Technology should also provide an enjoyable experience for the learner and feed the child's innate curiosity.

Schools must also use technology in Capacity Building of Teachers, parents, and the community.

vii. The Learning Environment

A welcoming, compassionate environment where collaboration, inquiry, dialogue, and reflection are commonplace is a prerequisite for effective teaching and learning. Teachers require surroundings that are resource-rich, inspiring, and that offer ongoing chances for professional development and connection.

Access to safe infrastructure (i.e., potable water, clean and well-maintained restrooms with running water, arts and crafts supplies, furniture to set up learning corners, and a variety of children's books and learning resources) must be available to create a conducive learning environment.

viii. Organisation of Time in the School

The National Curriculum Framework for Foundational Stage 2022 highlights the importance of careful planning and organisation of time by slotting adequate and equitable time to all domains to achieve holistic education of children. Each activity may be planned to have in mind the attention span of the child. There may be a balance between *shiksha* (study) and *teaching* (guided activities), group (whole group or small group) and individual or pair activities, and alternating with this (e.g., outdoor activity after physical activity, group activity after individual activity). Indoor activity after outdoor activity). Art and Craft, Outdoor Play, and Free Play must have adequate time and focus during the day. Frequent breaks and transitions may also be provided to allow children to regain their energy and interest.

To achieve this, the curriculum framework recommends a balanced distribution of time across different areas of learning, such as language, mathematics, environmental studies, arts, and physical education. Illustrative examples are provided for schools to help in formulating their own calendar.

Similarly, the NCERT advocates the need for the preparation of an annual calendar detailing all important school events prior to the commencement of the school/academic year. Events of the school (e.g., duration of the school term, vacations, annual day, sports day, other school celebrations, competitions/fair time, parent-teacher meetings, teacher professional development programs, and school meetings) may be a part of this calendar.

ix. Culture of the Institution

Fundamentally, if children are loved and cared for, they will learn. Teachers should be kind and compassionate. The school should be a safe space for all children. Children learn from their parents (the mother being the first teacher), the teacher in the classroom, and the environment around. Therefore, it is vital that the school works collaboratively with the parents and the community to provide maximum learning opportunities for all children.

x. Teacher Orientation and Continuous Capacity Building

Through a variety of channels, teachers must consistently engage in their professional growth. The content must address the difficulties teachers confront, be thorough and complete, relevant to the classroom. It is necessary to provide platforms for peer learning with mentoring and assistance to teachers. Schools are required to fulfil the mandate given by CBSE regarding annual minimum teacher training hours.

The National Curriculum Framework for School Education (NCF-SE) serves as the guiding framework for the 3+3+3+3+3 schooling model proposed in the National Education Policy 2020 (NEP 2020). The framework is organized into five parts, covering broad aims, cross-cutting themes, subject-specific guidelines, school culture, and requirements for an effective schooling ecosystem. It was developed with a comprehensive approach covering all four stages of schooling, namely the Foundational Stage, Preparatory Stage, Middle Stage, and Secondary Stage. Schools are advised to follow the following guidelines for implementing NCF-SE-2020:

1. **Ensure Comprehensive Coverage:** Implement the framework to address learning standards, content selection, pedagogy, and assessments for each stage of schooling.
2. **Facilitate Practical Implementation:** Provide guidance that is understandable and applicable to teachers and parents to facilitate practical changes in educational practices.
3. **Ensure Clear Learning Standards:** Follow the specific learning standards for each subject to provide a clear direction for educators and stakeholders, ensuring competency development as provided for different stages in the NCF-SE-2020.
4. **Focus on Holistic Development:** Foster not only knowledge but also fundamental capabilities such as critical thinking, creativity, and values essential for holistic growth.
5. **Empower Teachers and Schools:** Design the curriculum to empower teachers and institutions, fostering creativity and engagement in the teaching-learning process.
6. **Encourage Diverse Pedagogical Approaches:** Encourage a variety of pedagogical methods tailored to different age groups and contexts, including experiential, play-based, and inquiry-based approaches.
7. **Integrate Cultural Values:** Root the curriculum in Indian knowledge and values, integrating contributions from ancient to contemporary times across various subjects.
8. **Promote Multidisciplinary Education:** Foster multidisciplinary learning to cultivate an integrated perspective and holistic understanding among students.
9. **Drive Equity and Inclusion:** Guided by principles of equity and inclusion, ensure access to quality education for all learners.
10. **Emphasize Art, Physical Education, and Well-being:** Renew emphasis on Art Education and Physical Education, incorporating specific learning standards and recommended time allocations.
11. **Prioritize Environmental Education:** Recognize environmental challenges by emphasizing environmental education across all stages of schooling.

11. **Integrate Vocational Education:** Integrate vocational education with specific standards, content, pedagogy, and assessments.
12. **Foster Multilingualism:** Emphasize multilingualism, expecting proficiency in at least three languages, including Indian languages. Refer to CBSE advisory No. Acad-04/2012 dated July 21, 2012, for detailed guidelines.
13. **Enhance Mathematical and Scientific Literacy:** Emphasize conceptual understanding and procedural fluency in Mathematics, alongside the assessment of scientific inquiry skills.
14. **Adopt Interdisciplinary Learning:** Encourage an interdisciplinary approach in Social Science education, exploring themes across human societies and natural environments.
15. **Provide Flexibility in Secondary Stage:** Offer flexibility and choice in the Secondary Stage, allowing students to select subjects aligned with their interests and aspirations.
16. **Introduce Interdisciplinary Areas of Study:** Introduce separate interdisciplinary areas of study in the Secondary Stage to address contemporary challenges using knowledge from multiple disciplines.

Further, in line with the NEP-SE 2019, it is imperative for schools to reassess and transform their approach to assessments. Here are some guidelines to facilitate this transformation across different stages of schooling:

Foundational Stage:

- Ensure assessment methods are aligned with children's natural learning experiences, avoiding undue pressure.
- Assessment tools should seamlessly integrate with learning experiences, avoiding the use of traditional tests and exams.
- Recognize and accommodate the diversity in children's learning styles and expressions, allowing teachers the flexibility to design various assessment methods effectively.
- Facilitate systematic recording and documentation of children's progress through evidence collection.
- While teachers should have autonomy in selecting assessment tools, systematic record-keeping is critical for professional responsibilities.
- Prioritize observation of children and projects of their created artifacts as primary assessment methods.

Preparatory Stage:

- Establish a robust system of formative assessment to track individual student progress as formal learning commences across various subjects.

- Help students understand the competencies they are expected to achieve, facilitating their understanding.
- Introduce formative oral and written assessments, alongside observation and written tests, to assess conceptual understanding and creativity.
- Conduct comprehensive summative assessments at the end of each year to ensure readiness for the next grade, providing support options during breaks between grades.

Middle Stage:

- Maintain a competence-based assessment approach, covering all dimensions of learning, particularly with the introduction of complex concepts.
- Shift emphasis towards conceptual understanding and higher-order capacities, utilizing various assessment techniques like projects, debates, and presentations.
- Focus regular assessments on testing conceptual understanding and higher-order capacities, encouraging creativity through appropriate questions.
- Conduct yearly comprehensive summative assessments, offering support options to ensure readiness for the next grade.

Secondary Stage:

- Emphasize regular formative assessments to facilitate meaningful learning and constructive feedback, especially considering the greater subject depth.
- Continue utilizing classroom assessments, with self-assessment playing a significant role in student learning.
- Design assessments to evaluate competencies using diverse methods such as case-based questions, simulations, and essay-type questions, testing creativity.
- Utilize a variety of assessment methods, including written tests, practical tests, projects, and open-book tests, with comprehensive summative assessments conducted at the end of each year or term, often in the form of board examinations.

Additionally, schools are required to implement Holistic Progress Cards (HPCs) as formal communication tools between schools and families, providing comprehensive reporting of students' progress based on competencies and learning outcomes achieved. HPCs should focus on individual progress and interests, providing disaggregated reporting to avoid comparisons with peers. Detailed guidelines and prototype of HPC have been provided by CBSE for Transitional and Preparatory Stage.