

Secondary School Curriculum 2018-19

Volume - I
Main Subjects for Classes IX-X



CENTRAL BOARD OF SECONDARY EDUCATION

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1. PRINCIPLES OF THE CBSE CURRICULUM

The curriculum refers to the lessons and academic content to be taught to a learner in the school. In empirical terms, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, courses of study, subject-wise instructional objectives and content, pedagogical practices and assessment guidelines. The thrusts include enabling learners to respond to the emerging knowledge-based economy and society in the globalized era. The CBSE curriculum seeks to provide opportunities for students to achieve excellence in learning at par with global standards.

1.1 Salient Features of the CBSE Secondary School Curriculum

The Curriculum prescribed by CBSE strives to:

1. uphold Constitutional values such as socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation;
2. keep pace with the 21st century and the global trends in various disciplines;
3. provide ample scope for physical, intellectual and social development of students;
4. integrate innovations in pedagogy, knowledge and application, such as human sciences with technological innovations;
5. nurture Life-Skills by prescribing curricular and co-curricular activities to help improve self-esteem, empathy towards others and different cultures etc.;
6. promote inclusivity by providing equal opportunities to all students;
7. encourage values-based learning activities;
8. enlist general and specific teaching and assessment objectives;
9. integrate environmental education in various disciplines from classes I-XII;
10. equally emphasize Co-scholastic areas of Work Education, Art Education and Health and Physical Education.

1.2 Objectives of the Curriculum

The Curriculum aims to:

1. enhance self-awareness and explore innate potential;
2. promote capabilities related to goal setting, decision making and lifelong learning;
3. develop thinking skills, problem solving and creativity;

4. nurture communication and interpersonal skills;
5. inculcate values;
6. foster cultural learning and international understanding in an interdependent society;
7. acquire the ability to utilize technology and information for the betterment of humankind;
8. strengthen knowledge and attitude related to livelihood skills;
9. develop the ability to appreciate art and showcase talents;
10. promote physical fitness, health and well-being.

1.3 Curriculum Areas at Secondary Level

Responding to the growing realization of disconnect between the existing academic achievements at the secondary level in schools vis-à-vis senior secondary, the secondary school curriculum acknowledges the fact that subjects like language, mathematics, science and social studies help the cognitive development of the child and, therefore require a greater academic emphasis. However, CBSE envisions the all-round development of students in consonance with the holistic approach to education at the secondary level, which is an important subsection of the whole education system.

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 seven major learning areas, from scholastic and co scholastic point of view.

Languages	Scholastic Areas
Social Sciences	
Mathematics	
Science	

Work Education	Co-scholastic Areas
Art Education	
Health and Physical Education	

Scholastic Areas:-

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

- (i) **Languages** include Hindi, English and other 36 languages (detailed in Curriculum Volume II). The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective communicative proficiencies. Learners use language to comprehend, acquire and communicate ideas in an effective manner.
- (ii) **Social Sciences** (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 include 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 etc.) 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. 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.

Co- Scholastic Areas:-

It is a well-known fact that only a healthy child can learn effectively and good health leads to better learning. Many other 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 are used for both cognitive and non-cognitive development that can take place by exposing the child to the scholastic and non-scholastic subjects. Work education, Art Education including local art, craft, literature and skills, Health and Physical Education, Yoga, traditional games, indigenous sports, NCC, Scouts and Guides, Martial Arts etc.

are integral parts of the curriculum and to be included in the routine of the schools for the holistic development of children. These are detailed below:

(v) **Work Education** provides children opportunities for participation in activities inside and outside the classroom, which enables them to understand scientific procedures involved in different types of work. These activities are to be drawn from the areas of health and hygiene, food, shelter, clothing, recreation and community service. The competencies to be developed in this field should include knowledge, understanding, practical skills and values through need-based life activities.

(vi) **Art Education** entails instruction in various art forms (visual as well as performing) with an aim to help children develop an interest for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, valuing arts and cultural heritage.

Theatre in Education: Theatre is one of the most powerful, yet least utilised art forms in education. In the exploration of self in relation to others, the development of understanding of the self, and of critical empathy, not only for humans but also towards the natural, physical and social worlds, theatre is a medium par excellence. Dramatising texts is only one small part of theatre. Much more significant experiences are possible through role play, theatre exercises, body and voice control and movement, and group and spontaneous enactments. Such experiences are important not only for teachers in their own development, but also for teachers to provide to children.

NCF-2005

(vii) **Health and Physical Education** focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, well-being and the factors that contribute to them. Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy active living and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, yoga, NCC, self-defence, fitness and lifestyle choices.

These seven learning areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Children should get opportunities to think laterally, critically, identify opportunities, challenge their potential and be open to new ideas. Children when engage in practices that promote physical, cognitive, emotional and social development and wellbeing, connect different areas of knowledge, application and values with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth while transacting the curriculum.

2. IMPLEMENTATION OF THE CURRICULUM

Schools have to setup a School Curriculum Committee with teachers representing each seven areas. The School Curriculum Committee would define activities for pedagogical practices, evolve a plan of assessment and mechanism of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/ reference materials are age appropriate, incorporate inclusive principles, are gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community. It would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NCF 2005. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction. The Schools have to comply with the direction given in the Affiliation Bye-laws of CBSE regarding NCERT books. It will be ensured by the schools that the books used in the school promote harmony and do not contain any discriminating issues/ events/examples in the context of gender, disability, caste, religion, etc. Citizenship education, character building, health and hygiene constitutional literacy, financial literacy including cashless transactions, environmental sustainability and other common core aspects that should be promoted through all the subject areas.

2.1 Pedagogical Practices by Teachers

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

This is a universal fact that every child, no matter how unresponsive he or she may look,

has something to say, some insights to contribute to a class discussion. Teacher should not label children as ‘slow learners’ or ‘bright students’, or ‘problem children’. Teacher need to identify students who need remediation. This can be detected by the teacher in the course of teaching and attended to as a part of pedagogic planning, through individualized attention. Teacher must diagnose learning difficulties and problem areas.

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 real life.

2.2 Lesson/ Unit Plans

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

- Specific Learning Outcomes;
- Multiple Pedagogical Strategies;
- Flow of lesson/unit (including activities/ experiments/hands-on-learning);
- Interdisciplinary Linkages and infusion of Core Skills (Life-skills, Values, Gender sensitivity etc.);
- Resources (including ICT);
- Feedback and Remedial Teaching Plan.

2.3 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; 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.

3. STRUCTURE OF ASSESSMENT SCHEME

The contents of the Circular no. Acad-05/2017 dated January 31st, 2017 available at CBSE website may carefully be applied for the structure of assessment.

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 marks separately in each of these components.

3.1 Board Examination for (class X) and Annual examination (class IX) 80 marks

For Class X:

The Board Examination for 80 marks in each subject will cover 100% syllabus of only Class-X. The examination paper will be designed for a 3 hours duration. Marks and Grades both will be awarded in each scholastic subject and a **9-point grading system, as followed by the Board in Class XII** will be applicable. For awarding 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.

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)

3.2 Internal Assessment (20 Marks)

With effect from the academic session 2017-18, the CBSE has introduced the remodeled structure of assessment which also includes a component of Internal Assessment (IA) of 20 marks. IA comprises Periodic Tests (PT) with weightage of 10 marks, Notebook Submission of 5 marks and Subject Enrichment Activities of 5 marks. Internal Assessment emphasizes that the acquisition of learning may be assessed through multiple approaches.

The internal assessment brings the elements of attention to the process of teaching - learning. It helps teachers to set their curricular targets for students and adjust pedagogy as per the need of students. It appraises both teachers and students about the extent of learning at a point when timely intervention or remedial action can be made. It also provides a mechanism for individual learner to actively understand the level of their attainment. By analyzing and discussing their queries, the students develop strategies to improve learning and enhance their study habits and, therefore, accordingly formulate strategies with the help of parents and teachers.

(i) Periodic Test (PT) for 10 Marks

Periodic Test is a Pen and Paper assessment which is to be conducted by the respective subject teacher. The format of periodic test must have questions items with a balance mix, such as, very short answer (VSA), short answer (SA) and long answer (LA) to effectively assess the knowledge, understanding, application,

skills, analysis, evaluation and synthesis. Depending on the nature of subject, the subject teacher will have the liberty of incorporating any other types of questions too. The modalities of the PT are as follows:

- a) **Mode:** The periodic test is to be taken in the form of pen-paper test.
- b) **Schedule:** In the entire Academic Year, three Periodic Tests in each subject may be conducted as follows :

Test	Pre Mid-term (PT-I)	Mid-Term (PT-II)	Post Mid-Term (PT-III)
Month	July-August	November	December-January

This is only a suggestive schedule and schools may conduct periodic tests as per their convenience. The winter bound schools would develop their own schedule with similar time gaps between two consecutive tests.

- c) **Syllabus:** The portion of syllabus will be cumulatively covered in periodic test with reference to the announcement of date of tests by schools.
- d) **Average of Marks:** Once schools complete conduct of all the three periodic tests, they will convert the weightage of each of the three tests into ten marks each for identifying best two tests. The best two will be taken into consideration and the average of the two shall be taken as the final marks for PT.
- e) **The school will ensure simple documentation to keep a record of performance as suggested in detail circular no. Acad-05/2017.**
- f) **Sharing of Feedback/Performance:** The students' achievement in each test must be shared with the students and their parents to give them an overview of the level of learning that has taken place during different periods. Feedback will help parents formulate interventions (conducive ambience, support materials, motivation and morale-boosting) to further enhance learning. A teacher, while sharing the feedback with student or parent, should be empathetic, non-judgmental and motivating. It is recommended that the teacher share best examples/performances of IA with the class to motivate all learners.

(ii) Notebooks Submission (5 Marks)

Notebook Submission is a compulsory part of the internal assessment carrying a weightage of five marks from the academic year 2017-18 as an appraisal tool to ensure the regular and attentive participation of students in classroom transaction. Notebook submission broadly aims at enhancing seriousness of students towards preparing different types of notes on the topics being taught in the classroom as well as assignments. This also addresses the critical aspect of regularity, punctuality, neatness and notebook upkeep.

Notebooks are permanent records of the information processing by students and can act as a reference to revisit and help in documenting classroom activities and their own reflections. Notebooks encourage students to use writing for thinking and empowers them to actively monitor their own learning process. Notebooks submission offers opportunities to develop proficiency in writing skills and helps in acquisition of appropriate vocabulary and semantic knowledge of the language. Through Notebooks, students also gain efficiency in writing by improving speed and handwriting. Moreover, notebooks also promotes techniques such as annotation, summarization, identification of keywords, themes and topics etc.

Notebooks may also be a tool for teacher to ascertain engagement level of the students and their organizational skills. Notebooks serve as an important evidence for Principals to keep track of the learning of students and progress of teaching learning in a particular class. Notebooks can also add value in planning remedial strategies. It also keeps parents informed about the academic progress of their ward and the coverage of syllabus in the class.

Assessment of Notebook: While assessing Notebook Submission, teachers should follow these parameters:

- a. **Regularity:** refers to bringing notebooks as per the timetable. Students who do not bring the notebooks regularly should be motivated/ encouraged/ counselled to be regular in bringing the notebooks.
- b. **Completion of Assignment/work done:** Timely and regular completion of work done/assignments in notebook is expected from students. Special attention/counseling /feedback to parents should be given to students who do not complete the assignment/work.
- c. **Neatness and Upkeep of Notebook:** Quality of work in the notebook (legible, properly- indexed and dated, properly titled and labelled topics, creativity, neatness, cognitive/psycho-motor skills, e.g. drawing of graphs/ diagrams/analytical work done in the assignment given)

Suggestions for teachers

- Notebook assignments must be aligned to classroom teaching.
- The volume and nature of assignments should be age appropriate.
- It may be ensured that notebooks should not become an expensive or burdensome activity for the students.
- Teachers should avoid negative remarks and try to motivate students by providing positive feedback keeping abilities of individual student in view.
- Teacher must identify cases of dysgraphia or students with some kind of writing difficulties and make special provisions for them per se. As

far as practicable, care should be taken for individual difference of students.

(iii) Subject Enrichment Activities (5 Marks)

These are subject specific activities aimed at enrichment of the understanding and skill development. These activities are to be recorded internally by respective subject teachers.

For Languages: Activities conducted for subject enrichment in languages should aim at equipping the learner with effective Listening and Speaking skills. Assessment of listening and speaking skills may be done on the basis of Interaction, Pronunciation, Fluency, Coherence, Vocabulary and Grammar.

Suggestive Activities in Listening and Speaking

The teachers may use activities for Listening and Speaking provided in the prescribed text.

Listening: Listening to small narrations, stories etc. and handling exercises such as true /false, MCQ, gap filling and Short Answer Questions.

Speaking: Conversations and dialogues, presentation on an unseen visual/verbal stimulus (within the prescribed syllabus), spontaneous question-answers, recitation and narration. Schools should not send any recording of speaking skills to CBSE.

Options for speech or aural disabled candidates:

In lieu of the assessment of Listening and Speaking, students will be required to write a story/poem/small narrative/article etc. which may express the creativity and imagination of the student. Students who stammer may be given extra time during the assessment process as per the need of the child.

For Mathematics: The listed laboratory activities and projects as given in the prescribed publication of CBSE/NCERT may be followed.

For Science: The listed practical works / activities may be carried out as prescribed by the CBSE in the curriculum. It is well recognized that concepts of science are best understood by students through demonstration and lab experiments.

For Social Science: Map and project work may be undertaken as prescribed by the CBSE in the curriculum.

3.3 Co-Scholastic Areas

Education envisages the comprehensive and holistic development of children and, hence, Co-scholastic activities are essential. CBSE recommends three major Co-scholastic activities viz., Work Education, Art Education and Health and Physical Education. Notification No Acad-05/2017 dated January 31 may be referred to in this regard.

(a) **Work Education**

Work education is a distinct curricular area for students for participation in social, economic and welfare activities. Student gets a sense of community service and develops self-reliance. Work education can be viewed as purposive and meaningful manual work organized as an integral part of the learning process, resulting in dignity of labour, Self-fulfilment and goods/ services useful to the community.

The schools are expected to ensure meaningful working space for the preferred work education activities over a sustained period (to be distinguished from a short-duration innovative experiment) where the student can engage and participate in the chosen activities under the supervision of the concerned teacher. Wherever possible, the students should be provided industrial exposure and the experts may also be invited to interact with students in school. Details of activities of Work Education are given in the curriculum of work education in this curriculum document. Schools must also refer to the manual of work education published by CBSE.

(b) **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.

(c) **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, well-being and the factors that contribute to them. Focus of this area of curriculum is on helping children develop a positive attitude and commitment to lifelong, healthy and active living and the capacity to live satisfying, productive lives with the help of health, hygiene and sanitation, indigenous sports, yoga, NCC, self-defense, fitness and lifestyle choices.

Health and Physical Activity, preferably sports must be given a regular period. 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-Defence may be actively taught to students, especially girl students, as it

instils 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. This has also been stated in affiliation byelaws of the Board. School should also bring any noticeable disability in a student to the notice of the school counsellor and parents. Cases of special needs of students with medical history must be carefully noted and handled accordingly.

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 any two activities of her/his choice from each of the three areas i.e. Work Education, Art Education, Health and Physical Education. No upscaling of grades will be done.

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

Parameters of Assessment

While the students are engaged in the co-scholastic areas, the process is as important as the product. Hence, the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below:

Co-scholastic Areas	Product	Process
Work Education or Pre-Vocational Education	Utility, Durability and Aesthetic appeal	Participation, cooperativeness, patience, systematic approach, neatness and cleanliness in work and work place and devotion and honest effort in work

Art Education	Expression, creativity and Aesthetic appeal	Participation, cooperativeness, patience, systematic approach, neatness and cleanliness in work and work place and devotion and honest effort in work
Health and Physical Education	Overall fitness	Participation, team-spirit, commitment and honest effort.

Details of Five-point Grading for Co-scholastic Areas (Class IX and X)

A	Outstanding
B	Very Good
C	Good
D	Fair
E	Average

Suggestions for Teachers

Teachers should encourage participation of each child in some activity or the other so that no child is left out from participation in activities organized at the class/school or at interschool level. By carefully examining the behaviour / 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.

3.4 Discipline (Attendance, Sincerity, Behaviour, Values)

Discipline is adherence to rules and regulations for attainment of optimum learning in school, therefore, students should abide by the rules stipulated in the prospectus of the school. Discipline significantly impacts career shaping and helps build character, sincerity, self-control, perseverance, good behavior and values. It teaches students to focus on the long term goals instead of satiating their instant desires.

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 classwork. Teachers may involve students in framing their own rules and regulations and collectively decide the non-monetary fine to be imposed on a defaulter. Constitutional values and those that are universal should also be encouraged amongst students. Hygiene, sanitation, cleanliness, 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 overall attendance, sincerity, values and behavior of the students.

3.5 Rules regarding Admission and Examination

For Eligibility for Admission and Examination and Scheme of Examination, Admission-General Conditions, Admission: Specific Requirements, Admission Procedure, Admission to Examinations, a Regular Course of Study, Rules for Condonation of Shortage of Attendance, Detaining of Eligible Candidates, Private Candidates and Procedure for Submission of Applications of Private Candidates at All India/Delhi Secondary School Examination, kindly see the Examination Bye-Laws of CBSE for detailed information.

The Examination Bye-Laws.

<http://www.cbse.nic.in/newsite/examinationbyelaws.html>

4. SCHEME OF STUDIES

4.1 SUBJECT OF STUDIES

The learning areas will be as follows:

(1) and (2) Two Languages out of :

Hindi, English, Assamese, Bangla, Gujarati, Kannada, Kashmiri, Marathi, Malayalam, Manipuri, Odia, Punjabi, Sindhi, Tamil, Telugu, Urdu, Lepcha, Limboo, Bhutiya, Sanskrit, Arabic, Persian, French, German, Russian, Spanish, Nepali, Tibetan, Mizo, Tangkhul, Bodo, Bahasa Melayu, Gurung, Japanese, Rai, Sherpa, Tamang and Thai.

(3) Mathematics

(4) Science

(5) Social Sciences

(6) Work Education

(7) Art Education

(8) Health and Physical Education

4.2 ADDITIONAL SUBJECTS

Students may offer any one of the following as an additional subject:

A. Language other than the two compulsory languages (offered as subjects of study)

OR

B. Commerce, Painting, Music, Home Science or Foundation of Information Technology/Information and Communication Technology

OR

C. Dynamics of Retailing, Information Technology, Security, Automobile Technology, Introduction to Financial Market, Introduction to Tourism, Beauty & Wellness, Basic Agriculture, Food Production, Front Office Operations, Banking & Insurance, Marketing & Sales, Health Care Services

NOTES

(i) 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 are 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 at the Secondary School Examination of the Board at the end of class X unless she/he has cleared the third language.

- (ii) Hindi and English must be two of the three languages to be offered as stated in the note (i) above. Hindi and English must have been studied at least up to class VIII.
- (iii) 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 and English, two courses have been provided for class IX and X keeping in view the varying backgrounds of the students. A student may either opt Communicative-English (Subject Code 101) or English Language and Literature (Subject Code 184). Similarly, in Hindi, a student may either opt for Hindi A (Code 002) or Hindi B (Code 085).
- (iv) Students offering additional sixth vocational subject under NSQF scheme may also offer an additional language III as 7th subject.
- (v) As a general practice, the Board prescribes the textbooks being followed in classes IX and X in the State Board where the language is taught as the mother-tongue. The schools are 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. The affiliated institutions are advised to follow strictly the textbooks prescribed by CBSE in its curriculum unless the change has been duly notified to all schools for general information. No mid-term changes shall be entertained. School are not permitted to teach languages other than the ones prescribed by the Board.

4.3 INSTRUCTIONAL TIME AND OTHER PROVISIONS

Instructional time and other provisions will be as per the Right to Education Act-2009, Affiliation Bye-laws and Examination-Bye-laws of the Board.

4.4 MEDIUM OF INSTRUCTION

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