

SENIOR SCHOOL CURRICULUM

CLASS XI - XII

2020-21



CENTRAL BOARD OF SECONDARY EDUCATION

Shiksha Sadan, 17, Institutional Area, Rouse Avenue, New Delhi-110 002



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 curriculum provided by CBSE is based on National Curriculum Framework-2005 and seeks to provide opportunities for students to achieve excellence in learning.

1.1 Salient Features of the CBSE Senior Secondary School Curriculum

The Curriculum prescribed by CBSE strives to:

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

1.2 Objectives of the Curriculum

The Curriculum aims to:

1. achieve desired national level of competencies in cognitive, affective and psychomotor domains;
2. facilitate acquisition of 21st Century Skills and enhance self and social awareness through thematic or multidisciplinary approach;
3. promote Cooperative Learning, Collaborative Learning, Self directed learning etc. to facilitate realization of learning outcomes;
4. promote Authentic Assessments based on real world tasks involving meaningful application of knowledge and skills;
5. promote Life Skills, inculcate values, foster cultural learning and international understanding in an interdependent society;

6. acquire the ability to utilize technology and information for the betterment of humankind;
7. strengthen knowledge and attitude related to livelihood skills and promote lifelong learning;
8. develop the ability to appreciate art and showcase talents;
9. promote physical fitness, health and well-being...

1.3 Curriculum Areas at Senior Secondary Level

For the purpose of fostering competences in learners, the curriculum encompasses seven major learning areas, which are: Languages, Humanities, Mathematics, Sciences, Skill Subjects, General Studies and Health and Physical Education. These areas are broadly divided into Scholastic and Co-scholastic areas as detailed below:

Languages	Scholastic Areas
Academic Electives	
Skill Electives	
General Studies Health & Physical Education *Work Experience	Co-scholastic Areas

*Work experience is subsumed in Health and Physical Education

1.3.1 Scholastic Areas:

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

- (i) Languages include Hindi, English and other 30 languages. The curricula in languages focus on listening, speaking, reading and writing skills and to develop effective communicative proficiency. Learners use language to comprehend, acquire and communicate ideas.
- (ii) Subjects like Geography, History, Economics, Home Science, Sociology, Fine Arts, Political Science, Fashion Studies, and related subjects promote the learning of history and culture, geographical environment, global institutions, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities and the interplay of the above-mentioned learning. Learners appreciate and value every human's right to feel respected and safe, and, in this regard, also understand their Fundamental Rights and Duties and behave responsibly. Learners learn to be tolerant and empathetic towards others through the study of these subjects.



- (iii) Subjects like Biology, Chemistry, Physics, Computer Science, Informatics Practices help in making students perceptive about matter and energy, nature, the environment, technology breakthrough in science. The focus is on knowledge and skills to develop a scientific attitude and to use and apply such knowledge for improving the quality of life. This learning can be used to analyze and evaluate existing scenarios and propose innovative solutions to situations. 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 numbers, operations, 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.
- (v) Subjects like Business Studies, Accountancy, Entrepreneurship, Economics and related subjects help in gaining understanding about core business disciplines. They understand the concept like, the exchange of items of value or products between persons or companies and the meaning / relevance/ Significance of any such exchange of money for a product, service, or information.
- (vi) Subjects like Dance, Drama, Music, Heritage Crafts, Fine Arts, Sculpture and related subjects aim to help learners cultivate an interest and appreciation for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, value arts, and the cultural heritage.
- (vii) Skill Electives help in development of professional competencies, which are analytical, applied and outcome based. Undergoing skills training in schools can help students learn about a trade progressively to create a product and also to become a problem solver in real life. At present many Skill electives are being offered by the Board in the fields of Hospitality and Tourism, emerging technology like Artificial Intelligence, Geospatial Technology, Finance, Business, Retail & Insurance etc. Students can also choose subject from diverse areas such as Fashion Design, Agriculture, Banking, Mass-Media Healthcare and many more.

1.3.2 Co- Scholastic Areas:

Co-curricular activities aim at development and using knowledge and skills in different fields to groom the overall personality and character of



students. It includes Health and Physical Education including Work Education and SEWA, various Creative Arts like Painting, Crafts, Dance and Music, and social activities. Instead of co-curricular activities, the term co-scholastic activities is used as both cognitive and non-cognitive development can take place by exposing the child to the lesson on scholastic subjects and non-scholastic subjects. General Studies, Health and Physical Education (Work Education has been subsumed), Yoga, traditional games, indigenous sports, NCC, Scouts and Guides, Martial Arts etc. are integral part of the curriculum and would be in the routine of the schools for the holistic development of children as per the specific details given below:

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

These learning areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Learners should get opportunities to think laterally, critically, identify opportunity, challenge their potential and be open to challenges. Learners value and engage in practices that promote physical, cognitive, emotional and social development and wellbeing. This enables learners to connect different areas of knowledge, application and values with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth throughout.

General Studies: The purpose of orienting students to General Studies is to develop in them an appreciation for the holistic nature of knowledge. In contemporary times, familiarity with General Studies is indispensable because at the senior school stage there is an element of specialization due to which the students do not get exposed to some vital disciplines/areas of study that are not covered in their specialized field. The whole course of General Studies is, therefore, focused on proper development of the 'affective domain' by exposing the students to varied domains of study.

The documents with details of Health and Physical Education and General Studies are available on www.cbseacademic.nic.in

2. IMPLEMENTATION OF CURRICULUM

2.1 School Curriculum Committee

The Board mandates that all schools must setup a School Curriculum Committee with teachers representing each areas. The School Curriculum Committee would define activities for pedagogical practices, evolve a plan of assessment and mechanism of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/



reference materials are age appropriate, incorporate inclusive principles, are gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community. The committee will then send the list of books to the Principal to take action as per para 2.4.7 (b) of the Affiliation Byelaws, 2018. The committee would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NCF-2005. 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:

- a) Lead, Guide and Support the teaching and learning processes in the school by focusing on classroom specific requirements for transacting the curriculum, so that both teachers and students perform at their optimal best.
- b) Direct the entire focus of all school activities towards the students' learning and acquiring of necessary competencies. Every activity taken up by the school, therefore, should be mapped for the academic competencies, and for life skills, values, etc., being acquired by the students.
- c) Prepare Annual Pedagogical Plan of the school by designing and developing annual plan for the school by giving equal importance to scholastic and co-scholastic areas.
- d) Promote innovative pedagogy, with special focus on integrating art, sports and ICT (Information and Communication Technology) with education, and use active and experiential learning methods in the classrooms.
- e) Ensure joyful learning at all levels through use of such innovative pedagogy.
- f) Develop school specific resources for teaching and learning, in the form of lesson plans, e-content, use of mathematics and science kits developed by NCERT, etc.
- g) Ensure proper in-house training of teachers in the school to enable them to unleash their own unique capabilities and creativity in their classrooms.
- h) To be up to date with all new ideas and tools, etc. being used in education at the global level and constantly innovate the pedagogy of the school.
- i) To make efforts to learn from the best practices of other schools, by arranging for discussions with Principals of such schools, or through observation visits of teachers to other schools.



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

2.3 Pedagogical Practices by Teachers

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

Teachers should follow inclusive principles and not label children as 'slow learners' or 'bright students', or 'problem children'. They should instead attend to the individual difference of students by diagnosing and modifying their pedagogic planning. As far as possible, Arts should be integrated in teaching, especially while teaching the concept which students find difficult to understand.

2.4 Competency based Learning:

To face the challenges of 21st Century, education should be competency based and Principals as Pedagogical Leaders must create conducive environment for development of competencies among the students. Competency based Learning focuses on the student's demonstration of desired learning outcomes as central to the learning process. Learning outcomes are statements of what is expected that the student will be able to do as a result of learning the activity. In a way learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes, rather than on measuring time. Experiential and active learning are the best pedagogies for Competency Based Learning. Experiential Learning will promote critical thinking, creativity and effective study skills among students. Learning Outcomes approach developed by NCERT for classes I-X may be adopted by all the schools and teaching-learning process may be changed in the light of these outcomes. The schools are expected to have well-defined Learning Outcomes for every grade that are observable and measurable, and empower learners to focus on mastery of valuable skills and knowledge through these Learning Outcomes, deemed to be essential for success in life. 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 will also come out



with suggestive mapping of learning outcomes with NCERT curriculum which can be adopted/ adapted by schools. CBSE will also map each learning outcomes with assessments to enable tracking of learning progress. Schools should also attempt this on their own.

2.5 Lesson/ Unit Plan

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

- ❖ Specific Learning Outcomes;
- ❖ Pedagogical Strategies;
- ❖ Group activities/experiments/hands-on-learning;
- ❖ Interdisciplinary Linkages and infusion of Life-skills, Values, Gender sensitivity etc.;
- ❖ Resources (including ICT);
- ❖ Assessment items for measuring the attainment of the Learning Outcome
- ❖ Feedback and Remedial Teaching Plan.
- ❖ Inclusive Practices

2.6 Classroom and School Environment

School environment should be conducive for holistic development of the students. The school should focus on health and hygiene by adopting inclusive practices. As part of the policy the school should adopt practices which will promote mental health. In this direction, the schools may follow the guidelines issued by the Board on making the school a No-Anger Zone or Anger Free Zone. The board has 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 intake of healthy foods and the children learn subjects with relaxation.

The surroundings and daily life activities and situations are the best experiential teachers for the students. Teachers must 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 available during the classroom transactions. The seating should also take care 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 Learning Outcomes must be clearly specified and the same may be achieved through right kind of interventions. 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.



2.7 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 communications can be easily integrated with the study of literature and other areas. Universal Values, Life Skills and Constitutional Values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects.

2.8 Special emphasis on Integrating Arts in education:

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

All disciplines being pursued by students at all stages require creative thinking and problem-solving abilities. Therefore, when Art is integrated with education, it helps the child apply art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics. Secondly, Art Integrated learning is a strong contender for experiential learning, as it enables the student to derive meaning and understanding, directly from the learning experience. Thirdly, this kind of integration not only makes the teaching and learning process joyful, it also has a positive impact on the development of certain life skills, such as, communication skills, reflection and enquiry skills, un-conditioning of the mind leading to higher confidence levels and self-esteem, appreciation for aesthetics and creativity, etc. Fourthly, this kind of integration broadens the mind of the student, and enables him/her to see the multi-disciplinary links between subjects, topics, and real life.

In view of the recommendations in the NCF-2005 document, NCERT’s recommendation, need for awareness of India’s vast and diverse art heritage, and the need for developing creative and critical thinking skills among students, the Board has decided to take up the integration of Art with the teaching learning process.

It must be understood that Art Education and Art Integrated Education may be mutually exclusive, but they build upon each other and strengthen each other. Art Education is not only relevant for developing creativity and appreciation of art among students, but is also necessary for inculcating art-based enquiry skills in the students. Art Education is a necessary precursor for the adoption of Art Integrated learning.



2.8.1 Art Education and Art Integration:

The following two-pronged approach will be followed during the current academic year:

- (i) Art education will continue to be an integral part of the curriculum, as a co-scholastic area at Secondary level. The schools may also promote and offer Visual and Performing Arts based subjects at the Secondary and Senior Secondary level.
- (ii) Art shall be integrated with the teaching and learning process of all academic subjects from classes 1 to 12, to promote active and experiential learning for “connecting knowledge to life outside the school, ensuring that learning shifts away from rote methods and for enriching the curriculum, so that it goes beyond textbooks.”

2.8.2 Art Integrated Pedagogy:

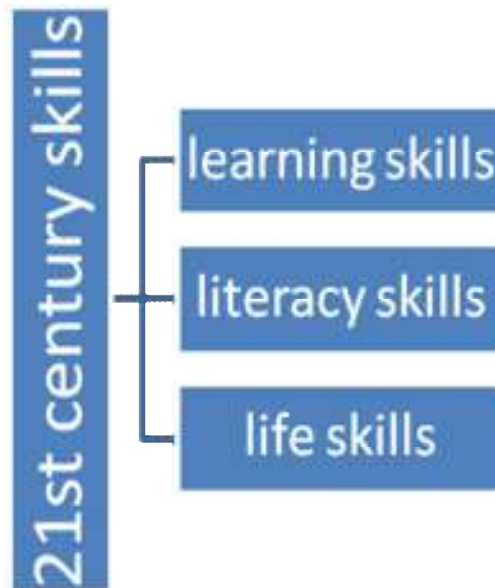
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The forms to be taught, methodology, processes, etc. can be different at different levels, as maybe decided by different schools. However, the interventions should be planned well by the schools. While preparing its annual pedagogical plan under the leadership of the Principal of the school, the school must plan out in detail the Art Education to be imparted at various levels, and how that Art can be integrated with classroom learning of various subjects. The focus must be on mutually reinforcing Art as a subject and Art as a tool for learning, with efforts towards seamless integration. Team teaching (combination of subject teachers and Art teachers) would also strengthen the integration. Arts-Integrated Learning will strengthen teachers for assessing application-skills of the students in their subjects.

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

2.9 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;



Learning skills include:

- Critical Thinking
- Creativity
- Communication
- Collaboration

Literacy skills include:

- Information literacy
- Media literacy
- Technology literacy

Life skills include:

- Flexibility
- Leadership
- Initiative
- Productivity
- Self-awareness

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.

2.10: Inclusive Education:

Inclusive education approach gives the way of full participation without any discrimination; students with and without disabilities enjoy equal opportunity in both scholastic and co-scholastic areas. Inclusive attitude is crucial for successful inclusive education. Therefore, all the members of teaching and non-teaching staff should be sensitized on the issues of inclusive education. Students without disabilities should also be sensitized. Schools must organize these sensitization programmes with the support of experts from respective field of disabilities. Capacity Building Programmes on Inclusive Education may be organized in collaboration with the CBSE- Centres of Excellence. Board has made the appointment of special educator mandatory to all the schools affiliated to the CBSE. Special Educators must possess the qualification as prescribed by the Rehabilitation Council of India. (CBSE Circular No. 31/2015).

3. SCHEME OF STUDIES

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

3.1 Combination of Subjects: Subjects can be offered as under:

Subject		Name of Subjects
Compulsory	Subject 1	Hindi Elective or Hindi Core or English Elective or English Core
	Subject 2	Any one Language from Subject Group - L not opted as Subject 1 OR Any one Subject from Academic Electives (Subject Group - A)
	Subject 3, Subject 4, and Subject 5	Any three Subjects from Academic Electives (Subjects Group - A) OR Any three Subjects from Skill Group - S OR Any three from Combination of Group - A and Group - S



Additional Subject Optional	Subject 6	Any one subject or Language from any subject group not opted as subjects 1-5
Subjects of Internal Assessment	Subject 7 to 9 (to be taken by all Regular Candidates)	*Work Experience Health and Physical Education General Studies

*Work experience is subsumed in Health and Physical Education

- a) Hindi or English must be one of the two languages to be studied in class XI and XII. Hindi and English can also be offered simultaneously. In Hindi and English, two courses have been provided for class XI and XII keeping in view the varying backgrounds of the students and a student may either opt for Hindi Elective (Code 002) or Hindi Core (Code 302) and English Elective (Code-001) or English Core (Code-301). However, the same language cannot be offered both at Core and Elective levels.

In addition to above, the following combinations cannot be taken together;
 - (i) Business Studies (Code 054) and Business Administration (Code 833)
 - (ii) Further, Out of three Computer Science/IT related subjects i.e. Informatics Practices (065), Computer Science (Code 083), and Information Technology (Code 802), a candidate can opt only for **one** subject.
 - (iii) Biology (Code 044) and Biotechnology (Code 045)
 - (iv) Mathematics (Code 041) and Applied Mathematics (Code 241)
- b) The first 5 subjects in the chronological order of filling the subjects in the online registration system/ Mark Sheet are considered as Main subjects.
- c) A candidate can also offer an additional elective which may either be a language at elective level or, any other elective subject.
- d) While transacting the Curriculum, due emphasis should be laid on National Identity and Values Education. Schools are expected to draw their own programmes in this area in accordance with the guidelines given from time to time by the Board. Likewise, programmes in General Studies and Health and Physical Education be planned in accordance with the guidelines brought out by the Board.

- e) For candidates who take 6 subjects (5 main and 1 additional subject) and pass in all 6 subjects, the percentage is to be calculated by the employer/institution/university according to the norms of employer/institution/university in which the candidate will be seeking admission.
- f) If a student has taken 6 subjects, and if he/she fails in any one of first five subjects, the same will be replaced by the 6th subject provided the candidate satisfies the scheme of studies i.e. after replacement either Hindi or English remains as one of the main five subjects.
- g) Skill electives can be offered along with any subject, as per the scheme of studies.
- h) Board is extending several exemptions/concessions to candidates with disabilities as defined in the "THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016". Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted by the Board and the Standard Operating Procedure for availing these concessions are available on :
<http://cbse.nic.in/newsite/attach/CWSN%20April%202019.pdf>
 Schools and candidates may also refer to the circulars issued by the Board from time to time on this matter.
- i) For Regional Languages, the Board prescribes the textbooks being followed in classes XI and XII in the respective State Boards where the language is taught. Schools are also advised to bring to the notice of CBSE the changes, if any, brought out at the commencement of the academic session by the respective State Boards, in the textbooks of the language of their State. Schools are directed to strictly follow the textbooks prescribed by CBSE in its curriculum. Changes, if any, can be adopted only when CBSE notifies them. School will be responsible for any issue arising out of School not following Boards' directives.

3.2 Subjects Offered Under Academic and Skill Education

LIST OF SUBJECTS

LANGUAGES (GROUP - L)		
CODE	NAME	
001	ENGLISH ELECTIVE	Any One
301	ENGLISH CORE	
002	HINDI ELECTIVE	Any One
302	HINDI CORE	
003	URDU ELECTIVE	Any One

303	URDU CORE	Any One
022	SANSKRIT ELECTIVE	
322	SANSKRIT CORE	
104	PUNJABI	
105	BENGALI	
106	TAMIL	
107	TELUGU	
108	SINDHI	
109	MARATHI	
110	GUJARATI	
111	MANIPURI	
112	MALAYALAM	
113	ODIA	
114	ASSAMESE	
115	KANNADA	
116	ARABIC	
117	TIBETAN	
118	FRENCH	
120	GERMAN	
121	RUSSIAN	
123	PERSIAN	
124	NEPALI	
125	LIMBOO	
126	LEPCHA	
189	TELUGU TELANGANA	
192	BODO	
193	TANGKHUL	
194	JAPANESE	

195	BHUTIA	
196	SPANISH	
197	KASHMIRI	
198	MIZO	
ACADEMIC SUBJECTS(GROUP-A)		
CODE	NAME	
027	HISTORY	
028	POLITICAL SCIENCE	
029	GEOGRAPHY	
030	ECONOMICS	
031	CARNATIC MUSIC VOCAL	Any One
032	CARNATIC MUSIC MEL. INS.	
033	CARNATIC PER. INS. MRIDANGAM	
034	HINDUSTANI MUSIC VOCAL	
035	HINDUSTANI MUSIC MEL. INS.	
036	HINDUSTANI PER. INS.	
037	PSYCHOLOGY	
039	SOCIOLOGY	
041	MATHEMATICS	Any One
241*	APPLIED MATHEMATICS	
042	PHYSICS	
043	CHEMISTRY	
044	BIOLOGY	Any One
045	BIOTECHNOLOGY	
046	ENGINEERING GRAPHICS	
048	PHYSICAL EDUCATION	
049	PAINTING	Any one
050	GRAPHICS	

051	SCULPTURE	
052	APPLIED/ COMMERCIAL ART	
054	BUSINESS STUDIES	
055	ACCOUNTANCY	
056	KATHAK - DANCE	Any one
057	BHARATNATYAM - DANCE	
058	KUCHIPUDI - DANCE	
059	ODISSI - DANCE	
060	MANIPURI - DANCE	
061	KATHAKALI - DANCE	
064	HOME SCIENCE	
065	INFORMATICS PRACTICES	
083	COMPUTER SCIENCE	
066	ENTREPRENEURSHIP	
073	KNOWLEDGE TRADITION & PRACTICES OF INDIA	
074	LEGAL STUDIES	
076	NATIONAL CADET CORPS (NCC)	

LIST OF SKILL SUBJECTS (GROUP- S)	
CODE	NAME
802	INFORMATION TECHNOLOGY
803	WEB APPLICATION
804	AUTOMOTIVE
805	FINANCIAL MARKETS MANAGEMENT
806	TOURISM
807	BEAUTY & WELLNESS
808	AGRICULTURE
809	FOOD PRODUCTION



810	FRONT OFFICE OPERATIONS
811	BANKING
812	MARKETING
813	HEALTH CARE
814	INSURANCE
815 [#]	X-RAY TECHNICIAN (only for Class XII)
816	HORTICULTURE
817	TYPOGRAPHY & COMPUTER APPLICATION
818	GEOSPATIAL TECHNOLOGY
819	ELECTRICAL TECHNOLOGY
820	ELECTRONIC TECHNOLOGY
821	MEDIA
822	TAXATION
823	COST ACCOUNTING
824	OFFICE PROCEDURES & PRACTICES
825	SHORTHAND (ENGLISH)
826	SHORTHAND (HINDI)
827	AIR-CONDITIONING & REFRIGERATION
828	MEDICAL DIAGNOSTICS
829	TEXTILE DESIGN
830	DESIGN
831	SALESMANSHIP
832 [#]	MUSIC PRODUCTION (only for Class XII)
833	BUSINESS ADMINISTRATION
834	FOOD NUTRITION & DIETETICS
835	MASS MEDIA STUDIES
836	LIBRARY & INFORMATION SCIENCE
837	FASHION STUDIES

838 [#]	APPLIED PHYSICS (only for Class XII)
839 [#]	APPLIED CHEMISTRY (only for Class XII)
841	YOGA
842	EARLY CHILDHOOD EDUCATION
843	ARTIFICIAL INTELLIGENCE

* The earlier skill subject by the same name, that is, Applied Mathematics with Code No.840 will be discontinued from the Academic session 2020-21. Class XI students under Skill Education Scheme of Applied Mathematics in the academic session 2019-20, will now be allowed to opt only for Academic Elective subject of Applied Mathematics (Code 241) in the session 2020-21.

Also, Skill Electives **X-Ray Technician (Code no. 815), Music Production (Code no. 832), Applied Physics (Code no. 838) and Applied Chemistry (Code no. 839)** have been discontinued w.e.f. session 2020-2021. However, candidates who had opted for these Skill Electives in session 2019-2020 in class XI shall appear in the Board Examinations-2021 accordingly.

The curriculum and the study material for the Skill Electives are available on the CBSE academic website under the tab 'Skill Education' and can be accessed through the link: <http://cbseacademic.nic.in/skill-education.html>.

3.3. Medium of Instruction

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

4. STRUCTURE OF ASSESSMENT SCHEME

The Assessment scheme will have theory, internal assessment or practical components as per syllabus given for each subject. Board shall conduct Annual examinations for class XII

4.1 Annual examination:

For Class XII:

The Board Examination will cover the entire syllabus of Class-XII as per syllabus for each subject. Grades shall be awarded on the basis of 9-point grading system 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:

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*	* The word/ phrase for this will be informed shortly.

Notes:-

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

For Class XI:

The assessment scheme will be similar to class XII Board examination and shall be carried out at school level. However, the grading in class XI will be as follows:

Grading Scale for Scholastic Areas (Class-XI) (School will award grades as per the following grading scale)	
MARK 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*

* The word/ phrase for this will be informed shortly.



Absolute grading is suggested for class XI keeping in view the number of students appearing from any particular school as against positional grading used for class XII.

4.2 Internal Assessment: Internal Assessment in different subjects will be as per details given in the syllabus for each subject.

4.3 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 8-point grading scale (A1 to E) for classes XI -XII and will have no descriptive indicators. The students shall be assessed on three areas i.e. Health and Physical Education with Work Experience and General Studies. Work Experience is subsumed in the Health and Physical Education. No up scaling of grades will be done.

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

Parameters of Assessment

Marks and grades on the basis of 9-point grading system may be awarded in each Co-scholastic area (General Studies, Health and Physical Education) for classes XI and XII as detailed below:

Grading for General Studies:

Grade	Description
A1	Top 1/8 th of the passed candidates
A2	Next 1/8 th of the passed candidates
B1	Next 1/8 th of the passed candidates
B2	Next 1/8 th of the passed candidates
C1	Next 1/8 th of the passed candidates
C2	Next 1/8 th of the passed candidates
D1	Next 1/8 th of the passed candidates
D2	Next 1/8 th of the passed candidates
E	*Others * The word/ phrase for this will be informed shortly.

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

Strand	Periods (Approx.)	Grades*
1. GAMES A) Athletics/ Swimming B) Team Games C) Individual Games/ Activity D) Adventure Sports	90 periods	While filling online data, following grades may be filled against HPE : Class XI-XII: Grade (A-E) on 9-point scale (A1,A2,B1,B2,C1,C2,D1,D2,E)
2. Health and Fitness	50 periods	
3. SEWA	50 periods	While filling online data, following grades of SEWA shall be filled against Work Education / Work Experience: Class XI-XII: Grade (A-E) on 9-point scale (A1,A2,B1,B2,C1,C2,D1,D2,E)
4. Health and Activity Card	10 periods	- Enclosed separately
Total	200 Periods (Approx.)	-

* Refer the detailed HPE guidelines available on www.cbseacademic.nic.in with the amendment given above.

4.4 Design of the Question Paper for Board examination: To ensure flexibility in the assessment at Board examination, the detailed design of the paper is not included in the curriculum document. The details of design of the Q.P shall be subsequently notified. However the Board examination shall test as per weightage allocated to each area or unit given in the respective subject.

4.5 Development of competencies through Academic activities of the Board:

In the recent pas 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 - Communication Skills - Linguistic Skills
2	Reading Week	
3	Fastest Reading Contest	
4	Aryabhata Ganit Challenge	- Reasoning Abilities - Problem Solving Skills - Critical thinking - Analytical thinking - Ability to manipulate precise and intricate ideas - Ability to construct logical arguments
5	CBSE Heritage India Quiz	- Values 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
6	Science Exhibition	- Critical and Creative Thinking Skills - Problem Solving Skills - Scientific Temperament - Connecting Science to day to day life
7	Science Literacy Promotion Test	
8	Expression Series	- Creative Thinking Skills - Communication Skills
9	Eco-Club Activities	- Awareness about Environmental Conservation and Protection - Cleanliness Habits
10	Swachhata Abhiyan	
11	Ek Bharat Shrestha Bharat	- Spirit of Patriotism and Unity - Creative Skills
12	Rashtriya Ekta Diwas	
13	Inter School Band Competition	
14	Fit India School Week	Healthy life style



15	CBSE Inter-School Sports & Games Competitions	• Attention and concentration powers
16	International Day of Yoga	
17	Matri bhasha Diwas	• Awareness of Linguistic and Cultural traditions • Values of Tolerance and Dialogue • Communication Skills

Schools are encouraged to participate in these activities of the Board for making the students future ready.

4.6 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.nic.in



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