

SENIOR SCHOOL CURRICULUM 2018-19

Volume - I

Main Subjects for Classes XI-XII



Central Board of Secondary Education

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1. Principles of CBSE Curriculum

Curriculum refers to the lessons and academic content to be taught to a learner in school. It typically refers to the knowledge and skills students are expected to learn. 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 here include enabling learners to respond to the impact of globalization and the demands of the emerging knowledge-based economy and society. The CBSE curriculum seeks to provide opportunities for students to achieve excellence in learning vis a vis 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 other disciplines from classes I-XII;
10. emphasize on Co-scholastic areas of Work Education, Art Education and Health and Physical Education

1.2 Objectives of the Curriculum

The Curriculum prescribed 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 Senior Secondary Level

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

Languages	Scholastic Areas
Humanities	
Mathematics	
Science and Technology	
Commerce	
Visual, Performing and Fine Arts	
General Studies	Co-scholastic Areas
Work Education	
Health & Physical Education	

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-estimate having true values and principles. The scholastic areas are as follows:

- (i) **Languages** include Hindi, English and other 31 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.
- (ii) **Humanities** (Geography, History, Economics, Home Science, Sociology, Fine Arts, Political Science, Fashion Studies, and related subjects). Humanities 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, 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 this subject.
- (iii) **Science and Technology** (Subjects related to Biology, Chemistry, Physics, ICT, Information Practices and Web and Multimedia Studies) include gaining knowledge about matter and energy, nature, the environment, technology, breakthroughs in science. The focus is on knowledge and skills to develop a scientific attitude and to use and apply such knowledge for improving the quality of life. This learning can be used to analyze, evaluate, synthesize and create. Learners understand and appreciate the physical, biological and technological world and acquire the knowledge and develop attitude, skills and values to make rational decisions in relation to it.

- (iv) **Mathematics** includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, and the ability to apply this knowledge and acquired skills in their daily life. It also includes understanding of the principles of reasoning and problem solving. 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) **Commerce** (Business Studies, Accountancy, Entrepreneurship, Economics and related subjects) includes gaining understanding about core business disciplines like the exchange of items of value or products between persons or companies and any such exchange of money for a product, service, or information is considered a deal of commerce.
- (vi) **Visual, Performing and Fine Arts** (Dance, Drama, Music, Heritage Crafts, Graphic Design, Fine Arts, Sculpture and related subjects) aims to help learners cultivate an interest and appreciation for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, value arts, and the cultural heritage.

Co- Scholastic Areas:

It is a well-known fact that only a healthy child can learn effectively and good health status leads to better learning. Many other activities are necessary for development of the affective and psychomotor domain. Those activities like games and sport, art and music, craft work etc. are termed as co-scholastic activities. Instead of co-curricular activities, the term co-scholastic activities are 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. Work education, General Studies, Health and Physical education, yoga, traditional games, indigenous sports, NCC, Scouts and Guides, Martial Arts etc. will be 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:

- (vii) **General Studies** Kindly see the following URL for detailed Curriculum and Guidelines
[http://49.50.70.100/web_material/publication/curriculum/Final%20General%20Studies%20XI-XII%20\(%2006-07-2016\).pdf](http://49.50.70.100/web_material/publication/curriculum/Final%20General%20Studies%20XI-XII%20(%2006-07-2016).pdf)
- (viii) **Work Education** provides learners opportunities for participation in activities inside and outside the classroom, which enables them to understand scientific principles and procedures involved in different types of work. These productive 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.
- (ix) **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-defence, fitness and lifestyle choices. For activities kindly refer to Revised Health Manual Volume-4 available at <http://cbseacademic.in/supportmaterial.html>

These nine 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.

1.4 Implementation of the Curriculum

Schools are expected to establish a School Curriculum Committee with teachers representing each subject. School Curriculum Committee would define activities for pedagogical practices, evolve a plan of assessment and scope of feedback for reflection and ensure its implementation. The committee would also ensure that the textbooks/ reference material is age appropriate, incorporates inclusive principles, is gender sensitive, has valid content and does not contain any material which may hurt the sentiments of any community. It would also ensure that the reference material reflects conformity with the underlying principles of the Constitution of India and is compliant with NCF 2005. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction. The Schools will comply with the direction given in the Affiliation Bye-laws 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, constitutional literacy, financial literacy including cashless transactions, environmental sustainability and other common core should be promoted through all the subject areas.

1.5 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.

There is a universal fact that every child, no matter how unresponsive he or she may look, has something to say, some insight to contribute to a class discussion. Teacher should not label children as „slow learners“ or „bright students“, or „problem children“. Such categories segregate children, placing the learning solely on them, and detract from the role and purpose of pedagogy. 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 attentions. Teacher must diagnose learning difficulties and problem areas.

Reflection

- Teaching should be in the conversational mode rather than in the mode of authoritarian monologue
- The teacher needs to draw out the children, gain their confidence,
- Teachers should make deliberate attempts to infuse and explain how in real-life the learning of the textual material taught in school would be useful.

1.6 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.

1.7 Creating Cross-Curricular Linkages

Creating cross-curricular linkages can help learners reflect on their learning. These 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; learners 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.

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 on above mentioned topics, scheme of examination and related topics. The examination byelaws are available at

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

2. Scheme of Studies

2.1 Academic Stream

The learning areas will include:

I and II. Two Languages (Core/Elective) out of

Hindi, English, Assamese, Bengali, Gujarati, Kashmiri, Kannada, Marathi, Malayalam, Manipuri, Oriya, Punjabi, Sindhi, Tamil, ,Telugu, Urdu, Sanskrit, Arabic, Persian, Limboo, Lepcha, Bhutia, Mizo, Tangkhul, Bodo, Nepali, Tibetan, French, German, Russian and Spanish.

Notes:

1. Out of the languages, one shall be English or Hindi, both English and Hindi can also be offered simultaneously.
2. The languages may be offered either at Core/Elective level. The same language, however cannot be offered both at the Core level and Elective level.
3. A candidate has the freedom to offer, in lieu of one of the two languages above, any other elective subject provided under III below.

Note: English can be offered at any of the three levels given below:

1. English Core
2. English Elective NCERT
3. English Elective CBSE

III to V. Three Electives out of the following:

Mathematics, Physics, Chemistry, Biology, Biotechnology, Engineering Graphics, Home Science, Economics, Political Science, History, Geography, Business Studies, Accountancy, Fine Arts, Agriculture, Computer Science/Informatics Practices, Multimedia and Web Technology, Sociology, Psychology, Physical Education, Music and Dance, Entrepreneurship, Fashion Studies, Mass Media Studies ,Knowledge Traditions and Practices of India, Legal Studies, National Cadet Crops. (In this regard please also refer to notes given below).

Note: 1. Candidate shall opt either for Computer Science or Informatics Practices. However along with either of this, they can opt for Multimedia and Web Technology. Thus, a candidate can opt for maximum of two IT based Courses.

VI. General Studies

VII. Work Experience

VIII. Physical and Health Education

Additional Subject: A candidate can also offer an additional elective which may either be a language at elective level (out of those mentioned above) or, any other elective subject. While transacting the Curriculum due emphasis should be laid on National Identity and Value Education. Schools are expected to draw their own programmes in this area in accordance with the guidelines contained in the relevant journals and manual published by the Board. Likewise, programmes in General Studies, Work Experience and Physical and Health Education be planned in accordance with the guidelines brought out by the Board.

As a general practice the Board prescribes the textbooks that are being followed in classes XI and XII 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. Schools are not permitted to teach languages other than the ones prescribed by the Board.

2.2 Medium of Instruction

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