

SENIOR SECONDARY SCHOOL CURRICULUM 2024-25



CENTRAL BOARD OF SECONDARY EDUCATION

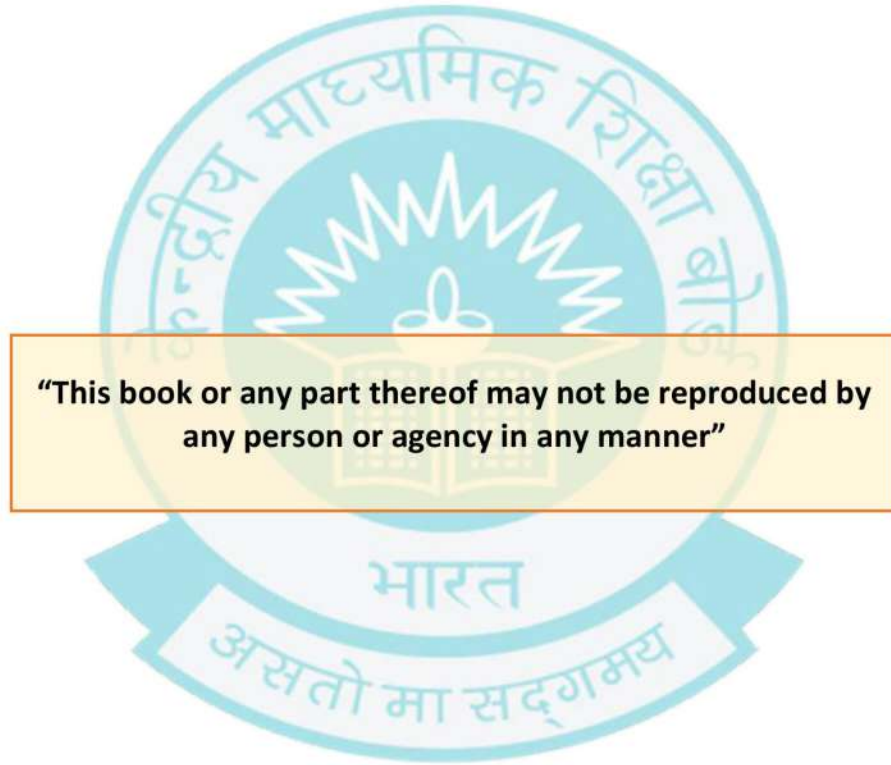
Academic Unit, Shiksha Sadan, 17, Rouse Avenue, New Delhi-110 002

Senior Secondary School Curriculum 2024-25

Class XI-XII

PRICE: Unpriced e-Publication

March 2024, CBSE, Delhi



Published by

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

THE CONSTITUTION OF INDIA

PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a ¹[**SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC**] and to secure to all its citizens :

JUSTICE, social, economic and political;

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

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the² [unity and integrity of the Nation];

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

1. Subs. by the Constitution (Forty-Second Amendment) Act, 1976, sec. 2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-Second Amendment) Act, 1976, sec. 2, for "unity of the Nation" (w.e.f. 3.1.1977)

THE CONSTITUTION OF INDIA

Chapter IV A

FUNDAMENTAL DUTIES

ARTICLE 51A

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

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers, wild life and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- ¹(k) who is a parent or guardian to provide opportunities for education to his/her child or, as the case may be, ward between age of six and fourteen years.

1. Ins. by the constitution (Eighty - Sixth Amendment) Act, 2002 S.4 (w.e.f. 12.12.2002)

भारत का संविधान

उद्देशिका

हम, भारत के लोग, भारत को एक सम्पूर्ण प्रभुत्व-संपन्न समाजवादी पंथनिरपेक्ष लोकतंत्रात्मक गणराज्य बनाने के लिए, तथा उसके समस्त नागरिकों को:

सामाजिक, आर्थिक और राजनैतिक न्याय,
विचार, अभिव्यक्ति, विश्वास, धर्म

और उपासना की स्वतंत्रता,

प्रतिष्ठा और अवसर की समता

प्राप्त कराने के लिए²

तथा उन सब में व्यक्ति की गरिमा

और राष्ट्र की एकता और अखंडता

सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

वृद्धसंकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवम्बर, 1949 ई० को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।

1. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "प्रभुत्व-संपन्न लोकतंत्रात्मक गणराज्य" के स्थान पर प्रतिस्थापित।
2. संविधान (बयालीसवां संशोधन) अधिनियम, 1976 की धारा 2 द्वारा (3.1.1977) से "राष्ट्र की एकता" के स्थान पर प्रतिस्थापित।

भाग 4 क

मूल कर्तव्य

51 क. मूल कर्तव्य - भारत के प्रत्येक नागरिक का यह कर्तव्य होगा कि वह -

- (क) संविधान का पालन करे और उसके आदर्शों, संस्थाओं, राष्ट्रध्वज और राष्ट्रगान का आदर करे;
- (ख) स्वतंत्रता के लिए हमारे राष्ट्रीय आंदोलन को प्रेरित करने वाले उच्च आदर्शों को हृदय में संजोए रखे और उनका पालन करे;
- (ग) भारत की प्रभुता, एकता और अखंडता की रक्षा करे और उसे अक्षुण्ण रखे;
- (घ) देश की रक्षा करे और आह्वान किए जाने पर राष्ट्र की सेवा करे;
- (ङ) भारत के सभी लोगों में समरसता और समान भ्रातृत्व की भावना का निर्माण करे जो धर्म, भाषा और प्रदेश या वर्ग पर आधारित सभी भेदभाव से परे हों, ऐसी प्रथाओं का त्याग करे जो स्त्रियों के सम्मान के विरुद्ध हैं;
- (च) हमारी सामासिक संस्कृति की गौरवशाली परंपरा का महत्त्व समझे और उसका परिरक्षण करे;
- (छ) प्राकृतिक पर्यावरण की जिसके अंतर्गत वन, झील, नदी, और वन्य जीव हैं, रक्षा करे और उसका संवर्धन करे तथा प्राणी मात्र के प्रति दयाभाव रखे;
- (ज) वैज्ञानिक दृष्टिकोण, मानववाद और जनार्जन तथा सुधार की भावना का विकास करे;
- (झ) सार्वजनिक संपत्ति को सुरक्षित रखे और हिंसा से दूर रहे;
- (ञ) व्यक्तिगत और सामूहिक गतिविधियों के सभी क्षेत्रों में उत्कर्ष की ओर बढ़ने का सतत प्रयास करे जिससे राष्ट्र निरंतर बढ़ते हुए प्रयत्न और उपलब्धि की नई उंचाइयों को छू ले;
- (ट) यदि माता-पिता या संरक्षक है, छह वर्ष से चौदह वर्ष तक की आयु वाले अपने, यथास्थिति, बालक या प्रतिपाल्य के लिये शिक्षा के अवसर प्रदान करे।

1. संविधान (छयासीवां संशोधन) अधिनियम, 2002 की धारा 4 द्वारा प्रतिस्थापित।

1. PRINCIPLES OF THE CBSE CURRICULUM

1.1 CBSE Curriculum

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

1.2 Salient Features of the CBSE Secondary School Curriculum

The Curriculum prescribed by CBSE strives to:

- i. provide ample scope for holistic i.e., physical, intellectual and social development of students;
- ii. emphasize constructivist rather than rote learning by highlighting the importance of hands-on experience;
- iii. enlist general and specific teaching and assessment objectives to make learning competency-based and attain mastery over laid down competencies;
- iv. encourage the application of knowledge and skills in real-life problem-solving scenarios;
- v. uphold the 'Constitutional Values' by encouraging values-based learning activities;
- vi. promote 21st Century Skills, Life Skills, Financial Literacy, Digital Literacy, Health and Wellness, Road Safety, Citizenship Education, Disaster Management and multilingualism;
- vii. integrate innovations in pedagogy such as experiential, activity centered, joyful learning, Sport and Art-Integrated Learning, toy-based pedagogy, storytelling, gamification etc. with technological innovations (ICT integration) to keep pace with the global trends in various disciplines;
- viii. promote inclusive practices as an overriding consideration in all educational activities;
- ix. enhance and support learning by different types of assessments; and
- x. strengthen knowledge and attitude related to livelihood skills;
- xi. foster multilingual and multicultural learning and national understanding in an interdependent society;
- xii. integrate environmental education in various disciplines from classes I- XII.

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 electives and compulsory areas as detailed below: -

Language 1	Hindi Elective or Hindi Core or English Elective or English Core
Language 2/Subject 2	Any one Language OR Any one Academic Elective
Subject 3	Any three compulsory Electives from a pool of Academic and Skill subjects
Subject 4	
Subject 5	
Language 3/Subject 6	Any optional Elective from a pool of Languages, Academic and Skill subjects
Health and Physical Education	Compulsory subjects having only internal assessment
Work Experience	
General Studies	

1.3.1 Elective Areas:

- i. **Languages** include Hindi, English and other 34 languages. The curricula in languages focus on listening, speaking, reading and writing skills for developing effective communicative proficiency as learners use language to comprehend, acquire and communicate ideas.
- ii. **Humanities and Social Sciences-** Geography, History, Economics, Home Science, Sociology, Fine Arts, Political Science, 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 all these. 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. **Sciences:** Biology, Chemistry, Physics, Computer Science, and Informatics Practices help in making students perceptive about matter and energy, nature, the environment, technological 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. The Curriculum promotes the ability to engage with science related issues, and with the ideas of science, as a reflective citizen by being able to explain phenomena scientifically, evaluate and design scientific enquiry, and interpret data and evidence scientifically. Students understand the importance of to apply scientific

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

- iv. **Mathematics** 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. **Business and commerce-based electives-** 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. **Visual; Performing and Creative Arts-** 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, and Retail and Insurance etc. Students can also choose subject from diverse areas such as Fashion Design, Agriculture, Banking, Mass-Media Healthcare and many more students.
- viii. **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. Learner 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.

- ix. **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 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 comprising teachers from each curricular area. The School Curriculum Committee would define activities for pedagogical practices, evolve a plan of assessment and mechanism of feedback and reflection and ensure its implementation. The committee would also ensure that the textbooks/ reference materials are age appropriate, incorporate inclusive principles, gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community. The committee will then send the list of books to the principal to take action as per para 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

Principals have a crucial role in the evolution of the teaching- learning ecosystem as pedagogical leader of their schools. As pedagogical leaders, they are expected to undertake the following:

- i. 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 best.
- ii. 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 competencies, and for life skills, values, etc., being acquired by the students.
- iii. Prepare Annual Pedagogical Plan of the school by designing and developing annual plan for the school by giving equal importance to elective and compulsory areas.

- iv. 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.
- v. Ensure joyful learning at all levels through use of such innovative pedagogy.
- vi. 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.
- vii. Ensure proper in-house training of teachers in the school to enable them to unleash their own unique capabilities and creativity in their classrooms.
- viii. 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.
- ix. 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.

Respecting the autonomy of every school, the Board has not laid down the structure or format of the annual pedagogical plan. A school needs to prepare its unique, implementable and innovative annual plan. This plan must be with realistic 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:

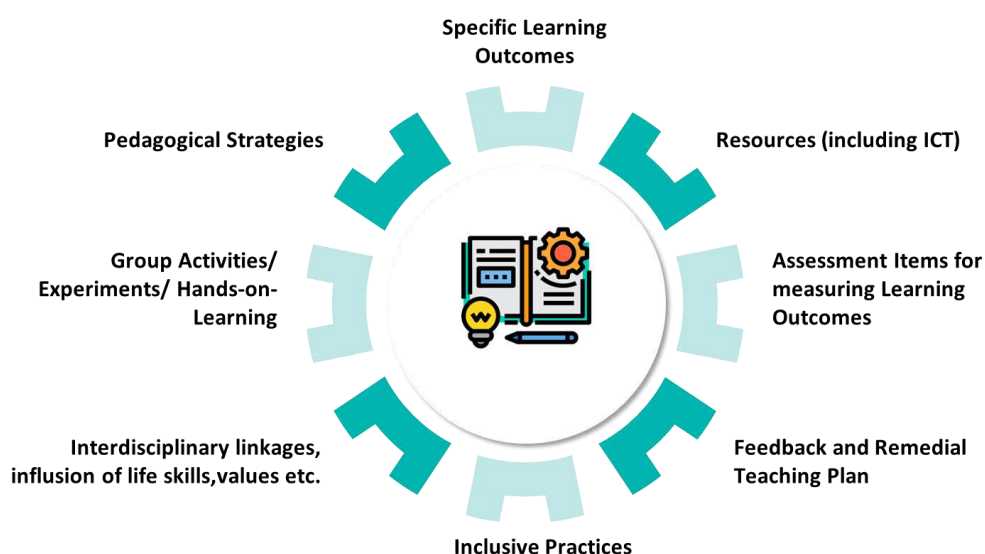
To face the challenges of 21st Century, education should be competency based and Principals as Pedagogical Leaders must create conducive environment for development of competencies among the students. Competency based Learning focuses on the student's demonstration of desired learning outcomes as central to the learning process. Learning outcomes are statements of abilities that are expected students will gain as a result of learning the activity. Learning outcomes are, thus, 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 recommend pedagogies for Competency Based Learning. Experiential Learning promotes critical thinking, creativity and effective study skills among students. Learning Outcomes suggested by NCERT must 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 objectives mapped with the stipulated learning outcomes for every grade that are observable and measurable, and empower learners to focus on mastery of valuable skills and knowledge. It is expected that teachers will provide meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities and go beyond textbooks. Schools are expected to track the attainment of Learning Outcomes in each learner and ensure that no child is left behind.

2.5 Lesson/ Unit Plan

Specific Lesson Plans for the topics are to be prepared by the teachers.

These plans may have the following parts:



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. School must also ensure that Children avoid the intake of junk food and should ban it around school premises. Intake of the healthy foods should be encouraged with activities described in circular issued by CBSE.

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 of the needs of the students with disabilities as well. Learning should focus on individual differences and promote collaborative learning. The classroom activities must be connected to the immediate environment of children. The school should maintain connection with the parents and the progress of children should be communicated to the parents, and, if needed remedial measures be taken up for improving the learning outcomes.

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:

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. Schools are, thus, required 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 is followed during a session:

- i. Art education continues to be an integral part of the curriculum, as a compulsory 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 needs to be integrated with the teaching and learning process of all 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:

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.

For implementing this in classrooms, the subject teacher picks the topic/ concept/idea that she wants to teach by integrating art. The teacher can do this jointly with the Art teacher too. Then, the subject teacher 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.

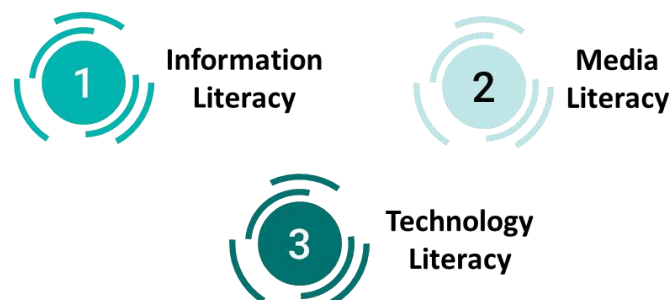
2.9 21st Century Skills:

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 i.e. Learning Skills, Literacy Skills and Life Skills.

Learning skills include:



Literacy skills include:



Life skills include:



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

2.10 Inclusive Education:

Inclusive approach in education is a prerequisite for ensuring full participation of all students with equal opportunity in all areas without any discrimination. Inclusive attitude in all staff and faculty members is crucial for successful inclusive education. Therefore, all the members of teaching and non-teaching staff should be 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). CBSE has published a handbook on Inclusive Education available at its website.

3. SCHEME OF STUDIES

Class XI and XII is a composite 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.

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 Group – L not opted as Subject 1 OR Any one Elective from the Group – A
	Subject 3 Subject 4, and Subject 5	Any three electives either from Group – A Or Group-S OR Any three from Combination of Group – A and Group – S
Additional Subject Optional	Subject 6	Any one elective or Language from any subject group

Subjects of Internal Assessment	Subject 7 to 9 (to be taken by all Regular Candidates)	Health and Physical Education, Work Experience, General Studies
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Explanation

- i. 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 Hindi Elective (Code 002) or Hindi Core (Code 302) or English Elective (Code-001) or English Core (Code-301). The same language cannot be offered both at Core and Elective levels. In addition to above, the following combinations cannot be taken together;
 - a) Business Studies (Code 054) and Business Administration (Code 833)
 - b) Out of three Computer Science/IT related subjects i.e., Informatics Practices (065), Computer Science (Code 083), Information Technology (Code 802), a candidate can opt only for one subject.
 - c) Mathematics (Code 041) and Applied Mathematics (Code 241)
- ii. The first 5 subjects in the chronological order of filling the subjects in the online registration system/ Mark Sheet are considered as Main subjects.
- iii. A candidate can also offer an additional elective which may either be a language at elective level or, any other elective subject.
- iv. While transacting the Curriculum, due emphasis should be laid on National Identity, 21st Century Skills 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.
Board issues mark sheet cum certificate indicating marks obtained in each subject separately. No aggregate score/percentage is mentioned by the Board. Candidates who take 6/7 subjects and pass in all 6/7 subjects, the percentage is to be calculated according to the norms of college/institution in which the candidate is seeking admission.
- v. If a student has taken 6th 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.
- vi. Skill electives can be offered along with any subject, as per the scheme of studies.

- vii. 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 Classes XI and XII Examinations conducted by schools and the Board and the Standard Operating Procedure for availing these concessions are available on: https://www.cbse.gov.in/cbsenew/Examination_Circular/2019/5_CIRCULAR.pdf Schools and candidates may also refer to the circulars issued by the Board from time to time on this matter.
- viii. 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 in the textbooks, if any, brought out by the respective State Boards at the commencement of the session. Schools are also 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.

LIST OF SUBJECTS

Languages (Group – L)						
Sl no.	CODE	Name		Theory	Practical	IA
1	001	English Elective	Any One	080	----	020
	301	English Core		080	----	020
2	002	Hindi Elective	Any One	080	----	020
	302	Hindi Core		080	----	020
3	003	Urdu Elective	Any One	080	----	020
	303	Urdu Core		080	----	020
4	022	Sanskrit Elective	Any One	080	----	020
	322	Sanskrit Core		080	----	020
5	104	Punjabi		080	----	020
6	105	Bengali		080	----	020
7	106	Tamil		080	----	020
8	107	Telugu	Any One	080	----	020
	189	Telugu Telangana		080	----	020
9	108	Sindhi		080	----	020
10	109	Marathi		080	----	020

11	110	Gujarati	080	----	020
12	111	Manipuri	080	----	020
13	112	Malayalam	080	----	020
14	113	Odia	080	----	020
15	114	Assamese	080	----	020
16	115	Kannada	080	----	020
17	116	Arabic	080	----	020
18	117	Tibetan	080	----	020
19	118	French	080	----	020
20	120	German	080	----	020
21	121	Russian	080	----	020
22	123	Persian	080	----	020
23	124	Nepali	080	----	020
24	125	Limboo	080	----	020
25	126	Lepcha	080	----	020
26	188	Bhoti	080	----	020
27	191	Kokborok	080	----	020
28	192	Bodo	080	----	020
29	193	Tangkhul	080	----	020
30	194	Japanese	080	----	020
31	195	Bhutia	080	----	020
32	196	Spanish	080	----	020
33	197	Kashmiri	080	----	020
34	198	Mizo	080	----	020

Academics Electives (Group-A)

S.NO.	Code	Name	Theory	Practical	IA	
1	027	History	080	--	020	
2	028	Political Science	080	--	020	
3	029	Geography	070	030	--	
4	030	Economics	080	--	020	
5	031	Carnatic Music Vocal	Any One	030	050	020
	032	Carnatic Per. Mer. Ins.		030	050	020
	033	Carnatic Per. Ins. Mridangam		030	050	020

	034	Hindustani Music Vocal		030	050	020
	035	Hindustani Music Mel. Ins.		030	050	020
	036	Hindustani Per. Ins.		030	050	020
6	037	Psychology		070	030	---
7	039	Sociology		080	--	020
8	041	Mathematics	Any One	080	--	020
	214*	Applied Mathematics		080	--	020
9	042	Physics		070	030	--
10	043	Chemistry		070	030	--
11	044	Biology		070	030	--
12	045	Biotechnology		070	030	--
13	046	Engineering Graphics		070	030	--
14	048	Physical Education		070	030	--
15	049	Painting	Any One	030	070	--
	050	Graphics		030	070	--
	051	Sculpture		030	070	--
	052	Applied/Commercial Art		030	070	--
16	054	Business Studies		080	--	020
17	055	Accountancy		080	--	020
18	056	Kathak-Dance	Any One	030	070	--
	057	Bharatnatyam Dance		030	070	--
	058	Kuchipudi-Dance		030	070	--
	059	Odissi – Dance		030	070	--
	060	Manipuri – Dance		030	070	--
	061	Kathakali – Dance		030	070	--
19	064	Home Science		070	030	--
20	065	Informatics Practices	Any One	070	030	--
	083	Computer Science		070	030	--
21	066	Entrepreneurship		070	--	030
22	073	Knowledge Tradition and Practices of India		070	--	030
23	074	Legal Studies		080	--	020
24	076	National Cadet Corps (NCC)		070	030	--

Skills Elective (Group – S)

S No.	Sub. Code	Course Name	Job Roles	Marks Distribution	
				Theory	Practical
1	801	Retail	Sales Associate	60	40
2	802	Information Technology	IT Help Desk Assistant	60	40
3	803	Web Application	Web Developer	60	40
4	804	Automotive	Automotive Service Technician	60	40
5	805	Financial Markets Management	Equity Dealer/Mutual Fund Agent	60	40
6	806	Tourism	Tour Guide	60	40
7	807	Beauty and Wellness	Beauty Therapist	60	40
8	808	Agriculture	Agriculture Extension Worker	60	40
9	809	Food Production	Trainee Commie	60	40
10	810	Front Office operations	Counter Sales Executive	60	40
11	811	Banking	Sales Executive (Banking Product)	60	40
12	812	Marketing	Marketing Executive	60	40
13	813	Health Care	General Duty Assistant	60	40
14	814	Insurance	Sales Executive (Insurance)	60	40
15	816	Horticulture	Floriculturist (Protected)/Entrepreneur	60	40
16	817	Typography and Computer Application	Executive Assistant	60	40
17	818	Geospatial Technology	GIS Operator	60	40
18	819	Electrical Technology	Field Technician – Other Home	60	40
19	820	Electronic Technology	Installation Technician	60	40
20	821	Multi-media	Animator	50	50
21	822	Taxation	Assistant Tax Consultant/GST Accounts Assistant	60	40
22	823	Cost Accounting	JR. Accountant	60	40

23	824	Office Procedures and Practices	Executive Assistant	60	40
24	825	Shorthand (English)	Stenographer	60	40
25	826	Shorthand (Hindi)	Stenographer	60	40
26	827	Air-Conditioning and Refrigeration	Services Technician	60	40
27	828	Medical Diagnostics	Medical Lab Technician	60	40
28	829	Textile Design	Design Assistant (Apparel / Textile)	60	40
29	830	Design	Assistant Designer	50	50
30	831	Salesmanship	Sales Executive	60	40
31	833	Business Administration	Business Executive	60	40
32	834	Food Nutrition and Dietetics	Assistant Dietician	60	40
33	835	Mass Media Studies	Media Assistant	60	40
34	836	Library and Information Science	Library Assistant	60	40
35	837	Fashion Studies	Assistant Fashion Designer	60	40
36	841	Yoga	Yoga Instructor	50	50
37	842	Early Childhood Care and Education	Early Childhood Educator	50	50
38	843	Artificial Intelligence (New)		50	50
39	844	Data Science		50	50
40	845	Physical Activity Trainer (NEW)	Primary Years Physical Activity Facilitator	50	50
41	846	Land Transportation Associate (NEW)	Land Transportation Associate	50	50
42	847	Electronics and Hardware (NEW)	Installation Technician – Computing and Peripherals	60	40
43	848	Design Thinking and Innovation (NEW)		50	50

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>.

3.2 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

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

4.1 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 elective 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*	*Essential Repeat

Notes: -

- i. Minor variations in proportion of candidates to adjust ties will be made.
- ii. In case of a tie, all the students getting the same score will get the same grade. If the number of students at a score point needs to be divided into two segments, the smaller segment will go with the larger.
- iii. Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- iv. In respect of subjects where 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 Elective 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	*Essential Repeat

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 Compulsory Areas

Assessment of compulsory 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.

4.3.1 Parameters of Assessment -

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

Grading for General Studies:

Grade	Octile
A1	Top 1/8th of the passed candidates
A2	Next 1/8th of the passed candidates
B1	Next 1/8th of the passed candidates
B2	Next 1/8th of the passed candidates
C1	Next 1/8th of the passed candidates
C2	Next 1/8th of the passed candidates
D1	Next 1/8th of the passed candidates
D2	Next 1/8th of the passed candidates
E	

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

Stand	Period (Approx.)	Grades*
1. GAMES a) Athletics/ Swimming b) Team Games c) Individual Games/ Activity d) 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 with the sample question paper. 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 Student Enrichment activities:

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.

Sl. No.	Student Enrichment Activity	Skills/Values to be Enhanced
1	Story Telling Competition	<ul style="list-style-type: none"> Thinking Skills: Creative, Analytical, Evaluative Communication Skills Linguistic Skills
2	Reading Week	
3	Fastest Reading Contest	

4	Aryabhata Ganit Challenge	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Creative Thinking Skills Communication Skills
9	Eco-Club Activities	<ul style="list-style-type: none"> Awareness about Environmental Conservation and Protection Cleanliness Habits
10	Swachhta Abhiyan	
11	Ek Bharat Shrestha Bharat	<ul style="list-style-type: none"> Spirit of Patriotism and Unity Creative Skills
12	Rashtriya Ekta Diwas	
13	Inter School Band Competition	
14	Fit India School Week	<ul style="list-style-type: none"> Healthy life style
15	CBSE Inter-School Sports and Games Competitions	<ul style="list-style-type: none"> Attention and concentration powers
16	International Day of Yoga	
17	Matri Bhasha Diwas	<ul style="list-style-type: none"> Awareness of Linguistic and Cultural traditions Values of Tolerance and Dialogue

		<ul style="list-style-type: none"> • Communication Skills
Addition in the last table in both the Senior secondary and Secondary Curriculum		
18	The Constitution Day	<ul style="list-style-type: none"> • Importance of Constitution, its history, structure and implications to citizens orientation to composite culture and diversity of our nation awareness of Fundamental Rights and Duties as enshrined in the Indian Constitution.

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

4.5.1 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

Guidelines on National Curriculum Framework for School Education -2023

The National Curriculum Framework for School Education (NCF-SE) serves as the guiding framework for the 5+3+3+4 schooling model proposed in the National Education Policy 2020 (NEP 2020). The framework is organized into five parts, covering broad aims, cross-cutting themes, subject-specific guidelines, school culture, and requirements for an effective schooling ecosystem. It was developed with a comprehensive approach covering all four stages of schooling, namely the Foundational Stage, Preparatory Stage, Middle Stage, and Secondary Stage. Schools are advised to follow the following guidelines for implementing NCF-SE-2023:

1. **Ensure Comprehensive Coverage:** Implement the framework to address learning standards, content selection, pedagogy, and assessments for each stage of schooling.
2. **Facilitate Practical Implementation:** Provide guidance that is understandable and applicable to teachers and parents to facilitate practical changes in educational practices.
3. **Ensure Clear Learning Standards:** Follow the specific learning standards for each subject to provide a clear direction for educators and stakeholders, emphasizing competency development as provided for different stages in the NCF-SE-2023.
4. **Focus on Holistic Development:** Foster not only knowledge but also fundamental capacities such as critical thinking, creativity, and values essential for holistic growth.
5. **Empower Teachers and Schools:** Design the curriculum to empower teachers and institutions, fostering creativity and engagement in the teaching-learning process.
6. **Encourage Diverse Pedagogical Approaches:** Encourage a variety of pedagogical methods tailored to different age groups and contexts, including experiential, play-based, and inquiry-based approaches.
7. **Integrate Cultural Values:** Root the curriculum in Indian knowledge and values, integrating contributions from ancient to contemporary times across various subjects.
8. **Promote Multidisciplinary Education:** Foster multidisciplinary learning to cultivate an integrated perspective and holistic understanding among students.
9. **Ensure Equity and Inclusion:** Guided by principles of equity and inclusion, ensure access to quality education for all learners.
10. **Emphasize Art, Physical Education, and Well-being:** Renew emphasis on Art Education and Physical Education, incorporating specific learning standards and recommended time allocations.
11. **Prioritize Environmental Education:** Recognize environmental challenges by emphasizing environmental education across all stages of schooling.
12. **Integrate Vocational Education:** Integrate vocational education with specific standards, content, pedagogy, and assessments.
13. **Foster Multilingualism:** Emphasize multilingualism, expecting proficiency in at least three languages, including Indian languages. Refer to CBSE advisory No: Acad-84/2023 dated July 21, 2023, for detailed guidelines.
14. **Enhance Mathematical and Scientific Literacy:** Emphasize conceptual understanding and procedural fluency in Mathematics, alongside the development of scientific inquiry skills.

15. **Adopt Interdisciplinary Learning:** Encourage an interdisciplinary approach in Social Science education, exploring themes across human societies and natural environments.
16. **Provide Flexibility in Secondary Stage:** Offer flexibility and choice in the Secondary Stage, allowing students to select subjects aligned with their interests and aspirations.
17. **Introduce Interdisciplinary Areas of Study:** Introduce separate interdisciplinary areas of study in the Secondary Stage to address contemporary challenges using knowledge from multiple disciplines.

Further, in line with the NCF-SE 2023, it is imperative for schools to reassess and transform their approach to assessments. Here are some guidelines to facilitate this transformation across different stages of schooling:

Foundational Stage:

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

Preparatory Stage:

- Establish a robust system of formative assessment to track individual student progress as formal learning commences across various subjects.
- Help students understand the competencies they are expected to achieve, facilitating their understanding.
- Introduce formative oral and written assessments, alongside observation and artifact analysis, to assess conceptual understanding and creativity.
- Conduct comprehensive summative assessments at the end of each year to ensure readiness for the next grade, providing support options during breaks between grades.

Middle Stage:

- Maintain a competency-based assessment approach, covering all dimensions of learning, particularly with the introduction of complex concepts.
- Shift emphasis towards conceptual understanding and higher-order capacities, utilizing various assessment techniques like projects, debates, and presentations.

- Focus regular assessments on testing conceptual understanding and higher-order capacities, encouraging creativity through appropriate questions.
- Conduct yearly comprehensive summative assessments, offering support options to ensure readiness for the next grade.

Secondary Stage:

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

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