

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, 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 others and different cultures etc.;
5. Integrate innovations in pedagogy, knowledge and application, such as human sciences with technological innovations to keep pace with the global trends in various disciplines;
6. Promote inclusive education by providing equal opportunities to all students;
7. Integrate environmental education in various disciplines from classes IXII;
8. Equally emphasize Co-scholastic areas of Art Education and Health and Physical Education.

### **1.3 Objectives of the Curriculum the Curriculum aims to:**

1. Achieve cognitive, affective and psychomotor excellence;
2. Enhance self-awareness and explore innate potential;
3. Attain mastery over laid down competencies;
4. Imbibe 21st century learning, literacy and life skills;
5. Promote goal setting, and lifelong learning;
6. Inculcate values and foster cultural learning and international understanding in an interdependent society; 2
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 show case talents;
10. Promote physical fitness, health and well-being.
11. Promote arts integrated learning.

### **1.4 Curriculum Areas at Secondary Level**

State board envisions the all-round development of students in consonance with the holistic approach to education and therefore, emphasizes integration of cocurricular domain with curricular domain in an equitable manner.

Secondary Curriculum provides students a broad and balanced understanding of subjects including languages, Mathematics, Science and Social Science to enable students to communicate effectively, analyse information, take informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. The recent focus of state board is on the development of 21st century skills in settings where each student feels independent, safe and comfortable with their learning. The Board is also trying to align curriculum in a way so that children feel more connected to it and employ their learning in real life contexts. To achieve this aim, it is extremely important that children acquire adequate knowledge and skills in other core areas like Health and Physical Education, Life Skills, Values Education, Art Education, Work Education and other Co-Scholastic areas.

In operational sense, the secondary curriculum is learner-centered with school being a place where students would be acquiring various skills; building selfconcept, sense of enterprise, aesthetic sensibilities and sportsmanship. Therefore, for the purpose of fostering core competencies in learners, this curriculum encompasses major learning areas, from scholastic and co scholastic point of view. The Areas of learning at the Secondary level are as under:

Languages 1	Compulsory	Scholastic Areas
Languages 2		
Social Science		
Mathematics		
Science	Optional	
Other Academic Elective Subjects		
Skill Elective		
Subjects		
Subjects Health and Physical Education Work Experience* Art Education	Subjects of internal Assessment	Co-scholastic Areas

Subsumed in Health and Physical Education

#### 1.4.1 Scholastic Areas:-

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

- (i) Languages include Hindi, English and 37 other languages. The curricula in languages focus on listening, speaking, reading and writing skills and, hence, develop effective communicative proficiencies. Learners use language to comprehend, acquire and communicate ideas in an effective manner.
- (ii) Social Science (Geography, History, Economics and Political Science) intends to make learners understand their cultural, geographical and historical milieus and gain in-depth knowledge, attitude, skills and values necessary to bring about transformation for a better world. Social Science includes the learning of history and culture, geographical environment, global institutions, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities and the incorporation of the above-mentioned learning. Learners appreciate and value everyone's right to feel respected and safe, and, also understand their Fundamental Rights and Duties and behave responsibly in the society.
- (iii) Science (Biology, Chemistry and Physics) includes gaining knowledge about Food, Materials, The World of the Living, How things work, Moving things, People and Ideas, Natural Phenomenon and Natural Resources. The focus is on knowledge and skills to develop a scientific attitude and to use and apply such knowledge for improving the quality of life. This learning can be used to analyze, evaluate, synthesize and create. Learners understand and appreciate the physical, biological and technological world and acquire the knowledge and develop attitude, skills and values to make rational decisions in relation to it.
- (iv) Mathematics includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize, the ability to apply this 4
- (v) Knowledge and acquired skills in their daily life and the skills to think mathematically. It also includes understanding of the principles of reasoning and problem solving. Children learn to rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns.
- (vi) A well-skilled workforce is one of the main supports for prosperity and growth for any country. Some skills come from general education, but specific occupational skills are also important. Typically initial vocational education and training systems have a big part to play in supplying these skills. To develop skills and talents as a form of free expression, Board offers variety of competency based subjects under NSQF like Retail, Information Technology, Marketing & Sales, Banking, Finance, AI etc. Choosing any one Skill subject at secondary level can help the child to pursue what truly interests or pleases him or her. This liberty promotes a sense of self-esteem in accepting one's own talents and strengths.

### **. 1.4.2 Co- Scholastic Areas:-**

Only a healthy child can learn effectively and good health leads to better learning. Many activities are necessary for development of the affective and psychomotor domain. The activities like games and sport, art and music, craft work etc. are termed as co-scholastic activities. The term co-scholastic activity is used for both cognitive and non-cognitive development that can take place by exposing the child to the scholastic and non-scholastic subjects.

Art Education including local art, craft, literature and skills ,Health and Physical Education, Yoga, traditional games, indigenous sports, NCC, Scouts and Guides, Martial Arts etc. are integral parts of the curriculum and to be included in the routine of the schools for the holistic development of children. These are detailed below:

- (i) Art Education entails instruction in various art forms (visual as well as performing) with an aim to help children develop an interest for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, valuing arts and cultural heritage. In addition, Arts should be integrated with other subjects to promote creative thinking and expression
- (ii) Health and Physical Education focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, wellbeing and the factors that contribute to them. Focus of this area is on helping children develop a positive attitude and commitment to lifelong, healthy active living and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, and Yoga, NCC, self-defense, fitness and life style choices.
- (iii) Work Experience: The Work Experience has been subsumed in the Health and Physical Education, however, it is an integral part of the curriculum and is given as much as focus as Health and Physical Education.

### **1.5 Integrating all areas of learning:**

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

## **2. IMPLEMENTATION OF CURRICULUM**

### **2.1 School Curriculum Committee**

The Board mandates that all schools must setup a School Curriculum Committee with teachers representing each 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, 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 6 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 class's 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

### 8 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 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 artbased 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:**

Art must be integrated with the teaching and learning process of all academic subjects from classes 1 to 12, to promote active/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 text books”.

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;

# 21 st century skills

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graph LR; A[21 st century skills] --- B[Learning skills]; A --- C[Literacy skills]; A --- D[Life skills];
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Learning skills

Literacy skills

Life skills