

SENIOR SCHOOL CURRICULUM 2016-17

Volume - I

Effective for the Academic Session 2016-17 for Classes XI-XII

This document needs to be read with reference to circulars issued by CBSE from time to time



Central Board of Secondary Education

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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 लिए
तथा उन सब में व्यक्ति की गरिमा

²और राष्ट्र की एकता और अखंडता
सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

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

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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।
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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 ज्ञानार्जन 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;
- ¹(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।

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

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 the²unity 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 6 and 14 years.

-
1. Subs. by the Constitution (Eighty - Sixth Amendment) Act, 2002

The Committees of Courses of various subjects offered by the Board annually review the curricula of their respective subjects. It is, therefore, obligatory for the schools and the students preparing for the Board's Examination for a particular year to follow the syllabi, courses and the books prescribed by it for that year. No deviation from the prescribed ones is permissible. The syllabi and courses in Regional and Foreign Languages have been provided in Volume II, the syllabi and courses in Music and Dance have been provided in Volume III printed separately. Schools should also take note of the circulars, which announce modifications from time to time and are available on the academic website of CBSE (www.cbseacademic.in).

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PART-I
PRINCIPLES OF SCHOOL CURRICULUM

PRINCIPLES OF SCHOOL CURRICULUM

The CBSE's School Curriculum gets its lead from the National Curriculum Framework (NCF) 2005.

National Curriculum Framework 2005

The paramount guiding principles as proposed by NCF-2005 are

- connecting knowledge to life outside the school,
- ensuring that learning shifts away from rote methods,
- to provide for overall development of children rather than remain textbook centric,
- making examinations more flexible and integrated into classroom life and,
- nurturing an over-riding identity informed within the democratic polity of the country.

According to NCF 2005 the greatest national challenge for education is to strengthen our participatory democracy and the values enshrined in the Constitution. Meeting this challenge implies that we make quality and social justice the central theme of curricular reform. Citizenship training has been an important aspect of formal education. Today, it needs to be boldly reconceptualised in terms of the discourse of universal human rights and the approaches associated with critical pedagogy. A clear orientation towards values associated with peace and harmonious coexistence is not only desirable but also essential. Quality in education includes a concern for quality of life in all its dimensions. This is why a concern for peace, protection of the environment and a predisposition towards social change must be viewed as core components of quality, not merely as value premises.

Aims of Education

The Aims of Education are landscaped in the guiding principles of constitution which reflect a commitment to democracy and the values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity, and human rights. Education should aim to build a commitment to these values, which are based on reason and understanding. The curriculum, therefore, should provide adequate experience and space for dialogue and discourse in the school to promote such a commitment in children.

Independence of thought and action points to a capacity of carefully considered, value-based personal & collective decision-making. Sensitivity to others' well-being and feelings, together with knowledge and understanding of the world, should form the basis of a rational commitment to values.

Ability to learn & re-learn is important as means of responding to new situations in a flexible and creative manner. The curriculum needs to emphasise the processes of constructing knowledge.

The ability to choose in life and the ability to participate in democratic processes depend on the ability to contribute to society in various ways. This is why education must develop the ability to work and participate in economic processes and social change. This necessitates the integration of work with education.

We must ensure that work-related experiences are sufficient and broad-based in terms of skills and attitudes, that they foster an understanding of socio-economic processes, and help inculcate a mental frame that encourages working with others in a spirit of cooperation. Work alone can create a social temper.

Appreciation of beauty and art forms is an integral part of human life. Creativity in arts, literature and other domains of knowledge is closely linked

CBSE School Curriculum -The underlying Values and Rationale

The core values of CBSE School Curriculum draw its strength, by keeping pace with the 21st century and the global trends of educational transformations, as well as keeping in view that India is an independent nation with a rich variegated history, extraordinarily complex cultural diversity, and commitment to democratic values and general well-being.

One of the basic aims of education is to nurture in the learner a sound mind and strong values driven character. Learners should be educated to uphold the democratic values, respect the Rules of Law, and support humanitarian ideals; they should engage in healthy practices to be able to develop robust and healthy physiques, learn how to think for themselves and be creative.

We aim at nurturing responsible citizens with a sense of patriotism and a global perspective. In principle, education is a learning progression to help learners explore their innate capacity and talents as well as develop their potential to improve and enhance sustainability of their living environment.

Keeping this in mind we need to have a rationale with core components as follows:

- "Nurturing Life-skills" includes developing an improved self-esteem, building empathy towards others and different cultures, etc. Improving on their critical and creative thinking and making them better at problem solving with a balanced approach towards decision-making. The core life-skills must be integral to the whole process of education.
- "Integration" includes creating harmony of sense with sensibility, a connection between knowledge and application, and integrating human sciences with technological innovations.
- "Upholding Constitutional values" safeguarding values expressed in the Constitution- sovereignty, socialism, secularism, democracy, republican character, justice, liberty, equality, fraternity, human dignity and the unity and integrity of the Nation.
- "A global perspective" keeping pace with the 21st century and the global trends, enhance learner's ability to understand her status and position in the community and the world. Develop understanding how we all are interconnected and how we can bring about transformations as well as the individual's responsibility in this change process.
- "Lifelong learning" to see education as a liberating process, leading to active exploration, problem solving, and the utilization of information and languages leading to socially transformative practices.
- "Appreciating Individual Differences" to promote and nourish wide range of capacities and skills in learners. As intelligence is diverse in its dimension, pedagogy and evaluation should aim at making it possible for this diversity to bloom. Excellence in diverse areas should be accepted and rewarded.

CBSE School Curriculum Mission and Goals

The curriculum will adopt the following principles:

- to facilitate learners' spiritual, ethical, social, cognitive, mental, and physical growth and development;
- to enhance learner's innate potentials;
- to foster constitutional values and tolerance for different cultures;

- to develop scientific outlook and transformative competences to meet the demands of the changing society.

The aim of education is not just to let learners obtain basic knowledge but to make them life-long learners. It is to nurture future citizens who are mentally and physically robust, assertive, confident, empathetic and helpful to the community, intellectually inquisitive and reflective, tolerant and with creative vision and global perspective.

Schools will accomplish such standards through the promotion of values based learning activities which emphasize humanity, practicality, individuality, inclusiveness, and modernity. Such activities involve collaborations between oneself and others, individuals and the community, as well as humans and nature. To achieve this, we must guide our learners to achieve the following curriculum goals:

- To enhance self-awareness and explore innate potential;
- To promote capabilities related to goal setting, decision making and lifelong learning;
- To nurture communication and interpersonal skills;
- To learn to be empathetic towards others, display dignity and respect to all , to contribute for the community, and focus on preserving environment;
- To foster cultural learning and international understanding in an interdependent society;
- To strengthen knowledge and attitude related to livelihood skills;
- To acquire the ability to utilize technology and information for the betterment of humankind;
- To develop abilities related to thinking skills and problem solving.
- To develop creativity and the ability to appreciate art and showcase one's own talents;

Conception of Learning and Learning Environment

Learning occurs both at individual as well as peer group level and lies in the process of building knowledge and skills. Learning, in a purposeful way, takes place by a learner independently, in class with a teacher, in out of class interaction with the peer group and the larger community. Learning is an active and goal oriented process.

Learning environment must be physically, psychologically, and socially safe and it must motivate learners to develop effective study skills and to become lifelong learners.

Formulation of CBSE School Curriculum

The National Curriculum Framework (NCF) 2005 is the framework on the basis of which the Central Board of Secondary Education formulates its own curriculum and syllabus document by adopting and adapting the guidelines and syllabus provided.

There are a number of underlying factors, which are evident in this document:

- values and underlying principles of the Constitution;
- learning outcomes of different levels Secondary;
- possible innovative pedagogies for curricular transaction transformative and beyond textbooks and classrooms;
- project based learning to build research capabilities;

- emphasis on inclusion strategies;
- general and specific teaching and assessment objectives;
- emphasis on multiple modes of assessment through descriptors of good performance;
- provision of integrated activity based program on Environmental Education from classes I-XII;
- provision of NCC/NSS and other activities mentioned under physical education;

Curriculum Areas at Senior Secondary Level

For the purpose of fostering core competences in learners, the curriculum encompasses seven major learning areas, which are: Languages, Humanities, Mathematics, Sciences, Commerce, Health and Physical Education, Visual arts, Performing arts and contemporary subjects introduced in the last decade such as Entrepreneurship, Biotechnology, Fashion Studies, Creative Writing and Translation Studies, Mass Media Studies and Knowledge Traditions and Practices of India.

It refers to the content of learning, not the titles of subjects. Beyond the required core and elective courses, optional courses relevant to specific curriculum areas may also be made available in consideration of changing individual, societal and global requirements and demands.

Major Contents of each Curriculum Learning Area in Senior Secondary Classes

1. **Languages** include Hindi, English, another 31 languages (detailed in Curriculum Volume II) and focuses on listening, speaking, reading and writing skills, along with developing effective communicating proficiencies.
2. **Humanities** (Geography, History, Economics, Home Science, Sociology, Fine Arts, Political Science, Fashion Studies, Creative Writing and translation Studies and related subjects) include the learning of history and culture, geographical environment, global institutions, human nature and social compatibility, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities, and the incorporation of the above-mentioned learning into one's life.
3. **Performing and Visual Arts** (Dance, Drama, Music, Heritage Crafts, Graphic Design, Fine Arts, Sculpture and related subjects) includes music, instruction in these arts, aiming 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.
4. **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. It will focus on knowledge and skills to develop scientific attitude, use and application of such knowledge and skills to improve the quality of life and further use this learning to analyse, evaluate, synthesise, create, invent and discover.
5. **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.

6. **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.
7. **Health and Physical Education** focuses on the learning for holistic development like mental and physical. Understanding the importance of physical fitness, health, well-being and the factors that contribute to them. Focus of this curriculum 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 proper health management, sports, fitness and lifestyle choices.

These seven learning areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Learners should be encouraged to cognize and appreciate the interconnectedness of all knowledge and the enduring connection between knowledge and values. Their education should help them to connect the content of their learning areas and subjects with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth throughout.

Main Learning Outcomes for Curriculum Learning Areas

1. Learners use language to comprehend, acquire and communicate ideas and information and to interact with others.
2. 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.
3. 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.
4. 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 India.
5. Learners rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns.
6. Learners think laterally, critically, identify opportunity, challenge their potential and are open to challenges. They are aware of consequences and take ownership of their deeds.
7. Learners interact harmoniously with people and cultures from across the globe and are tolerant and empathetic towards others.
8. Learners involve themselves in cultural pursuits as well as appreciate, respect and acknowledge the artistic, cultural and intellectual work of others.
9. Learners value and engage in practices that promote personal, physical as well as mental and cognitive development, and wellbeing.
10. Learners appreciate and value everyone's right to feel respected and safe, and, in this regard, also understand their constitutional rights as well as duties, and behave responsibly.

Implementation of Curriculum Formulating a comprehensive and all-encompassing School Curriculum Plan (Syllabus) is an essential way forward to this Curriculum document. Schools will establish a School Curriculum Committee, which will have teachers representing each subject. This committee will be responsible to draft the school curriculum plan for the coming session, by the beginning of this session based on the Curriculum documents. This committee shall define the teaching periods for each subject for each grade, review textbooks, develop topics and activities for pedagogical practices, and evolve a plan for the teaching learning process evaluation and so as to be able to provide feedback for reflection. This committee should continue meeting, reviewing and assessing the pedagogical practices on a regular basis. Subject Experts, Scholars and professionals may also be invited to join the committee in advisory capacity, when necessary. Schools may join hands to establish an inter-school Committee within their 'Sahodaya' groups. These committees must ensure and record that the text books selected for classes I-VIII (other than NCERT books) do not contain any material which may hurt the sentiments of any community. The books should also reflect gender sensitivity and be in conformity with the underlying principles of the constitution of India.

This Committee will consolidate the efforts of all school staff as well as resources provided, to develop a comprehensive school-based curriculum, giving due importance to both Scholastic as well as Co-Scholastic areas.

The School Curriculum Plan (Syllabus) will include:

- Pedagogical goals of the school for the session
- Subject focused pedagogical objectives
- Mapping of units with pedagogical objectives
- Resources/activities to achieve the unit wise pedagogical objectives
- Pedagogical outcomes
- Assessment directives
- Feedback rubrics

This Plan will also contain specified descriptions on how to infuse the seven core areas (including Life Skills Education, Values Education, Gender Sensitivity, Environmental Education, Information Technology Education, Human Rights Education, Health and Wellness Education) into the teaching of each subject. It is a good idea to involve parents in formulating this plan. The plan is an effective tool to let parents connect and support the pedagogical practices of the school.

Lesson/ Unit Plans

Lesson plans for the topics will be prepared by the teachers within their faculty. This will be supported by School Curriculum Plan (Syllabus). Some important components of this plan can be:

- Specific learning outcomes
- Unit/topic learning contexts
- Pedagogical strategies
- Flow of lesson/unit (including activities/ experiments/hands-on-learning)

- Formative assessment tasks
- Remedial teaching plan
- Interdisciplinary Linkages
- Infusion of Core (Life-skills, Values, etc.)
- Resources (including ICT)

The component of remedial teaching is to be drafted keeping in view differentiated instructional requirements of the individual learners. As the learning difficulties are observed the remedial teaching must be taken up. This should be planned with a mutual understanding with the parents and they should be informed about how the remedial instruction is being provided.

Creating Cross-Curricular Linkages

Cross-curricular linkages are vital to learning as it is important to be able to connect prior knowledge and experiences and new information and experiences. Such connections are essentially required for being able to make sense of our world and foster learning capacity.

Making links between subjects also helps learner more effectively apply and embed skills and knowledge in meaningful and purposeful contexts. For example, mathematical data handling and interpretation 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 English; Learning to make well-formed strokes can help learners illustrate their science diagrams with great perfection. Role-plays in language classrooms can act as effective tools once the learners have been exposed to dramatics. Strong links such as these can undoubtedly enhance learning in all subjects. They help learners connect, with a greater range, of the skills, attitude and knowledge they are acquiring in specific subjects. Creating cross- curricular linkages can help learners reflect on their learning. Aspects of learning - such as problem solving, reasoning, creative thinking -can be used across the curriculum.

Teachers should involve learners in cross-curricular projects thus helping learners recognise these underpinning skills and how to use them in a variety of contexts.

PART-II ELIGIBILITY AND SCHEME OF STUDIES

1. ELIGIBILITY OF CANDIDATES

Admission of Students to a School, Transfer/Migration of Students

1. Admission: General Conditions

1.1 (a) A student seeking admission to any class in a 'School' will be eligible for admission to that class only if she: -

- (i) has been studying in a school recognised by or affiliated to this Board or any other recognised Board of Secondary Education in India;
- (ii) has passed qualifying or equivalent qualifying examination making her eligible for admission to that class;
- (iii) satisfies the requirements of age limits (minimum and maximum) as determined by the State/Union Territory Government and applicable to the place where the school is located; and
- (iv) produces:-
 - the School Leaving Certificate/transfer certificate signed by the Head of the School last attended and countersigned;
 - document(s) in support of her having passed the qualifying or equivalent qualifying examination.
- (b) No school or person shall, while admitting a child, collect any capitation fee and subject the child or her parents or guardian to any screening procedure, as stipulated in section 13(1) of The Right of Children to Free and Compulsory Education Act, 2009.

Any School or person, if in contravention of the above provisions-

- (i) Receives capitation fee, shall be punishable with fine which may extend to ten times the capitation fee charged;
- (ii) Subjects a child to screening procedure, shall be punishable with fine which may extend to twenty-five thousand rupees for the first contravention and fifty thousand rupees for each subsequent contravention or as may be decided from time to time, as stipulated in section 13(2) of The Right of Children to Free and Compulsory Education Act, 2009.
- (c) For the purposes of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the provisions of the Births, Deaths and Marriages Registration Act, 1886 or on the basis of such other document, as may be prescribed, as stipulated in section 14(1) of The Right of Children to Free and Compulsory Education Act, 2009.

Explanation:

- (a) A person who has been studying in an institution which is not recognised by this Board or by any other recognised Board of Secondary Education or by the State/Union Territory Government of the concerned place shall not be admitted to any class or a "School" on the basis of Certificate(s) of such unrecognised institutions attended by her earlier.

- (b) 'Qualifying Examination' means an examination, the passing of which makes a student eligible for admission to a particular class; and 'equivalent examination' means an examination conducted by any recognised Board of Secondary Education/Indian University or an institution recognised by or affiliated to such Board/University and is recognised by the Board equivalent to the corresponding examination conducted by this Board or conducted by a "School" affiliated to/recognised by this Board.
- 1.2 No student migrating from a school in a foreign country other than the school affiliated to this Board, shall be eligible for admission unless an eligibility certificate in respect of such a student has been obtained from this Board. For obtaining eligibility certificate from the Board, the Principal of the School to which admission is being sought will submit to the Board full details of the case and relevant documents with her own remarks/ recommendations. The eligibility certificate will be issued by the Board only after the Board is satisfied that the course of study undergone and examination passed is equivalent to corresponding class of this Board.
- 1.3 No person who is under the sentence of rustication or is expelled from any Board/University/ School or is debarred from appearing in the examination for whatever reason by any Board/ University shall be admitted to any class in a School affiliated to this Board.
- 1.4 No student shall be admitted or promoted to any subsequent higher class in any school unless she has completed the regular course of study of the class to which she was admitted at the beginning of the academic session and has passed the examination at the end of the concerned academic session, qualifying her for promotion to the next higher class.
- 1.5 No student shall be admitted in Class XI and above in a school affiliated with the Board after 31st day of August of the year except with prior permission of the Chairman, CBSE/Competent Authority as may have been defined in the State/Union Territory Education Acts. The application for permission to grant admission after 31st August shall be routed through the Principal of the school specifying the reasons which are unavoidable. The candidate shall complete the required percentage of attendance (75%) for Class XI and XII as per Examination Byelaws of the Board to make her eligible for the examinations conducted by the Board. In such cases where the admission by the candidate could not be taken in a higher class by the stipulated date because of the late declaration of result by the Board in respect of the examinations conducted by the Board such permission would not be required, provided the candidate applied for admission within a fortnight of the declaration of the result.
- 1.6 No child shall be subjected to physical punishment or mental harassment. Whoever contravenes the provisions of Sub-Section (1) shall be liable to disciplinary action under the service rules applicable to such person, as stipulated in sections 17(1) and (2) of The Right of Children to Free and Compulsory Education Act, 2009.

2 Admission to Class XI

- 2.1 Admission to class XI in a school shall be open only to such a student who has:
- (a) Obtained minimum Grade D in at least five subjects of external examination (excluding the 6th additional subject) as per the Scheme of Studies and a Qualifying Certificate/ Grade Sheet cum Certificate of Performance at the Secondary School (Class X) Examination conducted by this Board/ School affiliated to

this Board.

- (b) Has passed an equivalent examination conducted by any other recognised Board of Secondary Education/ Indian University and recognised by this Board as equivalent to its secondary school examination.

Notwithstanding anything contained in the rules above, Chairman shall have the powers to permit admission in Class XI in respect of such students who have opted for not appearing for the Secondary School examination conducted by the Board but changing school after passing the

Secondary School examination conducted by a school affiliated to the Board on grounds of shifting of family from one place to another, transfer of parent(s), for better academic performance or on medical grounds, etc., to avoid undue hardship to the candidate(s).

3. Admission to Class XII

- (i) As the syllabus prescribed at senior level is of two years integrated course, no admission shall be taken in class XII directly. Provided further that admission to Class XII in a school shall be open only to such a student who:
 - (a) has completed a regular course of study for Class XI and has passed class XI examination from an institution affiliated to this Board;
 - (b) has completed a regular course of study of Class XI and has passed class XI examination from an institution affiliated to this Board and migrating from/ within one city/ State to another only on the transfer of the parent(s) or shifting of their families from one place to another, after procuring from the student the mark sheet and the Transfer Certificate ; and
 - (c) has completed a regular course of study for class XI and has passed class XI examination from an institution recognised by / affiliated to any recognised Board in India can be admitted to a school affiliated to this Board only on the transfer of the parent(s) or shifting of their families from one place to another, after procuring from the student the mark sheet and the Transfer Certificate duly countersigned by the Educational Authorities of the Board concerned.

Notwithstanding anything contained in the rules above, Chairman shall have the powers to allow change of school for better academic performance, medical reason, etc., to avoid undue hardship to the candidate(s).

In case of all such admissions the schools would obtain post facto approval of the Board within one month of admission of the student.

- (ii) Notwithstanding anything contained in paragraph 3 (i)- (a, b and c)above, the admission of students passing qualifying examination from an examination body outside India shall be regulated according to the provisions contained in clause 1.2 of this chapter; provided that the condition of completing a regular course of study for class XI is satisfied in cases of admission to Class XII.

4. Admission Procedure

- (a) Admission register in the form prescribed by the State Government concerned/Kendriya Vidyalaya Sangathan/Navodaya Vidyalaya Samiti as the case may be, shall be maintained by the "School" where the name of every student joining "the School" shall be entered.

- (b) Successive numbers must be allotted to students on their admission and each student should retain this number throughout the whole of her career in the school. A student returning to the school after absence of any duration shall resume admission on her original number.
- (c) If a student applying for admission to a school has attended any other school, an authenticated copy of Transfer Certificate in the format given in the Examination Byelaws from her last school must be produced before her name can be entered in the admission Register.
- (d) In no case shall a student be admitted into a class higher than that for which she is entitled according to the Transfer Certificate.
- (e) A student shall not be allowed to migrate from one "School" to another during the session after her name has been sent up for the Senior School Certificate (Class XII) Examination conducted by the Board. This condition may be waived only in special circumstances by the Chairman.
- (f) A student leaving her school at the end of a session or who is permitted to leave her school during the session on account of migration from one city/State to another on the transfer of the parent(s) or shifting of their families from one place to another or parents' request, especially in classes XI/XII, as the case may be, shall on payment of all dues, receive an authenticated copy of the Transfer Certificate up to date. A duplicate copy may be issued if the Head of the School is satisfied that the original is lost but it shall always be so marked.
- (g) In case a student from an institution not affiliated to the Board seeks admission in a school affiliated to the Board, such a student shall produce a Transfer Certificate duly countersigned by an authority as indicated in the format given in Examination Byelaws.
- (h) If the statement made by the parent or guardian of a student or by the student herself, if she was major at the time of her admission to a school, is found to contain any wilful misrepresentation of facts regarding the student's career, the Head of the School may punish her as per provision of the Education Act of the State/ Union Territory or Kendriya Vidyalaya Sangathan/Navodaya Vidyalaya Samiti Rules, as the case may be, respectively and report the matter to the Board.

6. Admission to Examinations

General: Notwithstanding anything contained in these Byelaws, no candidate who has been expelled or is under the punishment of rustication or is debarred for appearing in or taking an examination for any reason whatsoever shall be admitted to the All India/Delhi Senior School Certificate Examinations conducted by the Board.

All India/Delhi Senior School Certificate Examinations:

7. Academic Qualification for Undertaking Examinations:

- 7.1 A candidate for All India/Delhi Senior School Certificate Examination should have obtained/ passed the following at least two years earlier than the year in which she would take Senior School Certificate Examination (Class XII) of the Board:
 - (a)(i) obtained minimum Grade D in at least five subjects(excluding the 6th additional subject) of study under Scholastic area A and a Qualifying Certificate at the Secondary School Examination(Class X) conducted

by the Board at least two years earlier than the year in which she would take Senior School Certificate Examination(Class XII) of the Board, or

- (ii) obtained minimum Grade D in the five subjects(excluding the 6th additional subject) under Scholastic Area A, as well as grades in subjects under Scholastic Area B and in Co- Scholastic areas under the Continuous and Comprehensive Evaluation scheme in the Secondary School examination conducted by the school affiliated to the Board and Grade Sheet cum Certificate of Performance duly signed by the Board, or
- (iii) has passed an equivalent examination conducted by any other recognised Board/ University, or
- (iv) has passed Class XI examination from an institution affiliated to this Board or an institution recognized by / affiliated to any recognized Board in India at least one year earlier than the year in which she would take Senior School Certificate Examination of the Board.

8. Admission to Examinations: Regular Candidates

All India/Delhi Senior School Certificate Examination will be open to such regular candidates who have submitted their duly completed application for admission to the concerned examination, and/or her name in the manner prescribed by the Board, along with the prescribed fee forwarded to the Controller of Examinations by the Head of the School with the following duly certified by such head that she:

- (a) possesses the academic qualifications as laid down in Examination Byelaws;
- (b) has not passed equivalent or higher examination from this Board or equivalent or higher examination of any other Board or University;
- (c) is on the active rolls of the School;
- (d) has completed a "regular course of study" as defined and detailed in Examination Byelaws in a school in the subjects in which she would appear in the Examination;
- (e) bears a good moral character and is of good conduct; and
- (f) satisfies all other provisions applicable to her, of the Examination Byelaws and any other provision made by the Board by governing admission to the examination concerned, if any.

9. Essential Regulations for Affiliated Schools

- (a) It is mandatory upon a school affiliated to the Board to follow the Examination Byelaws of the Board in to.
- (b) No affiliated school shall Endeavour to present the candidates who are not on its roll nor will it present the candidates of its unaffiliated branch/schools to any of the Board's Examinations.
- (c) If the Board has reasons to believe that an affiliated school is not following the sub-section (a) and (b) of this section, the Board will resort to penalties as deemed fit.

10. A Regular Course of Study

- (a) The expression "a regular course of study" referred to in the Byelaw means at least 75% of attendance in the classes held counted from the day of commencing teaching of Class XI/ XII, as the case may be, up to the 1st of the month preceding the month in which the examination of the School / Board commences.

Candidates taking up a subject(s) involving practical examination shall also be required to have put in at least 75% of the total attendance for practical work in the subject in the laboratory. Head of Schools shall not allow a candidate who has offered subject(s) involving practical examination to take the practical examination(s) unless the candidates fulfil the attendance requirements as given in this Rule.

- (b) The expression "a regular course of study" referred to in these Byelaws means at least 60% of attendance in respect of students participating in Sports at National level organized by recognized Federations/ CBSE/School Games Federation of India (SGFI), the Classes held counted from the day of commencing teaching Classes XI/XII, as the case may be upto the 1st of the month preceding the month in which the examination of the School/Board commences. Candidates taking up a subject(s) involving practical examination shall also be required to have put in at least 60% of the total attendance for practical work in the subject in the laboratory. Head of Schools shall not allow a candidate who has offered subject(s) involving practical examination to take the practical examination(s) unless the candidate fulfills the attendance requirements as given in this Rule.
- (c) The candidates who had failed in the same examination in the preceding year and who has re- joined Class XI/XII shall be required to put in 75% of attendance calculated on the possible attendance from the 1st of the month following the publication of the results of that examination
by the School/Board upto the 1st of the month preceding the month in which the examination of the School / Board commences.
- (d) The candidate who had failed in the same examination in the preceding year and who rejoins Classes XI/ XII shall be required to put in 60% of attendance in respect of students participating in Sports at National level organized by recognized Federations/CBSE/SGFI calculated on the possible attendance from the 1st of the month following the publication of the results of that examination by the School/ Board upto the 1st of the month preceding the month in which the examination of the School/Board commences.
- (e) In the case of migration from other institutions, attendance at the school recognised by the Education Department of the State/Union Territory from which the candidate migrates will be taken into account in calculating the required percentage of attendance.

11. Requirement of Attendance in Subjects of Internal Assessment

- (a) No student from a School affiliated to the Board shall be eligible to take the Senior School Certificate Examination conducted by the Board unless she has completed 75% of attendance counted from the opening of class XII upto the first of the month preceding the month in which the examination commences in the internal assessment.
- (b) No student from a School affiliated to the Board shall be eligible to take the Senior School Certificate Examination conducted by the Board unless she has completed 60% of attendance in respect of students participating in Sports at National level organized by recognized Federations/CBSE/SGFI counted from the opening of class XII upto the first of the month preceding the month in which the examination commences in the subjects of internal assessment. Also no student from a School affiliated to the Board shall be eligible to take the Class XI Examination conducted by the School unless she has completed 60% of attendance in respect of students participating in Sports at National level organized by recognized

Federations/CBSE/SGFI in the subjects of internal assessment.

- (c) Exemption from Work Experience/Art Education/Physical and Health Education may be granted to a candidate on medical grounds in respect of Senior School candidates appearing for the Senior School Certificate Examination conducted by the Board provided the application is supported by a certificate given by a registered medical officer of the rank not below that of Assistant Surgeon and forwarded by the Head of the School with her recommendations.
- (d) The Chairman shall have the powers to condone shortage of attendances in subjects of internal assessment in respect of Senior School candidates appearing for the Senior School Certificate Examination conducted by the Board.

12. Rules for Condonation of Shortage of Attendance

- (a) If a candidate's attendance falls short of the prescribed percentage, in case of students appearing for the Secondary and Senior School Certificate Examinations conducted by the Board, the Head of the School may submit her name to the Board provisionally. If the candidate is still short of the required percentage of attendance within three weeks of the commencement of examination, the Head of the School shall report the case to the Regional Officer concerned immediately. If in the opinion of the Head of the School, the candidate deserves special consideration, she may submit her recommendation to the Regional Officer concerned not later than three weeks before the commencement of the examination for condonation of shortage in attendances by the Chairman, CBSE who may issue orders, as he may deem proper. The Head of the School in her letter requesting for condonation of shortage in attendance, should give the maximum possible attendance by a student counted from the day of commencing teaching of Classes X/XII (beginning of the session) up to the 1st of the month preceding the month in which the examination of the Board commences, attendance by the candidate in question during the aforesaid period and the percentage of attendance by such a candidate during the aforesaid period.
- (b) Shortage up to 15% only may be condoned by the Chairman in respect of those students appearing for the Senior School Certificate Examination conducted by the Board. Cases of candidates with attendance below 60% in class XII, appearing for the Board's examinations, shall be considered for condonation of shortage of attendance by the Chairman only in exceptional circumstances created on medical grounds, such as candidate suffering from serious diseases like cancer, AIDS, tuberculosis or similar serious diseases requiring long period of hospitalization.
- (c) The Principal shall refer a case of shortage within the above-prescribed limit of condonation to the Board, either with the recommendations or with valid reasons for not recommending the case.
- (d) The following may be considered valid reasons for recommending the cases of the candidates with attendance less than the prescribed percentage:
 - (i) prolonged illness;
 - (ii) loss of Father/Mother or some other such incident leading to her absence from the school and meriting special considerations;
 - (iii) any other reason of similar serious nature;

- (iv) authorised participation in sponsored tournaments and Sports Meets of not less than inter school level and NCC/NSS Camps including the days of journeys for such participation shall be counted as full attendance; and
- (v) authorised participation in Sports at National level organised by recognized Federation/CBSE/ SGFI.

13. Detaining of Eligible Candidates

In no case the Heads of affiliated schools shall detain eligible candidates from appearing at the examination of the Board.

14. Private Candidates

Definition. Refer Examination Byelaws.

15. Persons eligible to appear as 'Private Candidates' at Delhi Senior School Certificate (Class XII) Examination:

- (i) (a) A candidate who had failed at the Delhi Senior School Certificate Examination of the Board will be eligible to reappear at a subsequent examination as a private candidate in the syllabus and textbooks as prescribed for the examination of the year in which she will reappear.
- (b) Teachers serving in educational institutions affiliated to the Board, who have already qualified/passed, Secondary or an equivalent examination at least two years before taking the Senior School Certificate Examination. Teacher candidates shall submit her application form along with a certificate by Head of the School in which they are serving duly countersigned by the Director of Education, Government of National Capital Territory of Delhi to the Regional Officer, Delhi.
- (c) Women candidates who are bonafide residents of the National Capital Territory of Delhi and have obtained minimum Grade D in at least five subjects(excluding the 6th additional subject) under Scholastic Area A as per the Scheme of Studies, Grades in subjects under Scholastic Area B and in Co-Scholastic Areas under the Continuous and Comprehensive Evaluation scheme in the Secondary School examination conducted by the Board/school affiliated to the Board or an equivalent examination conducted by any recognised Board in India at least two years before appearing at the Senior School Certificate Examination subject to conditions mentioned in Examination Byelaws.
- (d) Physically handicapped students who have obtained minimum Grade D in at least five subjects (excluding the 6th additional subject) under Scholastic Area A as per the Scheme of Studies, Grades in subjects under Scholastic Area B and in Co-Scholastic Areas under the Continuous and Comprehensive Evaluation scheme in the Secondary School examination conducted by the Board/school affiliated to the Board or an equivalent examination conducted by any recognised Board in India at least two years before appearing at the Senior School Certificate Examination on producing reasonable evidence of having deficiency to attend normal institutions for the purpose of studies.
- (e) Regular candidate(s) of the previous year who have completed regular course of Studies and have been allotted roll number for appearing at the examination but could not appear at the Annual Examination due to medical reasons except shortage of attendance as laid down in the Examination Byelaws will also be eligible to reappear at a subsequent examination as a private candidate in the syllabus and text books

as prescribed for the examination of the year in which she will reappear.

- (ii) Women/handicapped private candidates shall be required to satisfy the following additional conditions:
 - (a) that they have privately pursued the prescribed course of studies under proper guidance; and
 - (b) that they are unable to join a Senior Secondary School affiliated to the Board or there are such other reasons compelling them to appear at the examination as a private candidate.

16. Persons eligible to appear as 'Private Candidates' at All India Senior School Examination

- (a) A candidate who had failed at the All India Senior School Certificate Examination of the Board will be eligible to reappear at a subsequent examination as a private candidate in the syllabus and text books as prescribed for the examination of the year in which she will reappear.
- (b) Teachers serving in educational institutions affiliated to the Board, who have already qualified/passed Secondary or an equivalent examination at least two years before taking the Senior School Certificate Examination. Teacher candidates shall submit her application form along with a certificate by Head of the School in which they are serving duly countersigned by the Director of Education of the State/Union Territory concerned in which the teacher is serving to the Regional Office of the Board concerned in which the school is situated.
- (c) Regular candidates (s) of the previous year who have completed regular course of studies and have been allotted roll number for appearing at the examination but could not appear at the Annual Examination due to medical reasons except shortage of attendance as laid down in the Examination Byelaws will also be eligible to reappear at a subsequent examination as a private candidate.

17. Procedures for submission of Applications of Private Candidates at All India/Delhi Senior School Examination

- (i) A private candidate must submit to the Regional Officer of the Board within the prescribed limit an application in the form prescribed together with the prescribed fee for the examination and three copies of passport size photographs duly signed by the candidate and countersigned in the case of teacher by the authorities mentioned in Rule 1.18 (ii) (a) or 1.19 (ii) and in case of others a member of the Governing Body of the Board or Head of a School affiliated to the Board.
- (ii) If the application of a private candidate is received after the prescribed date, she shall pay late fee as prescribed.
- (iii) When a private candidate's application for admission to the examination is rejected, the examination fee including late fee if any, paid by her less INR 10/- or the amount as decided by the Chairman from time to time, will be refunded to her, provided that in the case of candidates whose applications have been rejected on account of the candidate's producing a false certificate or making a false statement in the application, the full amount of fee shall be forfeited.
- (iv) Private candidates shall not be allowed to offer for their examination, a subject (even if the subject is recognised for the examination) which is not being taught in an affiliated school.
- (v) Private candidates shall not be allowed to offer such subjects for the examinations which involve practical work except in case of candidates who had failed earlier and who had put in a regular course of study

at an institution affiliated to the Board in the previous academic year. However, notwithstanding this condition, female candidates may offer Home Science with practical.

- (vi) Those regular candidates who have failed to obtain promotion to class XII of the school affiliated to the Board or any other recognised Board shall not be admitted to the Senior School Certificate Examination of the Board as private candidates.
- (vii) Every year, in the beginning of the session, Head of the Schools shall send to the Regional Officer concerned, a list of female and handicapped students who have been detained in Class XI containing student's name, date of birth, the name of her father or guardian and the place of residence.

18. Rules for Change in Subject

- (i) Change of subject(s) in class XI may be allowed by the Head of the School but not later than 31st October of that academic session.
- (ii) No candidate shall be permitted to change her subject of study after passing Class XI.
- (iii) The candidate shall not offer a subject in Class XII which she has not studied and passed in Class XI.
- (iv) Not with standing anything contained in the rule (ii) and (iii), Chairman shall have the powers to allow a change in subject(s) to avoid undue hardship to the candidate, provided such a request for change is made before 31st August.

19. Submission of Migration Certificate by Private/Teacher Candidates for All India/Delhi Senior School Certificate Examination

The candidates who have passed the Secondary or equivalent examination from other recognised Board/ University shall be required to submit Migration Certificate from the concerned Board/ University along with the examination form. However, in case a Migration Certificate is not received fifteen days before the commencement of the examination, the candidature of the candidate shall be cancelled and the admit card for appearance at the examination shall not be issued to her by the Board.

20. Guidelines regarding differently abled candidates for the conduct of Assessments (Examination)

In accordance with the Government of India, Ministry of Social Justice and Empowerment Department of Disability guidelines vide OM F. No. 16-110/2003-DD.III dated 26.02.2013 the schools are instructed to abide by the following guidelines regarding differently abled candidates during the conduct of CBSE Examination:-

- 1. The differently abled candidates may be given compensatory time of 50 minutes in each paper of CBSE Examination for differently abled candidates who are making use of scribe/amanuensis. All the candidates with disability not availing the facility of scribe may also be allowed compensatory time of 50 minutes.
- 2. The facility of scribe/amanuensis may be allowed to any person who has disability of 40% or more if so desired by the person.
- 3. The candidate shall have the discretion of opting for his/her own scribe and shall have the flexibility in accommodating change in scribe in case of emergency. Candidate shall also have the option of meeting the scribe a day before the examination. The Centre Superintendent of the examination centre concerned shall forward to the Regional Officer concerned of the Board, a report of the giving full particulars of the

candidate and that of the Scribe.

4. A person to be appointed as scribe should not have obtained his/her qualifications in the same subject(s) in which the candidate shall be appearing for the examination.*
5. Proper seating arrangement preferably at ground floor should be made prior to the commencement of Examination to avoid confusion.
6. The time of giving the question paper, should be marked accurately and timely supply of question paper meant for visually impaired candidates, should be ensured.
7. There should also be flexibility in accommodating any change in scribe/reader/lab assistant in case of emergency. The candidates should also be allowed to take more than one scribe/reader for writing different papers especially for language.
8. In addition to this, the near relatives of the candidate may be permitted to be present in the examination hall only for the purpose of motivation and support to the candidate.

**Amended as per the Notification No COORD/EC-21.2 and 30.7/2014 dated March 03,2015*

2. SCHEME OF EXAMINATIONS AND PASS CRITERIA

2.1 General Conditions

- (i) The Scheme of Examinations and Pass Criteria for All India/Delhi Senior School Certificate Examination conducted by the Board shall be as laid down from time to time.
- (ii) Class XI examination shall be conducted by the schools themselves.
- (iii) The Board will conduct the external examinations at the end of Class XII.
- (iv) Class XII examination will be based on the syllabi as prescribed by the Board for Class XII from time to time.
- (v) Number of papers, duration of examination and marks for each subject/paper will be as specified in the curriculum for the year.
- (vi) The examination would be conducted in theory as well as in practical examination, depending upon the nature of the subject(s) and the marks/grades allotted shall be as prescribed in the curriculum.
- (vii) Marks/grades shall be awarded for individual subjects and the aggregate marks shall not be given.

2.2 Grading

- (i) Assessment of theory/practical papers in external subjects shall be in numerical scores. In addition to numerical scores, the Board shall indicate grades in the mark sheets issued to the candidates in case of subjects of external examinations. In case of internal assessment subjects, only grades shall be shown.
- (ii) Letter grades on a nine-point scale shall be used.
- (iii) The grades shall be derived from scores in case of subjects of external examination. In case of subjects of internal assessment, the schools shall award these grades.
- (iv) The qualifying marks in each subject of external examination shall be 33%. However, in a subject involving practical work, a candidate must obtain 33% marks in the theory and 33% marks in the practical separately in addition to 33% marks in aggregate, in order to qualify in that subject.
- (v) For awarding the grades, the Board shall put all the passed students in a rank order and will award grades as follows:

A-1 Top 1/8th of the passed candidates

A-2 Next 1/8th of the passed candidates

B-1 Next 1/8th of the passed candidates

B-2 Next 1/8th of the passed candidates

C-1 Next 1/8th of the passed candidates

C-2 Next 1/8th of the passed candidates

D-1 Next 1/8th of the passed candidates

D-2 Next 1/8th of the passed candidates

E Failed candidates

NOTES:

- (a) Minor variation in proportion of candidates to adjust ties will be made.
- (b) In case of a tie, all the students getting the same score will get the same grade. If the number of students at a score point needs to be divided into two segments, the smaller segment will go with the larger.
- (c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- (d) In respect of subjects where total number of candidates passing in a subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.
- (e) Syllabi along with the names of the prescribed textbooks in the following languages are printed separately in Vol. II of the Senior School Curriculum.

Arabic, Assamese, Bahasa Malaysia, Bangla, Bhutiya, Bodo, French, German, Gujrati, Japanese, Kannada, Kashmiri, Lepcha, Limboo, Malayalam, Manipuri, Marathi, Mizo, Nepalese, Oriya, Persian, Punjabi, Russian, Sanskrit, Sindhi, Spanish, Tamil, Tangkhul, Telugu, Thai, Tibetan, Urdu.

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.

2.3 Merit Certificates

- (a) The Board will award Merit Certificates in each subject to the top 0.1% of candidates passing that subject, provided that they have passed the examination as per the pass criteria of the Board at the Senior School Certificate Examination.
- (b) The number of merit certificates in a subject will be determined by rounding off the number of candidates passing the subject to the nearest multiple of thousand. If the number of candidates passing a subject is less than 500, no merit certificate will be issued.
- (c) In the matter of a tie, if one student gets a merit certificate, all candidates getting that score will get the merit certificate.

2.4 Scheme of Examination

- (a) The Board shall conduct examination in all subjects except General Studies, Work Experience, Physical and Health Education, which will be assessed internally by the schools.
- (b) In all subjects examined by the Board, a student will be given one paper each carrying 100 marks for 3 hours. However, in subjects requiring practical examination, there will be a theory paper and practical examinations as required in the syllabi and courses.

- (c) In Work Experience, General Studies, and Physical and Health Education, the Schools will maintain cumulative records of student's periodical achievements and progress during the year. These records are subject to the scrutiny of the Board as and when deemed fit.
- (d) A candidate from a recognised school who has some physical deformity or is otherwise unable to take part in Work Experience and Physical and Health Education, may be granted exemption by the Chairman on the recommendation of the Head of the School, supported by the medical certificate from a Medical Officer of the rank not below an Assistant Surgeon.
- (e) Private/Patrachar Vidyalaya and candidates sponsored by Adult School shall be exempted from Work Experience, General Studies and Physical and Health Education.
- (f) A candidate may offer an additional subject which can be either a language at elective level or another elective subject as prescribed in the Scheme of Studies, subject to the conditions laid down in the Pass Criteria.

2.5 Pass Criteria

- (a) A candidate will be eligible to get the pass certificate of the Board, if she gets a grade higher than 'E' in all subjects of internal assessment unless she is exempted. Failing this, result of the external examination will be withheld but not for a period of more than one year.
- (b) In order to be declared as having passed the examination, a candidate shall obtain a grade higher than E (i.e., at least 33% marks) in all the five subjects of external examination in the main or at the end of the compartmental examination. The pass marks in each subject of external examination shall be 33%. In case of a subject involving practical work a candidate must obtain 33% marks in theory and 33% marks in practical separately in addition to 33% marks in aggregate in order to qualify in that subject.
- (c) No overall division/distinction/aggregate shall be awarded.
- (d) In respect of a candidate offering an additional subject, the following norms shall be applied:
 - (i) A language offered as an additional subject may replace a language in the event of a candidate failing in the same provided after replacement the candidate has English/ Hindi as one of the languages.
 - (ii) An elective subject offered as an additional subject may replace one of the elective subjects offered by the candidate. It may also replace a language provided after replacement the candidate has English/ Hindi as one of the languages.
 - (iii) Additional language offered at elective level may replace an elective subject provided after replacement, the number of languages offered shall not exceed two.
- (e) Candidates exempted from one or more subjects of internal examination shall be eligible for appearing in external examination and result shall be declared subject to fulfilment of other conditions laid down in the Pass Criteria.
- (f) In order to be declared as having passed the Class XI Examination, a candidate shall obtain 33% marks in all the subjects. The pass marks in each subject of examination shall be 33%. In case of subject involving practical work a candidate must obtain 33% marks in theory and 33% in practical separately in addition to 33% marks in aggregate in order to qualify in that subject.

2.6 Eligibility for Compartment Examination

A candidate failing in one of the five subjects of external examination shall be placed in compartment in that subject provided she qualifies in all the subjects of internal assessment.

2.7 Compartment Examination

- (a) A candidate placed in compartment examination may reappear at the compartmental examination to be held in July the same year, may avail herself of second chance in March/April and third chance in July of next year. The candidate will be declared 'PASS' provided she qualifies the compartmental subjects in which she had failed. Syllabi and Courses shall be the same as applicable for the candidates of full subjects appearing at the examination in the year concerned.
- (b) A candidate who fails to appear or fails at one or all the chances of compartment examination shall be treated to have failed in the examination and shall be required to reappear in all the subjects at the subsequent annual examination of the Board as per syllabi and courses laid down for the examination concerned in order to pass the examination. The candidates' practical marks/internal assessment marks obtained in the Main examination will be carried over till the third chance compartmental examination. The candidate shall have the option to appear at the practical examination in the subjects involving practical or retain their previous marks in one more annual examination after the third chance compartment.
- (c) A candidate placed in compartment shall be allowed to appear at the subsequent three chances of Compartment only in those subjects in which she has been placed in compartment.
- (d) For subjects involving practical work, in case the candidate has passed in practical at the main examination she shall appear only in theory part and previous practical marks will be carried forward and accounted for. In case a candidate has not qualified/failed in practical/internal assessment she shall have to appear in theory and practical/internal assessment both irrespective of the fact that she has already qualified/cleared the theory examination.

2.8 Retention of Practical Marks in Respect of Failure Candidates

- (a) A candidate who has failed at the Senior School Certificate Examination in the first attempt shall be required to re-appear in all the subjects at the subsequent annual examination of the Board. She shall appear only in theory part and her previous practical marks will be carried forward and accounted for if she has passed in practical. In case a candidate has failed in practical she shall have to appear in theory and practical both. If she fails to pass the examination in two consecutive years, after the first attempt, she shall have to reappear in all the subjects including practical.

2.9 Additional Subject(s)

- (a) A candidate who has passed the Senior School Certificate Examination of the Board may offer an additional subject as a private candidate provided the additional subject is provided in the Scheme of Studies and is offered within six years of passing the examination of the Board. No exemption from time limit will be given after six years. Facility to appear in additional subject will be available at the annual examination only.

- (b) However, candidates appearing in six subjects at the Senior School Certificate Examination having been declared 'Pass' by virtue of securing pass marks in five subjects, without replacement, may reappear in the failing sixth additional subject at the Compartment Examination to be held in July the same year, provided she had appeared at the examination held in March in the said additional subject.

2.10 Improvement of Performance

- (a) A candidate who has passed an examination of the Board may reappear for improvement of performance in one or more subjects in the succeeding year only; however, a candidate who has passed an examination of the Board under Vocational Scheme may reappear for improvement of performance in the main examination in the succeeding year or the following year provided they have not pursued higher studies in the mean time. They will appear as private candidates. Those reappearing for the whole examination may, however, appear as regular candidates also if admitted by the school as regular students. The candidate (s) appearing for improvement of performance can appear in the subject (s) only in which they have appeared for the Examination.
- (b) For subjects involving practical work, in case the candidate has passed in practical at the main examination, she shall be allowed to appear in theory part only and marks in practical obtained at the main examination shall be carried forward and accounted for. In case a candidate has failed in practical, she shall have to appear in theory and practical both irrespective of the fact that she has already cleared the theory examination.
- (c) Candidates who appear for Improvement of Performance will be issued only Statement of Marks reflecting the marks of the improvement examination.
- (d) A candidate appearing for Improvement of Performance in one or more subjects cannot appear for additional subject simultaneously.
- (e) Candidates appearing in six subjects at the Senior School Certificate Examination having been declared 'Pass' by virtue of securing pass marks in five subjects as per Rule 2.2 (iv) may appear in the failing main subject at the Compartment Examination to be held in July the same year provided she had appeared at the Examination held in March in the said subject.

Examination Byelaws

Rest of conditions for appearing in the examination shall be as laid down in the Examination Byelaws of the Board from time to time.

3. SCHEME OF STUDIES

3.1 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, Portuguese, 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, Economics, Political Science, History, Geography, Business Studies, Accountancy, Home Science, Fine Arts, Agriculture, Computer Science/ Informatics Practices, Multimedia and Web Technology, Sociology, Psychology, Philosophy, Physical Education, Music and Dance, Entrepreneurship, Fashion Studies, Creative Writing and Translation Studies, Heritage Crafts, Graphic Design, Mass Media Studies and Knowledge Traditions and Practices of India, Legal Studies, Human Rights and Gender Studies and National Cadet Corps. (In this regard please also refer to notes under 3.2.1. and 3.2.2 below).

Note: 1. The 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.

3.2 List of Vocational Courses

LIST OF SINGLE PAPER VOCATIONAL ELECTIVES	
604	OFFICE PROCEDURES & PRACTICES
605	SECRETARIAL PRACTICE & ACCOUNTING
606	OFFICE COMMUNICATION
607	TYPOGRAPHY & COMPUTER APPLICATION (ENGLISH)
609	TYPOGRAPHY & COMPUTER APPLICATION (HINDI)
625	APPLIED PHYSICS
740	GEOSPATIAL TECHNOLOGY
743	RETAIL OPERATIONS
746	HOLISTIC HEALTH
755	FOUNDRY TECHNOLOGY
756	TOURISM RESOURCES IN INDIA
766	BUSINESS OPERATION & ADMINISTRATION
772	DESIGN & INNOVATION
776	GARMENT CONSTRUCTION
777	ELEMENTS OF TEXTILE DESIGN
780	FINANCIAL ACCOUNTING
782	TAXATION
783	MARKETING
784	SALESMANSHIP
785	BANKING
786	INSURANCE
789	BASIC ELECTRONICS
793	FOUNDATION OF FINANCIAL MARKET
800	SECURITY

LIST OF TWO PAPER VOCATIONAL COURSE		
787	788	Electrical Technology
789	790	Electronics Technology
795	796	IT Application
749	750	Transport Systems and Logistic Management
770	771	Beauty Services
745	746	Health and Beauty Studies
741	742	Medical Diagnostics
738	739	Mass Media Studies & Mass Media Production
768	769	Music Technical Production
758	759	Dairy Husbandry
760	761	Dairy Technology
751	752	Bakery and Confectionery
734	735	Food Production

736	737	Food & Beverage Services
753	754	Front Office Operations
756	757	Travel and Tourism
785	786	Banking & Insurance
747	748	Library and Information Sciences
783	784	Marketing & Salesmanship
743	744	Retail
762	763,764,765(ANY ONE)	Horticulture
604	605 OR 609(OPTIONAL 605,606)	Office Secretaryship
627	628(OPTIONAL 622)	Automobile Technology
632	633(OPTIONAL 622)	Air Conditioning and Refrigeration Technology
797	798(OPTIONAL 799)	Civil Engineering
731	732(OPTIONAL 730)	Health Care Science
660	661(OPTIONAL 662)	Medical Laboratory Technology
657	658(OPTIONAL 659)	Ophthalmic Techniques
666	667(OPTIONAL 668)	X-Ray Technician
775	776(OPTIONAL 774)	Fashion Design & Garment Technology
777	Any one of 778 or 779	Textile Design
716	717(OPTIONAL 718)	Poultry Farming
781	782(OPTIONAL 780)	Accountancy & Taxation
793	794(OPTIONAL 780)	Financial Market Management
607	608(OPTIONAL 604)	Stenography & Computer Application (ENGLISH)
609	610(OPTIONAL 604)	Stenography & Computer Application (HINDI)

LIST OF THREE PAPER VOCATIONAL COURSE			
731	732	733	Auxiliary Nursing & Midwifery

These courses/electives can be offered along with Business Studies, Accountancy and other subject to the following stipulations:

- (i) These courses cannot be combined with the electives related to similar disciplines under the academic subjects in order to avoid duplication, e.g., Store Accounting (code no. 618) cannot be combined with Accountancy (code no. 055).
- (ii) If Stenography in Hindi or English is offered, it is obligatory to offer Hindi Typewriting or English Typewriting respectively as the case may be to make the combinations more meaningful. English Stenography, however, cannot be combined with Hindi Typewriting or corollary Hindi Stenography with English Typewriting.
- (iii) For detailed information, kindly see the curriculum of vocational courses

3.3 Time Table and Work-distribution Norms Classes XI and XII

1. The teacher student ratio 1:30 as per the affiliation Bye-Laws of the Board should be maintained.
2. Every teacher shall devote in a year not less than 1200 hours to the teaching and planning, out of which

not more than 200 hours may be required to be devoted for remedial teaching and attention to weak and gifted students before or after the school hours. Provided that if any teacher is required to devote more than 1200 hours to the teaching and planning, extra remuneration shall be paid to her at such rate as may be determined, by the managing committee, for every hour in excess of 1200 hours devoted by her to the teaching and planning.

3. All teachers are required to teach for a minimum of 30 periods per week with remaining periods to be used for planning and preparation of the lessons and activities.
4. 08 periods Time Table may be followed in schools with 45 minutes duration in the 1st and 5th periods and 40 minutes duration for the remaining periods.

Instructional time for classes XI and XII

(For three electives having practical classes)

S. No.	Subject	Number of periods (Theory)	Number of periods (Practical)	Total
1	Language-I	6	-	6
2	Language-II/ Elective-I	6	-	6
3	Elective-II	5	4	9
4	Elective-III	5	4	9
5	Elective-IV	5	4	9
6	Work Education	-	1	1
7	General Studies/ General Foundation Course (GFC)	2	-	2
8	Physical and Health Education	-	2	2
9	Co-Curricular Activities	-	1	1
10	Life Skills*	-	1	1
11	Values Education and Gender Sensitivity*	-	1	1
12	Library	-	1	1
		Total		48

Instructional time for classes XI and XII

(For electives without practical classes)

S. No.	Subject	Number of periods (Theory)	Number of periods (Practical)	Total
1	Language-I	6	-	6
2	Language-II/ Elective-I	6	-	6
3	Elective-II	8	-	8
4	Elective-III	8	-	8
5	Elective-IV	8	-	8
6	Work Education	-	2	2
7	General Studies/ General Foundation Course (GFC)	2	-	2
8	Physical and Health Education	-	3	3

9	Co-Curricular Activities	-	2	2
10	Life Skills*	-	1	1
11	Values Education and Gender Sensitivity*	-	1	1
12	Library	-	1	1
		Total		48

Schools are expected to give adequate time for Community Service outside the school hours, the minimum being equivalent of two periods a week. A minimum of 30 weeks of teaching time will be available in each academic session for actual instructional transaction. The above distribution of periods over subjects is prescriptive in character. A school, keeping the overall number of periods in each subject/area the same, may assign more or less number of periods to individual sub-subjects according to their relative importance, if thought necessary.

****Life Skills, Values Education and Gender Sensitivity may be done as a part of reading learning across subjects as well through age- appropriate activities given in the Teachers' Manuals and Activity Cards brought out by the Board.***

3.4 Medium of Instruction

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

3.5 Special Adult Literacy Drive (SALD)

In pursuance of the objects of the National Literacy Mission, Government of India, a Special Adult Literacy Programme has been taken up by Board from the academic session 1991- 92 beginning with classes IX and XI as a special measure to help remove illiteracy, through massive involvement of students. This has been termed as SALD. The Adult Literacy Drive has been made an essential component of Work Experience. Since this activity has to be taken up by all the schools on a compulsory basis, their attention is invited, among other things, to clauses 2 and 3 of the Framework.