

BHARTIYA SHIKSHA BOARD



SENIOR SCHOOL (CLASS XII) SCHEME OF STUDY 2026 – 27



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PREFACE

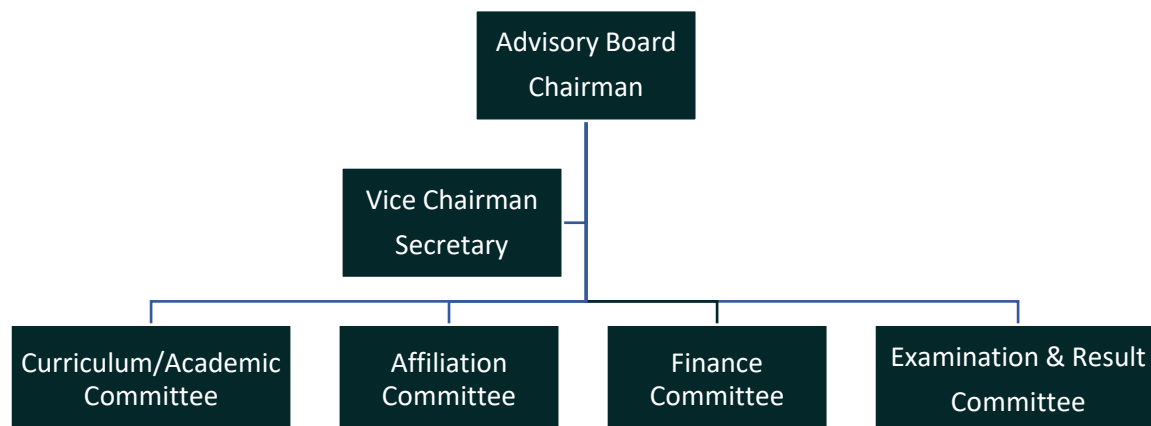
Bhartiya Shiksha Board endeavours to provide impetus to school education so that the students grow as self-learners, global citizens with empathy for all living beings and environment, critical and analytical thinkers with a sense of wonder and curiosity and have respect for our ancient culture and heritage and acquire ability to apply knowledge & skills for problem solving in the real life contexts. For achieving these goals, Bhartiya Shiksha Board has evolved partnership with all the stakeholders namely schools, students, parents & society, teachers and academic fraternity. Drawing the best from the modern education philosophies and Indian practices like Guru - Shishya Parampara, the class rooms in the schools would be nurturing children for enquiry-based learning with a child centric approach focused on his/her all round development. Such teaching-learning environment will be achieved by supporting teachers and school community through teacher's professional development programmes, innovative child centric curriculum embodying experiential learning with scope for exploration & creative expression.

Pupil assessment will be planned and implemented in such a way that it helps the assessor to discover what the children know and have learnt and will provide the information about what is yet to be learnt so that strategies could be planned to further improve teaching-learning process. Bhartiya Shiksha Board will focus on competency based assessment. The Board shall have an assessment system which would be humane and non-intimidating. The Board through its curriculum, shall nurture the school environment with Indian values and culture and also provide freedom to learners to learn at their own pace, without any stress.

PREAMBLE

In March 2019, the Government of India, through MSRVVP (Maharishi Sandeepani Rashtriya Ved Vidya Pratishthan), vested the responsibility of establishing and managing the Bhartiya Shiksha Board in Patanjali Yogpeeth Trust.

Organogram of Bhartiya Shiksha Board (BSB)



Objectives of Bhartiya Shiksha Board (BSB)

Bhartiya Shiksha Board (BSB) has framed all its policies and curriculum keeping in view the National Education Policy 2020 and National Curriculum Framework 2023 with the aim of providing quality education to the learners and;

1. nurture the feeling of world fraternity, self- independence, oneness, coordination, world peace, world health, the welfare of all mankind, world unity, inner joy, happiness etc.
2. enable them to lead a prosperous and successful life of balance between material development and spirituality so that they may continuously march ahead with an all-round development with modern outlook.
3. instil in them fundamental universally accepted scientific and moral values of human life enshrined in all sects and religions so that the students are free from jealousy and envy, malice and hatred towards any sect or community and show tolerance and respect for all.
4. induce pragmatic capabilities and competencies so that they may translate their knowledge of art, science, research and techniques into prosperity while conducting themselves before others with human morals and spiritual values. Skill development and entrepreneurship will be developed by imparting the best modern education blended with Vedic and Spiritual Education with a view to making them responsible, productive, self-dependent citizens and noble human beings.
5. cultivate among learners the deep-rooted self-pride and love for our country by making them aware of the rich Bharatiya culture and heritage.
6. develop them as well-cultured citizens with self-control and good conduct by providing the holistic education to keep their body-mind-intellect-spirit wholesome.
7. prepare them to be dynamic citizens of the world capable of facing challenges and resolving conflicts.

Functions of Bhartiya Shiksha Board (BSB):

- (i) To prepare the Affiliation Bye-laws for schools and Gurukuls willing to be affiliated to Bhartiya Shiksha Board (BSB).
- (ii) To prepare the Examination Bye-laws, policies and scheme of examination and grant certificate of qualification to the eligible candidates.
- (iii) To promote competency-based assessment instead of rote memory-based assessment.
- (iv) To devise and implement special programs to nurture child prodigies and take care of their needs through GEP (Gifted Education Program).
- (v) To design and implement individualized support programs to take care of academic needs of children requiring handholding through REP (Remedial Education Program).
- (vi) To design and implement programs to enhance the physical and emotional strengths of the children through Self-development program.
- (vii) To design and implement programs to make children understand social fabric, issues of concerns, sense of responsibility and enhance their ability to address problems through SEP (Social education program).
- (viii) To design and implement programs to enhance the understanding of cultures and traditions of India and inculcate the feeling of National pride, self-reliance, brotherhood and national unity through cultural education program (CEP).
- (ix) To expose them to Indian knowledge systems and contribution of Indian scholars like Panini, Sushruta, Charaka, Patanjali, Kanada, Aryabhatta, Bhaskaracharya, Varahmihira, Madhavacharya, Baudhayana, Brahmagupta, Nagarjun, Kautilya etc, in the fields of Astronomy, Mathematics, Medicine, Surgery, Metallurgy, Civil engineering, Architecture, Ship building, Navigation, Yoga, Fine Arts Economics etc.
- (x) To develop soft skills of cultural awareness, empathy, perseverance and grit, teamwork, leadership, communication, higher order thinking skill like critical thinking and problem solving along with other cognitive skills.
- (xi) To re-establish and cultivate the Indian legacy of opening new priorities of knowledge through the processes of learning i.e. shravana (hearing), manana (thinking) and nidhidhyanasana (meditating and reflecting) in order to produce creative and innovative thinkers.
- (xii) To develop pedagogical framework to make learning experience exploratory, experiential and joyful. Project based learning with interdisciplinary and multidisciplinary integrated approach will be used for curriculum transaction.
- (xiii) To develop culture of practising Yoga, Yajna, Agricultural activities and gaining knowledge of Ayurveda as part of daily routine of school and home.
- (xiv) To develop love for learning Sanskrit (being the mother of all languages and treasure of Indian knowledge) at an early age and Veda through Gurukulas/schools and Guru shishaya Parampara.

Teacher Support Program

Bhartiya Shiksha Board (BSB) believes that teacher is the soul of any educational system. To uplift the morale and spirit of teachers is the core responsibility of the Board. Bhartiya Shiksha Board (BSB) has exhaustive plans for capacity building of teachers and re-establishing their status in society. All teachers will undergo the

training before they start teaching regularly in the classrooms. Teacher support and capacity building programs will be undertaken to;

1. develop professional competencies focusing on subject enrichment, innovative pedagogies and assessment techniques.
2. raise the competence of teachers through regular mentoring programs, open discussion forums, webinars and interactive portals.
3. enable teachers to teach effectively through online and offline mode.
4. encourage teachers to translate the existing content knowledge into local or regional languages so that accessibility and affordability of knowledge can be scaled up.

Publications:

Bhartiya Shiksha Board (BSB) will have its publications to attain educational excellence and give opportunity of expression to all faculty members and students. They will be able to get their research papers, case studies, articles, views etc. published in Bhartiya Shiksha Board (BSB)'s journals.

Bhartiya Shiksha Board aspires to prepare morally, culturally, intellectually and socially aware human beings with open heart and mind to accept and grasp noble thoughts from all quarters. They will be able to work with a purpose on this earth and respect others' existence at equal footing with a mind-set to serve for the well-being of all animate and inanimate entities. Conclusively, Bhartiya Shiksha Board (BSB) intends to develop systems based on the following two philosophical foundations:

आ नो भद्राः क्रतवो यन्तु विश्वतः /
*"Let noble thoughts come to us from all
 directions"*
 सर्वे भवन्तु सुखिनः सर्वे सन्तु निरामयाः /
 सर्वे भद्राणि पश्यन्तु मा कश्चिद् दुःखभाग् भवेत् //
*"May all be happy
 May all be free from illness
 May all see what is auspicious
 May no one suffer"*
Om Shanti, Shanti, Shanti.

Education: Worldview, Approach and Action

Introduction

Indian seers (Rishis) and educationists accepted happiness as the final goal of life. There are two layers of happiness – happiness based on sense-object relationship, worldly achievement or limited experience and happiness based on Self-realization. The latter has been accepted as the state of ultimate happiness.

(Yadalpam tanmartyam | Yo vai bhuma tatsukham | Chandogya Upanishad 7.23.1)

For former, Indian Acharyas such as Bodhayana, Bharadwaja, Lagadha, Dhanvantari, Sushruta, Charaka, Kanada, Kautilya, Aryabhatta, Varahamihira etc. made conscious effort for long that led discoveries in the area of Mathematics, Health, Astronomy, Earth Science and Aeronautics. Upanishadic seers and subsequent Acharyas enquired and searched the source of happiness that led to the discovery of discoverer (atmasakshatkara or self-realization). Attaining happiness - worldly (abhyudaya-janya or dharma-arthakama-janya) and transcendental (nihshreyasa) has been the integral part of education in Indian knowledge tradition. Upanishads say:

***Dve vidye veditavye iti ha sma yad brahmavidovadanti para chaivapara cha |
(Mundakopanishad 1.1.4)***

***Vidyam chavidyam cha yastadvedobhaya saha |
Avidyaya mritum tirtva vidyayamritamashnute || Ishavasyopanishad 11***

(There are two layers of knowledge – para or vidya (intuitive or transcendental) and apara or avidya (worldly or rational))

Both of the discoveries are connected to the welfare of humanity world around. The statement of Sri Aurobindo is worth-mentioning:

The Indian mind used time and space to map out the celestial phenomena. It analysed the constitution of matter and understood the nature of spirit. It made advances and developed insights about human life and its purpose through divergent fields of study.

(The Foundations of Indian Culture, Complete Works Vol.14)

Conclusively, the holistic understanding of reality and its application to daily life is the core of Indian education that prompts one to establish sustainable society.

The Present Situation

21st Century India is witnessing different scenario. The fragmented worldview and pursuit of material things has become the central goal of life and causing ill-health, insecurity, unhappiness, frustration, socio-emotional deficiency, suicidal tendencies, gender abuse etc. among youth. These negative feelings have threatened the cherished human goal of happiness, fullness and liberation.

It is a right time to look into and revive our time-tested holistic knowledge tradition for eradicating negativity and realizing happiness once again. Upanishad says:

Anandam brahmano vidvan na bibhethi kadachana. (Taaittiriya Upanishad 2.4.1)

The Need

The need of the hour is to revive and implement holistic knowledge systems for integral development and true happiness. Svadharma, the crux of Indian ethics and morality, should be given due importance. We have to admit and own up the model of self-development and ethical quotient in our present outlook to life and personality. This shift from existing fragmented mindset would lead us

and particularly youth to establish Atmanirbhara and Shaktishali Bharata that accept whole universe as her family and devotes herself to the welfare for everyone:

Yatra vishvam bhavatyekanidam / Yajurveda 32.8
Sarve bhavantu sukhinah sarve santu niramaya /
Sarve bhadrani pashyantu ma kashchidduhkhabhag bhavet //

Possible Solution

The possible solution is to develop a model to amalgamate rationality and intuition, expansion and conservation, competition and cooperation, quality and quantity, reductionism and holistic, linear and nonlinear for balanced human personality, sustainable development and happier world. We have to develop a culture where togetherness prevails, self-less duty matters, group decision works and consciousness breaks material boundaries:

Sangachchhadhvam samvadadhvam samvomanasi jantam / Rigveda 10..91.2

Rationale

Taking stock of the present imbalances world over and assessing our resources and their utilization by the industrious government we have to train our youth to fulfil their need by taking minimum from nature and serving maximum to others. Indian knowledge strengthens one for sacrifice not for acquiring power to dominate over others. The key of this philosophy lies in realizing the unifying essence of everything. In the words of Sri Aurobindo:

India is eternal, she has not yet spoken her last creative word, she lives and has still something to do for herself and the human race. (Vol.14)

Vision

Our vision is to make our youth realize their universal nature. They are not mere material coverings (annamaya, pranamaya, manomaya, vijnanamaya and anandamaya koshas) but essence and sustainers of those coverings. They have to take care of former, but realise latter as unifying principle. That will prompt them to know the fabric of Indian society 'Unity in diversity'. Moreover, this universal vision is to be spread every corner of this globe so that people be aware of reality and get ready to lead their life on the basis of need, not greed:

Ishavasyamidam sarvam yatkincha jagatyam jagat /
Tena tyaktena bhunjithah ma gridhah kasyasviddhanam //
(Ishavasyopanishad 1)

Mission

Our mission is to

- i. Prepare intellectually responsive, culturally sensible, socially inclusive and spiritually elevated human beings.
- ii. Nurture uniqueness through curiosity, imagination, creativity and originality as spark of the divine source.
- iii. Evolve sustained ownership and entrepreneurial skills for achieving well-being of oneself and significant for others as a society, nation and beings.
- iv. Develop insights in learners, both teacher and taught, for deeper understanding of truth of their self and area of study to evolve as global residents.

Iha chedavedidatha satyamasti na chedihavedinmahati vinashti /
Bhuteshu bhuteshu vichintya dhirah pretyasmallokadamrita bhavanti //
Kenopanishad 2.5

In Retrospect, Presenting the Past for Future

A systematic study of the foundation of Indian world view, indigenous practices, priorities, nature of human personality, the world and its abiding relationship to the consciousness would be profitable to situate the concerns of our present engagement. In other words, universal knowledge of past, planning and action in present and shaping the goal of future will lead India to the state of vishvagurutva.

Instrumentality of Education

In the words of Vidya Niwas Mishra, “Education has been concerned as instrumental to connect man to his integral future, to his integral possibilities and to the knowledge pool of an integral nation.” (Adhyapana: Bharatiya Drishti, 1998). Education is a noble means to awaken the true character of human nature to pursue learning with humility and to liberate one from limitations of thought, feeling and action. Education leads one to achieve worldly and transcendental happiness. The traditional saying maps this thought:

*Vidya dadati vinayam vinayat yati patratam |
Patratvat dhanamapnoti dhanat dharmah tatah sukham ||
And
Sa vidya ya vimuktaye | Vishnu Purana 1.19.41*

The Vedic method of education lies in shravana (listening with focused mind), manana (analysing constantly on the received information through shravana) and nididhyasana (execution of intellect on decided goal). The internationally accepted LSRW (Listening, Speaking, Reading and writing skill) is nothing but paraphrasing of same.

The culmination of education manifests itself into leading one from the state of changing (material achievement) to non-changing (transcendental fulfilment), ignorance to knowledge and mortality to immortality:

*Asato ma sad gamaya tamaso ma jyotirgamaya mrityorma amritam gamaya |
(Brihadaranyaka Upanishad 1.3.28)*

Disposition of the Mind and Rationality

Indian tradition always welcomes rational mind and noble thought:

Tanstarken yojayet (Upanishad)

By applying reasoning one can understand the truth.

Vedic Rishi proclaims:

A no bhadrah kratavo yantu vishvatah | (Rigveda 1.89.1)

Let the noble thought come from all corners of existence.

A sharp mind equipped with the experience of predecessor can achieve the goal very soon. This is the scientific method developed by tradition and applied by scientific world:

Acharyavan purusho veda | (Chandogyopanishad 6.14,2)

(A sharp and rational mind with the help of experienced Acharya can know the truth)

Environment

a. Natural and Educational

Vedic Rishis acknowledged the role of basic natural elements as Prithivi, Jala, Agni, Vayu and Akasha for the survival of one's life. They go to even that extent where above elements are declared as the manifestations of Atma itself:

*Tasmadva etasmat atmanah akashah sambhutah akashadvayuh vayoragnih agnerapah adbhyah
prithivi prithivayah oshadhayah oshadhibhyonnam annatpurushah | Taittiriya Upanishad 2.1*

Atharvaveda says:

Mata bhumih putroham prithivyah | Atharvaveda 12.12

Earth is our mother and we are her offspring.

This identical bond with environment and nature prompts Indians to take care of nature. According to Arne Naess, a deep ecologist, the above-mentioned understanding that nature is our extension can save environment and us. Environment is also seen as an effective source of all learning. Education, therefore, should be environment friendly.

b. Learning Environment

An educational institute should have such a learning environment where students can spend time with his/her Acharya to learn from his experience and ask any question without the fear of being ridiculed. Bharatiya Gurukula, since time immemorial, has been educating students and will be educating in future too with above philosophical foundation:

Saha navavatu / saha hau bhunaktu / saha viryam karavavahai / tejasvi navadhitamastu / ma

visvishavahai / Om Shantih Shantih Shantih /

Kathopanishad Shantipatha

PRINCIPLES OF CURRICULUM: PHILOSOPHICAL PERSPECTIVE

Vision: Paradigm Shift: From Construction of Knowledge to Building a Culture of सर्वेभवन्तु सुखिनः

The Ultimate aim of education of man, is to aspire and work for the well-being of all Existence, a thought which is well enunciated in The Vedic prayer (for peace sited here)

सर्वेभवन्तु सुखिनः सर्वे सन्तु निरामयाः ।

सर्वेभद्राणि पश्यन्तु मा कश्चिद् दुःखभाग भवेत् ॥

“May all be happy

May all be free from illness

May all see what is auspicious

May no one suffer”.

The inclusive invocation seeks to see all beings free from suffering and illness; blessed with joy and happiness, envisioning what is auspicious & dwelling in peace. To envision what is auspicious, is also the clarion call of the activists who perceive the threat of climate change to the very existence of civilization. It's the call to mankind to take a serious note of the drastic imbalance man has created in the otherwise well-regulated / disciplined world of Nature. Overlooking himself as a part of Nature, man choose to exercise his intellect and power to control nature; this instinct got the better of him & he got obsessed with controlling and possessing existence relentlessly. His intellectual pursuits subordinated the unjustified and unequal distribution of resources and power; it has caused suffering, exploitation, pain, conflict and violence; the instinct got better of the humane in man; man lost his connect with his own inner voice; the voice of humanity got subdued. The intellect in its pursuit of the world outside, took cognisance of the person, as the individual in whom rested the power. The human context was the context of individual who was aggressively conscious of his rights. History witnessed the conflict between human rights and might is right. In this pursuit man's intellect took cognizance of the world and his own self, largely on the basis of the knowledge acquired by his senses and rationality. Knowledge as a product and knowing as a process followed the Positivist Paradigm. The sciences emerged as the body of verifiable quantifiable and objective knowledge about man, nature_ living and non- living, society – relations between man & man; man's—past, present & his future. This transition of sciences from the classical life sciences and

physical science to the contemporary social sciences and environmental sciences is a reflection of the shift in the focus in pursuit of the science;

Science today is not about what is being studied / known but about how it is being studied/ known the later constituting the scientific way.

The scientific way is undoubtedly, one of the fundamental premises for designing a framework of knowledge that a society intends to share through a system with all its members, belonging to both the present & future generation. This systematically, planned; purposive framework of knowledge to be transferred is the curriculum of the system, called education. Broadly speaking the intent of this transfer of knowledge is to conserve, the past, enrich the present and to shape the future of society. This necessarily requires a meaningful engagement of those who have knowledge as well as those who have to acquire this knowledge. The meaningfulness emanates from the way the teacher and the learner relate to the context, situated in which they co-discover the relevance of this knowledge. This is engaging in pedagogy of re-creating and re-constructing knowledge, bearing coherence with the emerging scenarios in the life of the individual and society.

This engagement is the pedagogy of sharing, and collaboration between the teacher & the learner, where in the teacher introduces and initiates the learner into perceiving certain* experiences of a situation or a phenomenon from a perspective; analyzing and identifying certain distinctive elements of the total context.

Visualizing & mapping the co-relatedness of the identified elements & developing concepts as the mental constructs of the understanding of those experiences from the specific perspective- thus constitutes the two-fold aspect of a discipline. It is engaging the learner's mind in distinctively systematic perspective building as well as co-relating it with the conceptual wealth of the discipline. It's engaging, exploring, enquiring to further the frontiers of knowledge acquired thus far. It's initiating the learner into discipline specific process of inquiry leading to the process of theorization distinctive of the discipline. The positivist paradigm with its empirico-rational premises lends bases to the verifiability of the truth of knowledge so evolved as well as its validity.

Education is not just acquisition of knowledge, it is experiential knowledge that transforms, empowers, enlightens and liberates the person. Thus, the context of knowledge must bear a paradigm shift from the object to the subject of knowledge. The meaning making is not just about the experience, from a singular perspective, it is must engage learner in the synthesis of knowledge from different perspectives; collate to integrate & perceive the totality of the experience and arrive at the critical

understanding of the experience for himself, his world. However, the learner must transcend his limited subjectivity with which he arrived at this critical understanding of his/her experience; he must widen the expanse of the subjective element of the experience and validate this knowledge with reference to a more inclusive subjectivity. This requires the empathetic engagement with the experiences of others in similar situation. Education thus becomes critical conscientisation, engaging the learner in active humanization. The learner needs to necessarily validate this knowledge with reference to different people, places and time and yet similar context. An integration of subjectivities is emancipatory. Herein lies the focal point of the paradigm shift envisaged in the Bhartiya Shiksha Board (BSB) curriculum. What constitutes the critical conscientisation is the process of mutual liberation

सा विद्या या विमुक्तये and cultural action. Its prerequisite is the humane context. The spectrum of education in contemporary India therefore would need to have the roots in Indian ethos and a canopy spread globally. Every person, in present times is by necessity on account of sustainability of the life on earth; technological penetration and liberal, privatized global economic imperatives; connected immediately or distantly / remotely; and is thus a global citizen. Compulsions aside, Indian ethos has always been inspired by

‘संगच्छध्वं संवदध्वं सं वो मनांसि जानताम्’ ।

“May we march forward with a common goal; may we be open – minded & work together in harmony.”

It is important for the discerning mind to identify the cultural action that can be both liberating and harmonious. The deliberation around the themes of the Purusharthas Dharma, Arth, and Kama are the points of reference to situate the cultural action that an educated mind should engage in. Dharma, Is the moral compass of righteousness incumbent on a person by virtue of his / her existence; it is inevitable duty that a person is obliged to uphold, to justify one’s identity. Arth is any kind “of urge for a physical necessity which can only be attained in a world of physical relationships “.

(Swami Krishnananda pg.5)

Kama is “a general psychological urge emanating from our whole personality. It is not the desire for this or that; it is general restlessness of consciousness, a general incapacity of the mind to rest in itself “. (Swami Krishnanda. Pg.6)

Thus, while Kama, creates an urge in the mind to seek a desire, artha drives this search outside our physical self, to collaborate with physical things & minds but it is dharma that is behind artha & Karma, determining to what extent and in what manner we seek the fulfillment of these urges.

The principle of artha and Kama become the cause of bondage if not governed by the principle of Dharma, which in itself is not a prescriptive formulation but an ongoing reflective engagement of the consciousness with the self in defining one’s identity. The moot point is: who am I? What defines my existence?

“If we know what dharma is, we can know what life is, what we are, what our relationship with others ought to be and how we can be happy” The answers to these questions provide insights into the what? Why? & how of the Cultural action that would be the basis for mutual liberation and resurrecting human dignity. Dharma is the principle of harmony of values, enabling overcoming of contradictions & conflicts.

“Dharma is the principle governing objectivity, and the principle that equally applies to the subject”. (Swami Krishnananda pg.8-10)

“To apply dharma is to apply the principle of impersonality in every judgement” (ibid) Training and practice of Dharma, evokes in the learner the capacity to make conscious choices of situating himself in his world defining his relationships.

But what connection does moksha have with dharma, artha and Kama. It seems to be immanent, already present in all these things. In every bit of the lower objectives, we will find the principle of moksha immanent. The higher is implied in the lower. “(Swami Krishnanda pg. 7-10)

In the educational context, the dialogue on the real life situations and experiences of the learners can have twofold objectives, one to facilitate the comprehensive conceptual understanding from integration of different perspectives of different disciplines and two to stimulate rich insights into cultural action, when reflective deliberations are held with reference to the four purusharthas in the context of those experiences, and this endeavour would simultaneously be liberating and creating harmony.

The dialogue would be a milestone in the journey of knowing oneself and one’s relationship with the world; with an immense scope of education as integration and an authentic evolution of the human personality taking upon himself the responsibility of making conscious choices and shaping his future as well as contributing to the welfare and well – being of the world at large.

Curricular Framework

With the Vedic insights as its basis, Bhartiya Shiksha Board (BSB) curriculum framework utilizes the National and International policy documents on Education such as Education for All (2004), NCF (2005), right of children to free and Compulsory Education Act (2009), NEP 2019/2020 and International Education Commission. In its selection of the content of courses, the curriculum framework transcends the division of East and West.

Salient Features and Objectives of Curriculum

According to International Education Commission (IEC), the four fundamental pillars of a curriculum are:

- Learning to know
- Learning to do
- Learning to live together and
- Learning to be.

The objectives of Bhartiya Shiksha Board (BSB) curriculum are as under:

- a) Systematic and comprehensive development of concepts
- b) Focus on inquiry, innovation and research-based perspective
- c) Emphasis on the overall growth of the learner instead of emphasizing only specific parts of the human experience
- d) Restore the self-development as the core focus of education
- e) Reduce curriculum content to enhance essential learning and critical thinking
- f) Relevant to life-advancement and employment of students
- g) Encourage its learners to find identity, meaning, and purpose in life through connections to the community, to the natural world, and to the spiritual values such as compassion and peace
- h) To conserve the past, enrich the present and to shape the future of society
- i) Promote national integration and sense of pride towards diverse Indian heritage with this ecosystem, we wish to be a catalyst in the transformation of our students into a knowledge powerhouse, possessing necessary moral and social values and love for their country and its diverse culture.
- j) To imbibe 21st century learning, literacy and lifeskills.
- k) To develop the ability to appreciate Art.
- l) To promote Physical Fitness, Health and Well – Being through Yog and Meditation. “Education is the manifestation of the perfection already in man” - Swami Vivekananda.

ICT

ICT will be integral part of teaching and learning process. Main features of ICT program are:

- Training of subject appropriate open source softwares for teachers and students
- Age-appropriate curriculum
- Teaching using technology aids
- Training of Basic etiquettes to be followed in digital world
- Preparedness for digital citizenship

Students will be exposed to various online learning platforms and will be encouraged to pursue some courses of their choices. Credits shall be given to the students on completion of these courses. Objective of giving credits for self-learned courses is to put the students in self-learning mode and to develop self-awareness and ability to recognize his inner voice, while selecting the course. The sources of knowledge are all around us, but to identify the right source as per need and to make use of these sources is essential part of 21st century skills.

DESIGN OF CURRICULUM

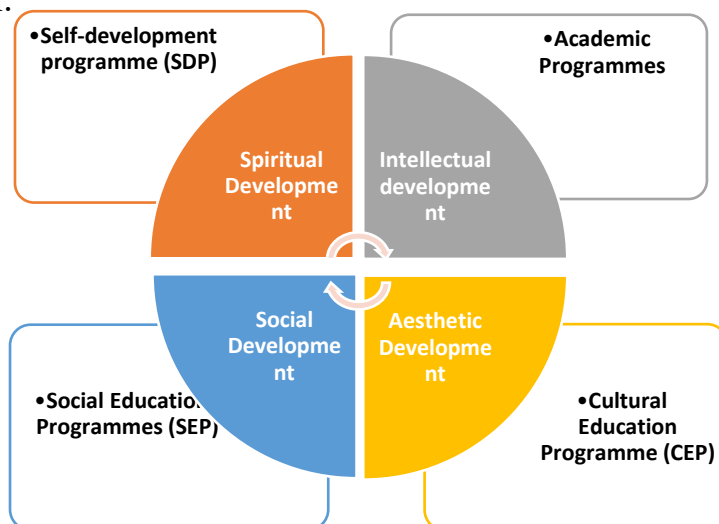
The Bhartiya Shiksha Board aims to produce

1. True Bhartiya with high sense of pride for our belief, traditions, culture and languages
2. Responsible and productive citizens
3. Self-confident, self-reliant, strongly committed person who can uphold high moral values
4. Integrated personalities
5. Conscious and compassionate human beings
6. Ardent learner and rational thinker
7. Physically, mentally, intellectually, emotionally and spiritually fit person
8. Innovative and enterprising

Curriculum is designed keeping the learner at the centre. Four kinds of programmes are evolved for the holistic development of humane as conscious being:

1. Academic programs for Intellectual development
2. Culture Education Programs for Aesthetic Development
3. Social Education programs for social development
4. Self-Development programs for physical fulfilment and spiritual development

Schools will be day boarding schools of duration minimum 8 hours daily. All 365 days will be considered as learning opportunity days with learning in formal set up for 240 days and in informal set up for 165 days. All festival holidays, excursions, outside classroom exposures will be part of non-formal setup. Yog, Pranayam, Hawan-Yagna, sports, working in agriculture fields or garden and meditation will be part of daily routine of school.



Curriculum Areas

1. Bhartiya Shiksha Board (BSB) envisions the all-around development of students in consonance with the holistic approach to education and therefore, has done

away with artificial boundary between the co-curricular domain and the curricular domain.

2. The Curriculum provides students a broad and balanced understanding of subjects including languages, Mathematics, Science, and Social Science to enable students to communicate effectively, analyze information, make informed decisions, construct their worldview in alignment with constitutional values and move ahead in the direction of becoming productive citizens. The recent focus of Bhartiya Shiksha Board (BSB) is on the development of 21st-century skills in settings where each student feels independent, safe, and comfortable with their learning. The Board hopes that schools will try 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 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.
3. In an operational sense, the curriculum is learner-centred with school being a place where students would be acquiring various skills; building self-concept, sense of enterprise, aesthetic sensibilities, and sportsmanship.

The curricular areas are as follows:

1. **Language I (Hindi or English):** Learners use language to comprehend, acquire and communicate ideas in an effective manner. Universal and Indianised value-based content of established poets and writers is combined with multidisciplinary activities and exercises that align with the Sustainable Development Goals (SDGs) of 2030. This enables the learner to think critically and to innovate and adapt to the needs of the changing times. Interesting and fun activities are given to hone the Listening, Reading, Writing, and Speaking skills of the learners. The exercises and activities cater to exploring, developing and creating a comprehensive improvement in the learner's language skill and equip the learner for global job perspectives in the future.
This enables the learner to think critically and to innovate and adapt to the needs of the changing times.
2. **Language II: Nurturing Multilingual Competence and Cultural Consciousness:** Language is the cornerstone of thought, expression, identity, and heritage. The Language II plays a transformative role in shaping the intellectual and cultural foundation of learners. It is a powerful medium through which students connect with ancient wisdom, contemporary knowledge and global discourse.
The curriculum envisions Language II as an inclusive, flexible domain that allows students to choose from recognised Indian and Global languages, thereby fostering Multilingualism and rooted cosmopolitanism.
The study of Language II is not confined to mastering Linguistic mechanics alone. It builds skills like communication, enhances critical thinking, fosters

- cultural rootedness, and prepares learners for both national responsibilities and global opportunities, thus affirming Bhartiya Shiksha Board commitment of holistic, inclusive and future ready education.
3. **Mathematics:** The concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics will be taught through traditional Indian knowledge system in an enchanting form. Students will be made aware of the high standards of research established by many scholars of ancient Indian scholars like Baudhayana, Aryabhata, Varahamihira, Brahmagupta, Bhaskaracharya etc. and the original contribution made. The skill to calculate and organize, the ability to apply this knowledge and acquired skills in their daily life and the skills to think mathematically will be developed through logical and creative thinking which will also help the students to improve critical thinking and problem solving. The pedagogies will be learner centered, interesting, based on curiosity, discovery, experience and dialogue.
 4. **Science (Biology, Chemistry and Physics):** This 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 to prepare students for the modern world and to develop the skills to think originally and independently and honouring the Indian contribution to Science and Technology from ancient times to the present era. Each chapter begins with a verse from the Vedas, Upanishads and other Indian scriptures. References to Indian heritage, culture and traditions are being used judiciously. The Curriculum promotes the ability of students to engage with science-related ideas as a reflective citizen by being able to explain phenomena scientifically, evaluate and design scientific enquiry, interpret data and evidence scientifically along with understanding the importance of Indian values with focus on humanitarian and constitutional values as per NEP 2020.
 5. **Humanities and Social Science:** Bhartiya Shiksha Board has given a detailed description of the glory of actual Indian history, economy, political system and geographical knowledge through the four parts of Social Science - History, Political Science, Economics and Geography with its tireless efforts. The main purpose of the curriculum is that our present young generation should be aware of how much sacrifice and hard work Indians had done to preserve and organize their culture, civilization and geographical knowledge. The importance of Indian culture, duty, and valour etc. will properly guide the young students of India and ensure the multi-dimensional all-round development of the students. Learners appreciate and value everyone's right to feel respected and safe, and, also understand their Fundamental Rights and Duties to be able to behave responsibly in the society.

6. **Business and Commerce based electives:** Business Studies, Accountancy, Entrepreneurship, Economics and related subjects help in gaining understanding about core business disciplines. They understand the concept like, the exchange of items of value or products between persons or companies and the meaning/ relevance/ significance of any such exchange of money for a product, service or information.
7. **Visual; Performing and Creative Arts:** Subjects like Drama, Dance, Music, Heritage crafts, Fine arts, Sculpture and related subjects aim to help learners cultivate an interest and appreciation for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, value arts, and the cultural heritage.
8. **Optional (Language III)** – Learners can opt any one language out of the 31 languages from Group-L excluding languages opted as Subject 1 and Subject 2 as per Scheme of Studies.

9. **Skill / Vocational Education:**

Keeping the 'Basic Education' of Mahatma Gandhi's ideas in the center, the format/framework of Vocational education and Skill development has been prepared by Bhartiya Shiksha Board (BSB). Science and Technology of the present digital oriented world will be used to prepare young India for business and industry by integrating the traditions of 64 arts and 16 disciplines.

Efforts have not only been made to establish human values in business, but the management of life value-based business established in Vedas, Geeta and Upanishads will be used due to which India was called 'Sone ki chiriya' where there will be 'respect for labour'. For this, Bhartiya Shiksha Board (BSB) has presented Rishi Purush 'Satyakaam Jabali and Rekva Rath' in vocational education according to the present time. Practical learning has been introduced in textbooks with priority and in a digital form as Hybrid Model.

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.

10. **Life Skill Education**

Life skills education takes into account the psychosocial competencies and interpersonal skills such as Thinking, Social, Emotional skills that help students to take right decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with managing their lives in a healthy and productive manner. Different activities such as Classroom Discussions, Brainstorming, Roleplays, Group Work, Education Games and Simulations, Analysis of Case Studies and Story – Telling will be used to enhance Life Skills in students.

11. Art Education:

Art Education in our curriculum will involve Students in a particular set of processes, products, influences, and meanings. 'Art' is expressed in various styles, reflect different historical circumstances, and grows on a multitude of social and cultural resources, hence the terms 'art discipline' and 'art form' in Bhartiya Shiksha Board (BSB) curriculum refer to Dance, Music, Theatre, Visual Arts and the Literary Arts. The curriculum will significantly contribute in the following six areas of educational responsibility:

- Developing the full variety of human intelligence
- Developing the capacity of creative thought and action
- Awakening the feeling and sense responsibility
- Developing physical and perceptual skills
- The exploration of values
- Understanding the changing social culture

12. 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. It also develops students' confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking, aesthetic appreciation and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, Yoga, NCC, self-defence, fitness and life style choices.

13. Work Experience:

Work Education is a distinct curricular area for providing children with opportunities for participation in social and economic activities inside and outside the classroom in the area of Health, Food and Nutrition, Culture and Entertainment, Community work and Social Services etc. which would enable them to understand scientific principles and procedures involved in different types of work.

14. Multilingual Competencies in Sanskrit:

Sanskrit is often revered as the "mother" of all languages. As the world's oldest known and most scientifically structured language, Sanskrit has given birth to and influenced many modern languages, both in India and abroad.

Sanskrit forms a vital component of the curriculum. Apart from developing linguistic abilities like reading, writing and conversing, it also deepens the students' understanding of Indian Knowledge System (IKS), values and heritage. Students should be able to develop their cognitive abilities and logical reasoning through simple grammar and sentence construction.

Learning Sanskrit supports Multilingualism and linguistic sensitivity, reinforcing Bharat's diverse language traditions. The curriculum should

empower students to think critically, express clearly, and connect meaningfully with their civilized roots.

The entire knowledge science of the country of India exists mainly in the Sanskrit language, which is available in the form of literature for thousands of years. To know and understand it, citizens of India should be aware of the knowledge of Sanskrit language from childhood. 'Bhartiya Shiksha Board' is giving a new direction to the education system of this country, in which every student of the country will understand the glory of Indian knowledge and ensure his all-round development by expanding his capacity.

15. **Gifted Education Programme (GEP):** Identification and nurturing of gifted students
16. **Remedial Education Programme (REP):** Identification of students requiring hand holding and individualised support.
17. **General Studies:** The purpose of orienting students to General Studies is to develop in them an appreciation for the holistic nature of Knowledge. In contemporary times, familiarity with General Studies is indispensable because at the senior school stage there is an element of specialization due to which the students do not get exposed to some vital disciplines/ areas of study that are not covered in their specialized field.

Integrating all areas of learning:

All these seventeen areas are to be integrated with each other in terms of knowledge, skills (live 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.

IMPLEMENTATION OF CURRICULUM

School Curriculum Committee

The Board mandates that all schools must setup a School Curriculum Committee comprising teachers from 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, gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community.

The committee would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NEP-2020. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

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 educational 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 all areas.
- (d) Promote innovative pedagogy, with special focus on integrating art, sports and ICT (Information and Communication Technology) with education, and use of 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.
- (j) The Board has not laid down the structure or format of the annual pedagogical plan as the Board respects educational 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 realistic timelines that should include administrative inputs and detailed pedagogical aspects.

Pedagogical Practices by Teachers

The pedagogical practices should be learner centric. Teachers are expected to ensure such an atmosphere for students where they 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.

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 the 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 expected outcomes that the student will be able to do to know, understand and/or be able to demonstrate after completion of a process of learning as a result of learning the activity. Therefore, the focus is on measuring learning through attainment of prescribed learning outcomes. Experiential and active learning are the preferred pedagogies for Competency Based Learning as they promote critical thinking, creativity and effective study skills among students. Learning Outcomes approach developed by NCERT for classes I-X that is enclosed with each subject should be adopted by all the schools and teaching-learning process may be changed in the light of these outcomes. The schools are expected to have well-defined Learning objectives for every grade that are observable and measurable, and empower learners to focus on mastery of valuable skills and knowledge. It is expected that teachers will provide meaningful and joyful learning experiences to the students by adopting variety of innovative pedagogies or instructional activities and go beyond textbooks. Schools are expected to track the attainment of Learning Outcomes by each learner and ensure that no child is left

behind. Bhartiya Shiksha Board (BSB) has also come out with suggestive mapping of learning outcomes with NCERT curriculum which can be adopted/ adapted by schools. Bhartiya Shiksha Board (BSB) has also mapped each learning outcome with assessment to enable tracking of learning progress and these resources are available at the website of Bhartiya Shiksha Board (BSB) in the form of **Teachers Energized Resource Material**. Schools should also attempt this on their own. The Board has developed Learning standard frameworks for all major subjects i.e. Hindi, English, Science, Social Science and Mathematics. The learning standard framework (LSF) offers a structured conceptual map for integrating the discrete elements such as learning outcomes, content, pedagogies and assessments, into a coherent continuum. Its goal is to demystify the 'evidence of learning' and engender a common understanding of it in teachers and examiners by cataloguing competencies in clear, measurable, and contextualized achievement standards. Combining theory and practice, different LSFs detail how the learning and assessment need to be conducted in classrooms, these frameworks contain detailed guidelines for preparing reliable and valid items along with sample questions and marking scheme for assessment. Model question paper designs have also been laid out our helping teachers prepare the question paper.

Lesson/ Unit Plan

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

Classroom and School Environment

School environment should be conducive for holistic development of the students. The school should focus on health and hygiene by adopting inclusive practices. As part of the policy the school should adopt practices which will promote mental health. In this direction, the schools may follow the guidelines issued by the Board on making the school a No-Anger Zone or Anger Free Zone. The board has developed school health manuals which are available on www.bsb.org.in. The time table in the school should take care of proper rest and the children learn subjects with relaxation. School must also ensure that Children avoid the intake of junk food and should ban it around school premises. Intake of the healthy foods should be encouraged with activities described in circular issued by Bhartiya Shiksha Board (BSB).

The surroundings and daily life activities and situations are the best experiential teachers for the students. Teachers must make efforts to draw examples and group activities from daily life observations within the classroom/within the school and surroundings, and encourage presentations and reflection by the students once the activity is completed, to develop the skills of critical thinking and communication.

Children learn a lot through peer learning. To promote peer learning, flexible seating arrangements may be made available during the classroom transactions. The seating should also take care of the needs of the students with disabilities as well. Learning should focus on individual differences and promote collaborative learning. The classroom activities must be connected to the immediate environment of children. The school should maintain connection with the parents and the progress of children should be communicated to the parents, and, if needed remedial measures be taken up for improving the learning outcomes.

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.

Special emphasis on Integrating Arts in education:

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

It must be understood that Art Education and Art Integrated Education may be mutually exclusive, but they build upon each other and strengthen each other. Art Education is not only relevant for developing creativity and appreciation of art among

students, but is also necessary for inculcating art-based enquiry skills in the students. Art Education is a necessary precursor for the adoption of Art Integrated learning.

Art Education and Art Integration:

The following two-pronged approach is followed:

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

Art Integrated Pedagogy

While preparing its annual pedagogical plan under the leadership of the principal of the school, the school must plan out in detail the Art Education to be imparted at various levels, and how that Art can be integrated with classroom learning of various subjects. The focus must be on mutually reinforcing Art as a subject and Art as a tool for learning, with efforts towards seamless integration. Team teaching (combination of subject teachers and Art teachers) would also strengthen the integration.

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

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;

There are three keys 21st century skills i.e. Learning Skills, Literacy Skills and Life Skills.

Learning skills include:

- Critical Thinking
- Creativity
- Communication
- Collaboration

Literacy skills include:

- Information literacy
- Media literacy
- Technology literacy

Life skills include:

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

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

Inclusive Education:

Inclusive approach in education is a prerequisite for ensuring full participation of all students with equal opportunity in all areas without any discrimination. Inclusive attitude in all staff and faculty members is crucial for successful inclusive education. Therefore, all the members of teaching and non-teaching staff should be sensitized on the issues of inclusive education. Students without disabilities should also be sensitized.

Schools must organize these sensitization programmes with the support of experts from respective field of disabilities. Capacity Building Programmes on Inclusive Education may be organized in collaboration with the BSB-Centres of Excellence. Board has made the appointment of special educator mandatory to all the schools affiliated to the BSB. Special Educators must possess the qualification as prescribed by the Rehabilitation Council of India. Bhartiya Shiksha Board (BSB) has published a handbook on Inclusive Education available at its website.

SCHEME OF STUDIES

Class XI and XII is a composite Course. Students therefore should offer only those subjects in Class XI which they intend to continue in Class XII. Subjects can be offered as under:

SUBJECTS		
Compulsory	Subject 1	Hindi Core / Hindi Elective Language I: OR English Core / English Elective
	Subject 2	Language II: Any one Language from Group-L other than the Language opted as Subject 1 (Language 1)
	Subject 3	Any three Electives from Group-A and Group-S
	Subject 4	
	Subject 5	
Optional	Subject 6	Any One Elective from Group-A or language from Group - L (excluding languages offered in Subject 1 and Subject 2)
Subjects of Internal Assessment (<i>Assessment at school level</i>)	Subject 7	Work Experience
	Subject 8	Health & Physical Education
	Subject 9	General Studies
	Subject 10	Multilingual Competencies in Sanskrit

- Multilingual Competencies in Sanskrit would be offered by the students who have not offered Sanskrit as Subject 1, Subject 2 or Subject 6.**
- Hindi Core / Hindi Elective or English Core / English Elective must be one of the two languages to be studied in class XII. Hindi and English can also be offered simultaneously.
- The first 5 subjects in the sequential order of filling the subjects in the registration form/Mark Sheet are considered as Main subjects.
- A candidate can also offer an additional elective which may either be a language at elective level or, any other elective subject.**

- e. While transacting the Curriculum, due emphasis should be laid on National Identity, 21st Century Skills and Values Education. Schools are expected to draw their own programmes in this area in accordance with the guidelines given from time to time by the Board. Likewise, programmes in General Studies, Health and Physical Education, Work Experience and Linguistic Competency of Sanskrit in relation to other languages be planned in accordance with the guidelines brought out by the Board.
- f. **For candidates who take 6 subjects (5 main and 1 additional subject) and pass in all 6 subjects, the percentage is to be calculated by the employer/institution/university according to the norms of employer/institution/university in which the candidate will be seeking admission.**
- g. **If a student has taken 6th subjects, and if he/she fails in any one of first five subjects, the same will be replaced by the 6th subject provided the candidate satisfies the scheme of studies i.e., after replacement either Hindi or English remains as one of the main five subjects.**
- h. Skill electives can be offered along with any subject, as per the scheme of studies.
- i. Board is extending several exemptions/concessions to candidates with disabilities as defined in the “THE PERSONS WITH DISABILITIES (EQUAL OPPORTUNITIES, PROTECTION OF RIGHT AND FULL PARTICIPATION) ACT, 1995 and “THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016”. Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class XII Examinations conducted by the Board and the Standard Operating Procedure for availing these concessions are available in the Bhartiya Shiksha Board (BSB) Examination Bye-Laws.
- j. For Regional Languages, the Board prescribes the textbooks being followed in classes XI and XII in the respective State Boards where the language is taught. Schools are also advised to bring to the notice of BSB the changes, if any, brought out at the commencement of the session by the respective State Boards, in the textbooks of the language of their State. Schools are directed to strictly follow the textbooks prescribed by Bhartiya Shiksha Board (BSB) in its curriculum. Changes, if any, can be adopted only after BSB notifies it.

List of Subjects Offered at Senior Secondary Level with their respective Codes:

Group - L Languages						
Sr. No.	Code	Name	Theory Marks	Time (Hrs.)	Internal Marks	Total Marks
1	101	Hindi (Core)	80	03	20	100
2	102	Sanskrit Course-A	80	03	20	100
3	103	English (Core)	80	03	20	100
4	104	Assamese	80	03	20	100
5	105	Bengali	80	03	20	100
6	106	Bodo	80	03	20	100
7	107	Dogri	80	03	20	100
8	108	Gujarati	80	03	20	100
9	109	Kannada	80	03	20	100
10	110	Kashmiri	80	03	20	100
11	111	Konkani	80	03	20	100
12	112	Maithili	80	03	20	100
13	113	Malayalam	80	03	20	100
14	114	Manipuri	80	03	20	100
15	115	Marathi	80	03	20	100
16	116	Nepali	80	03	20	100
17	117	Odia	80	03	20	100
18	118	Punjabi	80	03	20	100
19	119	Santhali	80	03	20	100
20	120	Sindhi	80	03	20	100
21	121	Tamil	80	03	20	100
22	122	Telugu	80	03	20	100
23	123	Urdu	80	03	20	100
24	124	French	80	03	20	100
25	125	German	80	03	20	100
26	126	Russian	80	03	20	100
27	127	Japanese	80	03	20	100
28	128	Spanish	80	03	20	100
29	129	Arabic	80	03	20	100
30	130	Hindi (Elective)	80	03	20	100
31	131	English (Elective)	80	03	20	100
32	132	Sanskrit Course-B	80	03	20	100

Group-A: Academic Elective Subjects

S. No.	CODE	NAME	THEORY MARKS	TIME (hrs.)	INTERNAL MARKS	PRACTICAL MARKS	TOTAL MARKS
1	141	History	80	03	20	-	100
2	142	Political Science	80	03	20	-	100
3	143	Geography	70	03	-	30	100
4	144	Economics	80	03	20	-	100
5	145	Hindustani Music (Vocal)	30	02	-	70	100
6	146	Hindustani Music (Melodic Instruments)	30	02	-	70	100
7	147	Psychology	70	03	-	30	100
8	148	Sociology	80	03	20	-	100
9	149	Mathematics	80	03	20	-	100
10	150	Physics	70	03	-	30	100
11	151	Chemistry	70	03	-	30	100
12	152	Biology	70	03	-	30	100
13	153	Physical Education	70	03	-	30	100
14	154	Painting	30	02	-	70	100
15	155	Business Studies	80	03	20	-	100
16	156	Accountancy	80	03	20	-	100
17	157	Kathak-Dance	30	02	-	70	100
18	158	Bharatanatyam-Dance	30	02	-	70	100
19	159	Home Science	70	03	-	30	100
20	160	Computer Science	70	03	-	30	100
21	161	Business Entrepreneurship	70	03	-	30	100
22	163	Hindustani Music Percussion Instruments	30	02	-	70	100
23	164	Legal Studies	80	03	20	-	100
24	165	Yoga	50	02	-	50	100

Group–S Compulsory Skill Courses

S. no.	Code	Name	Time (hours)		Marks Distribution	
			Theory	Practical	Theory	Practical/ Project
1	171	Artificial Intelligence	02	03	50	50
2	175	Web Application	03	02	60	40
3	177	Entrepreneurship	03	02	70	30

Medium of Instruction

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

Scheme of Assessment:

According to Bhartiya Shiksha Board, the purpose of assessment is:

1. To provide learning opportunities to learner in different contexts
2. To empower the learner to take the responsibility of his learning
3. To prepare the learner to appreciate and learn from failures
4. To take up the challenging tasks and the confidence to handle them
5. To demonstrate the competencies required to solve the real-life problems
6. To apply the knowledge gained through analysis of situations to any untoward circumstances
7. To equip learner with Indian way of holistic understanding of life

Assessment by Bhartiya Shiksha Board will be to promote learning based on understanding instead of just promoting to next class. It will not encourage rote memory and attempts will be made to prevent the learners from the nexus of Tuitions centres/private coaching centres.

Assessment will be fourfold in its nature i.e., to assess the learner in all the four developmental domains of personality

- ❖ Intellectual
- ❖ Aesthetic
- ❖ Social
- ❖ Spiritual

The Assessment Scheme will have 80% weightage for Board examinations in Class XII and for Annual Examination in Class XI in all compulsory/ Optional Subjects (excluding Skill and Practical involved Subjects) and 20% weightage would be given to Internal Assessment/Project in compulsory/ optional Subjects (excluding Skill and Practical involved Subjects).

Work Experience, Health and Physical Education, General Studies and Multilingual Competencies in Sanskrit would be assessed internally at the School level on a five-point grading scale i.e., (A.B.C.D.E)

Students have to secure 33% marks (Separately in theory and Practical/ Internal Assessment/Project of the Compulsory/ Optional Subjects.

A candidate failing in one of the five subjects in Board examination shall be placed in compartment category in that subject.

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

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

ANNUAL EXAMINATION

The Board Examination will cover the entire syllabus of Class-XII as per syllabus for each subject. Grades shall be awarded on the basis of 8-point grading system in each elective subject. For awarding the grades the following 8-point grading scale will be followed.

MARKS RANGE	GRADE
91 - 100	A1
81 - 90	A2
71 - 80	B1
61 - 70	B2
51 - 60	C1
41 - 50	C2
33 - 40	D
32 and below	Essential Repeat

❖ **The assessment scheme for class XI will be similar to class XII Board examination and shall be carried out at school level.**

Internal Assessment/Project:

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

Subjects of Internal Assessment/Project:

Subjects of Internal Assessment may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report card of the Children in the form of grades.

In the existing scheme of assessment, these activities will be graded on an eight-point grading scale (A1 to E) for classes XI –XII and will have no descriptive indicators.

The students shall be assessed on three areas i.e. Health and Physical Education, Work Experience, General Studies and Multilingual Competencies in Sanskrit.

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

Parameters of Assessment:

Marks and grades on the basis of 5-point grading system will be awarded in each compulsory area [General Studies, Health and Physical Education, Work Experience and Multilingual Competencies in Sanskrit] for classes XI and XII as detailed below:

Grade	Connotation
A	Exemplary
B	Proficient
C	Developing
D	Emerging
E	Beginner

Design of the Question Paper for Board examination:

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

Development of competencies through Student Enrichment activities:

In the recent passed board has been organizing various activities for promoting various 21st century skills. Following are some such activities introduced with the intention of enhancement of the skills and values.

S. No.	Student Enrichment Activity	Skills/Values to be Enhanced
1	Story Telling Competition	- Thinking Skills: Creative, Analytical, Evaluative - Communication Skills - Linguistic Skills
2	Reading Week	
3	Fastest Reading Contest	
4	Mathematics Skill Development	- Reasoning Abilities - Problem Solving Skills - Critical thinking - Analytical thinking - Ability to manipulate precise and intricate ideas - Ability to construct logical arguments
5	Quiz	- Values of respect for diversity and tolerance - Awareness about preserving Indian heritage and monuments - Critical thinking skills - Appreciation for rich heritage and diversity of the country
6	Science Exhibition	- Critical and Creative Thinking Skills - Problem Solving Skills - Scientific Temperament
7	Science Literacy Promotion Test	Connecting Science to day-to-day life
8	Expression Series	- Creative Thinking Skills - Communication Skills
9	Eco-Club Activities	Awareness about Environmental Conservation and Protection
10	Swachhata Abhiyan	Cleanliness Habits
11	Ek Bharat Shrestha Bharat	Spirit of Patriotism and Unity
12	Rashtriya Ekta Diwas	
13	Inter School Band Competition	Creative Skills
14	Fit India School Week	Healthy life style
15	Inter-School Sports & Games Competitions	Attention and concentration powers
16	International Day of Yoga	
17	Matri bhasha Diwas	- Awareness of Linguistic and Cultural traditions - Values of Tolerance and Dialogue - Communication Skills
18	The Constitution Day	Importance of Constitution, its history, structure and implications to citizen's orientation to composite culture and diversity of our nation awareness of Fundamental Rights and Duties as enshrined in the Indian Constitution.
19	Art Integrated	Application of art-based enquiry, investigation and exploration, critical thinking and creativity for a deeper understanding of the concepts/topics promotes experiential learning as it enables to derive meaning and understanding directly from the learning enables students to see the multi-disciplinary linkages between subjects, topics, and real life.

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

Rules regarding Admission and Examination

Regarding eligibility for Admission, Eligibility for Examination, Scheme of Examination and related information, please see the Examination Bye-Laws of Bhartiya Shiksha Board (BSB).