

BHARTIYA SHIKSHA BOARD

A NATIONAL BOARD SET UP BY THE GOVT. OF INDIA AND GRANTED PAN INDIA EQUIVALENCE BY THE ASSOCIATION OF INDIAN UNIVERSITIES VIDE LETTER NO. AIU/EV/IN(I)/2022/BSB DATED 3RD AUGUST, 2022 - AN AUTHORISED BODY FOR GRANTING EQUIVALENCE, BY THE GOVT. OF INDIA VIDE LETTER NO. F 11-3/2016-SCH-3 DATED 15TH NOVEMBER, 2021.



THE SECONDARY SCHOOL CURRICULUM 2026 - 27



INDEX

S.No.	TITLE	Page no.
ABOUT CURRICULUM		
1	Preface	3
2	Preamble	4
3	Education: Worldview, Approach and Action	7
4	Principles of Curriculum: Philosophical Perspective	11
5	Design of Curriculum	16
6	Implementation of Curriculum	21
7	Scheme of Studies	27

PREFACE

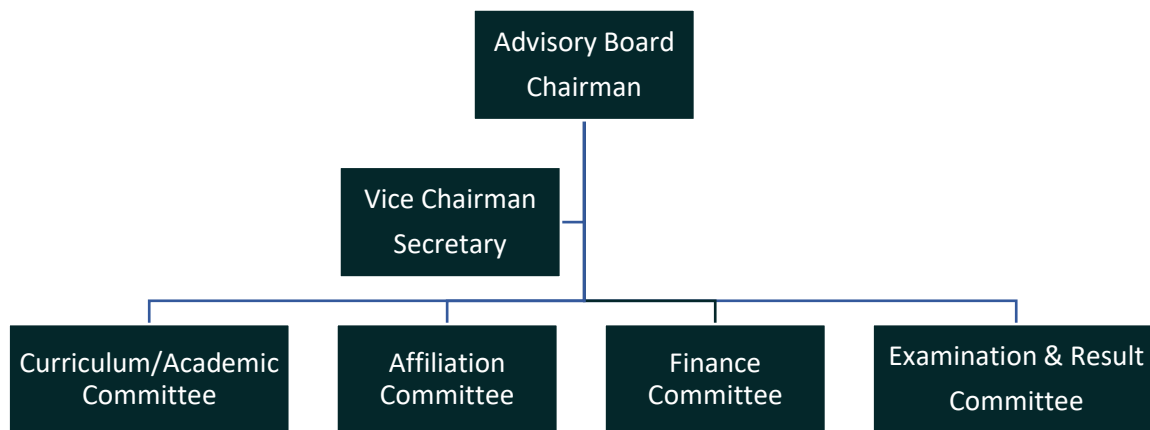
Bhartiya Shiksha Board endeavours to provide impetus to school education so that the students grow as self-learners, global citizens with empathy for all living beings and environment, critical and analytical thinkers with a sense of wonder and curiosity and have respect for our ancient culture and heritage 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 stake holders 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;

- (i) 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.
- (ii) 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.
- (iii) 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.
- (iv) 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.

- (v) cultivate among learners the deeprooted self-pride and love for our country by making them aware of the rich Bharatiya culture and heritage.
- (vi) 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.
- (vii) prepare them to be dynamic citizens of the world capable of facing challenges and resolving conflicts.

Functions of 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, Brahamgupta, 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;

- (i) develop professional competencies focusing on subject enrichment, innovative pedagogies and assessment techniques.
- (ii) raise the competence of teachers through regular mentoring programs, open discussion forums, webinars and interactive portals.
- (iii) enable teachers to teach effectively through online and offline mode.

- (iv) 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 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, 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-artha-kama-janya) and transcendental (nihshreyasa) has been the integral part of education in Indian knowledge tradition. Upanishads say:

Dve vidye veditavye iti ha sma yad brahmavido vadanti para chaivapara cha | (Mundakopanishad 1.1.4)

Vidyam chavidyam cha yastadvedobhayam 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 bibheti kadachana.
(Taittiriya 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 kashchidduhkhah 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 sadgamaya tamaso ma jyotirgamaya mrityormaamritam
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 sambhutam akashadvayuh
vayoragnih agnerapah adbhyah prithivi prithivyah 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 सर्वभवन्तु 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)

**सर्वभवन्तु 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 BSB curriculum. What constitutes the critical conscientisation is the process of mutual liberation 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 endeavor 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:

- (i) Learning to know
- (ii) Learning to do
- (iii) Learning to live together and
- (iv) Learning to be.

The objectives of BSB curriculum are as under:

- (i) Systematic and comprehensive development of concepts
- (ii) Focus on inquiry, innovation and research-based perspective
- (iii) Emphasis on the overall growth of the learner instead of emphasizing only specific parts of the human experience
- (iv) Restore the self-development as the core focus of education
- (v) Reduce curriculum content to enhance essential learning and critical thinking
- (vi) Relevant to life-advancement and employment of students
- (vii) 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
- (viii) To conserve the past, enrich the present and to shape the future of society

- (ix) 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.
- (x) To imbibe 21st century learning, literacy and lifeskills.
- (xi) To develop the ability to appreciate Art.
- (xii) To promote Physical Fitness, Health and Well – Being through Yog and Meditation.
- (xiii) “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:

- (i) Training of subject appropriate open source softwares for teachers and students
- (ii) Age-appropriate curriculum
- (iii) Teaching using technology aids
- (iv) Training of Basic etiquettes to be followed in digital world
- (v) 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 learnt 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

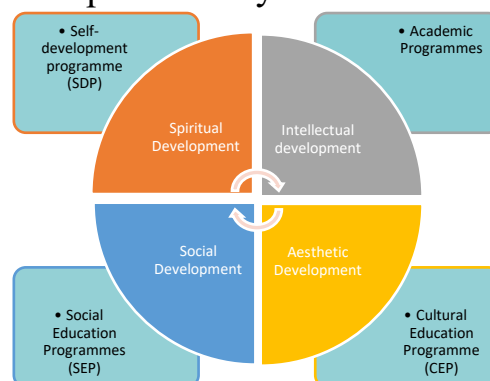
The Bharatiya Shiksha Board aims to produce

- (i) True Bharatiya with high sense of pride for our belief, traditions, culture and languages
- (ii) Responsible and productive citizens
- (iii) Self -confident, self -reliant, strongly committed person who can uphold high moral values
- (iv) Integrated personalities
- (v) Conscious and compassionate human beings
- (vi) Ardent learner and rational thinker
- (vii) Physically, mentally, intellectually, emotionally and spiritually fit person
- (viii) 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:

- (i) Academic programs for Intellectual development
- (ii) Culture Education Programs for Aesthetic Development
- (iii) Social Education programs for social development
- (iv) 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

- (i) 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.
- (ii) 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 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.
- (iii) In an operational sense, the curriculum is learner-centered 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:

- (i) **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.

- (ii) **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.

- (iii) **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.

- (iv) **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.

- (v) **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 valor 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.

- (vi) **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 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, 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.

(vii) **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.

(viii) **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.

(ix) **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 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:

- a. Developing the full variety of human intelligence
- b. Developing the capacity of creative thought and action
- c. Awakening the feeling and sense responsibility
- d. Developing physical and perceptual skills
- e. The exploration of values
- f. Understanding the changing social culture

(x) **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-defense, fitness and life style choices.

- (xi) **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.

(xii) **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.

- (xiii) **Gifted Education Programme (GEP):** Identification and nurturing of gifted students
- (xiv) **Remedial Education Programme (REP):** Identification of students requiring hand holding and individualised support.

Integrating all areas of learning:

All these fourteen areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Children should get opportunities to think laterally, critically, identify opportunities, challenge their potential and be open to new ideas. Children

should be engaged in practices that promote physical, cognitive, emotional and social development and wellbeing, connect different areas of knowledge, application and values with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth while transacting the curriculum to make them good citizens who can contribute in making the world a happy place.

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:

- (i) Lead, Guide and Support the teaching and learning processes in the school by focusing on classroom specific requirements for transacting the curriculum, so that both teachers and students perform at their optimal best.
- (ii) Direct the entire focus of all school activities towards the students' learning and acquiring of necessary competencies. Every activity taken up by the school, therefore, should be mapped for the educational competencies, and for life skills, values, etc., being acquired by the students.
- (iii) Prepare Annual Pedagogical Plan of the school by designing and developing annual plan for the school by giving equal importance to all areas.
- (iv) 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.

- (v) Ensure joyful learning at all levels through use of such innovative pedagogy.
- (vi) Develop school specific resources for teaching and learning, in the form of lesson plans, e-content, use of mathematics and science kits developed by NCERT, etc.
- (vii) Ensure proper in-house training of teachers in the school to enable them to unleash their own unique capabilities and creativity in their classrooms.
- (viii) To be up to date with all new ideas and tools, etc. being used in education at the global level and constantly innovate the pedagogy of the school.
- (ix) To make efforts to learn from the best practices of other schools, by arranging for discussions with Principals of such schools, or through observation visits of teachers to other schools.
- (x) 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. BSB has also come out with suggestive mapping of learning outcomes with NCERT curriculum which can be adopted/ adapted by schools. BSB has also mapped each learning outcome with assessment to enable tracking of learning progress and these resources are available at the website of 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:

- (i) Specific Learning Outcomes;
- (ii) Pedagogical Strategies;
- (iii) Group activities/experiments/hands-on-learning;
- (iv) Interdisciplinary Linkages and infusion of Life-skills, Values, Gender sensitivity etc.;
- (v) Resources (including ICT);
- (vi) Assessment items for measuring the attainment of the Learning Outcome
- (vii) Feedback and Remedial Teaching Plan.
- (viii) 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.BSBacademic.nic.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 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:

- (i) Critical Thinking
- (ii) Creativity

- (iii) Communication
- (iv) Collaboration

Literacy skills include:

- (i) Information literacy
- (ii) Media literacy
- (iii) Technology literacy

Life skills include:

- (i) Flexibility
- (ii) Leadership
- (iii) Initiative
- (iv) Productivity
- (v) 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.

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.

SCHEME OF STUDIES

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

		Subjects			
Compulsory	Subject 1	Language I: Hindi - Course A/Course B OR English Language and Literature			
	Subject 2	Language II: Any one Language from Group-L other than the Language opted as Subject 1 (Language 1)			
	Subject 3	Mathematics			
	Subject 4	Science			
	Subject 5	Social Science			
Optional	Subject 6 (Any one of the 16 Skill Courses)	1	Artificial Intelligence	9	Agri – business
		2	Coding	10	Banking & Insurance
		3	Machine learning	11	Retail Management
		4	Mobile Application development	12	Tourism and Hospitality Management
		5	Web Design	13	Journalism
		6	Entrepreneurship Development	14	Electrical and Electronic
		7	Cyber Hygiene	15	Waste Management
		8	Agriculture technology	16	Information Technology
	Subject 7	Language III (Group-L)			
		Any one out of the languages given below (excluding language 1 and language 2) :			
		1	Assamese	12	Manipuri
		2	Bengali	13	Marathi
		3	Bodo	14	Nepali
		4	Dogri	15	Odia
		5	English Language & Literature	16	Punjabi
		6	Hindi Course A	17	Sanskrit Course A
		7	Kannada	18	Santhali
		8	Kashmiri	19	Sindhi
		9	Konkani	20	Tamil
		10	Maithili	21	Telugu
		11	Malayalam	22	Urdu
		OR any one of the following Subjects:			
		1	Hindustani Music (Vocal)	3	Painting
		2	Hindustani Music (Melodic Instruments)	4	Home Science
Subjects of Internal Assessment (Assessment at school level)	Subject 8	Art Education			
	Subject 9	Health & Physical Education			
	Subject 10	Work Experience			
	Subject 11	Multilingual Competencies in Sanskrit			

- i. **Multilingual Competencies in Sanskrit would be offered by the students who have not offered Sanskrit as Subject 1, Subject 2 or Subject 7.**
- ii. It is expected that all the students would have studied three languages up to class VIII. Those students who could not clear the third language in class VIII and have been promoted to class IX, shall be examined by the concerned schools at the end of Class IX in the same syllabus and textbooks as prescribed for class VIII. Those who are still unable to clear the third language at the end of class IX may be given another opportunity in class X. No student shall be eligible to appear in the Secondary School Examination of the Board at the end of class X unless she/he has passed in the third language. However, CWSN are exempted from the study of third language.
- iii. **Either Hindi or English must be one of the two languages to be studied in class IX and X.**
- iv. **Students may offer Language III as seventh Subject (Optional Subject)**
- v. 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 X Examinations conducted by the Board and the Standard Operating Procedure for availing these concessions are available in the BSB Examination Bye-Laws.
- vi. For Regional Languages, the Board prescribes the textbooks being followed in classes IX and X 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 BSB in its curriculum. Changes, if any, can be adopted only after BSB notifies it.

**List of Subjects Offered at Secondary Level with their respective
Codes:
Languages (Group-L)**

S.no	Code	Name	Time (hrs.)	Theory marks	Internal marks	Total marks
1	001	Hindi Course - A	3	80	20	100
2	002	Sanskrit Course - A	3	80	20	100
3	003	English Language and Literature	3	80	20	100
4	004	Assamese	3	80	20	100
5	005	Bengali	3	80	20	100
6	006	Bodo	3	80	20	100
7	007	Dogri	3	80	20	100
8	008	Gujarati	3	80	20	100
9	009	Kannada	3	80	20	100
10	010	Kashmiri	3	80	20	100
11	011	Konkani	3	80	20	100
12	012	Maithili	3	80	20	100
13	013	Malayalam	3	80	20	100
14	014	Manipuri	3	80	20	100
15	015	Marathi	3	80	20	100
16	016	Nepali	3	80	20	100
17	017	Odia	3	80	20	100
18	018	Punjabi	3	80	20	100
19	019	Santhali	3	80	20	100
20	020	Sindhi	3	80	20	100
21	021	Tamil	3	80	20	100
22	022	Telugu	3	80	20	100
23	023	Urdu	3	80	20	100
24	024	French	3	80	20	100
25	025	German	3	80	20	100
26	026	Russian	3	80	20	100
27	027	Japanese	3	80	20	100
28	028	Spanish	3	80	20	100
29	029	Arabic	3	80	20	100
30	034	Hindi Course-B	3	80	20	100
31	035	Sanskrit Course-B	3	80	20	100

Other Subjects

S.no.	Code	Name	Time (hrs.)	Theory marks	Internal marks	Practical	Total marks
1	030	Hindustani Music (Vocal)	02	30	20	50	100
2	031	Hindustani Music (Melodic Instruments)	02	30	20	50	100
3	032	Painting	02	30	20	50	100
4	033	Home Science	03	70	-	30	100

Compulsory Subjects

S.no.	Code	Name	Time (hrs.)	Theory marks	Internal marks	Total marks
1	036	Mathematics	3	80	20	100
2	037	Science	3	80	20	100
3	038	Social science	3	80	20	100

Compulsory Skill Courses

S.no.	Code	Name	Time (hours)		Marks distribution	
			Theory	Practical	Theory	Practical
1	039	Artificial Intelligence	2	1	50	30+20=50*
2	054	Information Technology	2	1	50	30+20=50*

**30 Marks for Practical and 20 Marks for Internal Assessment.*

Instructional Time

Instructional time shall be as per the subjects selected. Schools must ensure that minimum number of hours are spent for each subject as specified in the curriculum. The time duration for the subjects has been clearly indicated in the syllabus of each subject. However, it is expected that schools will create innovative Timetables (such as, teaching-learning only 2 or 3 subjects per day etc.) to ensure that the burden of the bag and homework are substantially reduced and the classroom transaction are based on experiential processes. Schools may also think of introducing bag-less day and same may be incorporated in the time tables. The time table must also include the mandatory periods for compulsory areas including Health, Physical and Arts Education.

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:

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

Assessment by BSB 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

- (i) Intellectual
- (ii) Aesthetic
- (iii) Social
- (iv) Spiritual

The Assessment Scheme will have 80% weightage for Board examinations in class X and for Annual examinations in class IX in all compulsory/ optional subjects (excluding skill subjects and subjects having practical) and 20% weightage would be given to internal assessment in compulsory/ optional subjects.

Art Education, Health & Physical education, Work Experience and Multilingual Competencies in Sanskrit would be assessed internally at the school level on a 5-point grading scale (A, B, C, D, E).

Students have to pass at least in five Compulsory Subjects mentioned in the Scheme of Studies:

If a student fails in any language taken as subject I and subject II, the same will be replaced by the language taken as seventh optional subject provided that he or she has passed this language and after replacement either Hindi or English remains as a passed language in the first five subjects.

If a student fails in any one of the three subjects (Math, Science, and Social Science) it will be replaced by the skill subject (offered as 6th

additional Subject) and the result of class X Board Examination will be computed accordingly.

Students have to secure 33% marks in total in each of the Subject. The assessment of students would be competency based. The question papers of the board examinations will have more questions requiring students to apply, analyse, evaluate and synthesize the acquired knowledge. The question papers of the board will discourage rote learning and primarily testing higher order abilities of the students. The board has a segregated syllabi for class IX and X.

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

The Board examinations of Class X will cover the prescribed syllabus of class X. In the subjects covered under the scholastic area, the result of the students would be shown in the marksheet, both in terms of marks and grading. Grades would be derived from marks.

All the students appearing in Class X examinations will be graded on an eight-point scale as given below:

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

Assessment Scheme and grading in Class IX will be similar to Class X Board Examination.

Internal Assessment (20 Marks):

One-time year-end examination will be complimented and supplemented with Internal Assessment (IA) that assesses students in diverse manners, at different times and also examines a broad range of curriculum objectives. Internal Assessment (IA), in effect plays the dual role of providing a complete picture of students' abilities or progress towards fulfilling the aims of education and informing teachers of students' progress and thereby supporting classroom learning. It also informs the individual learner about his/ her progress over a

period of time enabling them to develop strategies to improve learning. Internal assessment of each student will consist of the following:

S.no.	Name of Assessment	Marks
1	Periodic Assessment	05
2	Portfolio	05
3	Assignment/ Notebook	05
4	Subject related Activities/ Practical/ Mapwork/ Project/ and in languages Listening and Speaking	05

How to prepare a portfolio?

It is suggested that the portfolios would include classwork and homework assignments that would help evaluate learner's progress. Besides this, portfolio should be a space for student to display his/her exemplary work in the related area. The attention should be to promote techniques such as annotation, identification of key words / topics/ themes, summarization and organization of ideas and content, photos, presentations, assignments, art integrated learning, etc.

The sample of creative work and evidences that demonstrate process skills or development of critical thinking or problem-solving merit inclusion as well. A periodic review of the evidences includes in the portfolio would facilitate self-assessment by learners who would be more aware of their own learning and be able to identify their strengths and weaknesses.

The portfolio also provides an opportunity to learners to share and comment on each other's work. Such peer assessment facilitates understanding of criteria of good work to students. It is advised that such criteria be developed and made clear to students. Initially this self and peer assessment would be a guided endeavor.

Assessing Portfolios

Students' portfolio can be effectively evaluated using a simple scoring rubric. The criteria – to be used in determining the quality of a particular student's portfolio needs to be carefully developed and shared with students. They key elements of the particular criteria need to be specified as well.

Suggested are some elements to judge student's portfolio:

- (i) Organization – Neatness, Creativity and Visual Appeal
- (ii) Completion of guided work focused on specific curricular objectives
- (iii) Evidences of student's growth
- (iv) Inclusion of all relevant work (Completeness)

Teachers can include other subject relevant criteria and elements to assess portfolios.

A Word of Caution: Portfolios need to be developed in an easy to manage form. They need to be meaningful but simple and accessible. Developing them should not be a burden on students- both in terms of cost and time.

Languages provide ample space and the autonomy to subject teachers to develop relevant listening and speaking skills. Teachers need to use this opportunity to full advantage and use excerpts from relevant suitable literature to develop vocabulary and heighten students' awareness and sensitivity.

The specified activities in practical work in **Science** and **Mathematics** need to be conducted in the investigatory spirit in congruence to the aims and objectives of the subject. The focus must shift from confirmatory nature of lab experiments to explorations that focus on development of science processes. Students need to be encouraged to raise questions, generate hypotheses, experiment, innovate and find solutions to questions/ problems encountered.

The discipline of Social Science puts the responsibility on concerned teachers to facilitate students to design and execute relevant projects. It is suggested that social science being the subject relevant to social context, projects be related to Art and culture and include development of Life Skills too. Art is not only about self - expression but is more about perceptions and a special way of understanding and responding to work. Exploring into ideas and meanings through the works of artists/experts/writers/poets, the students would develop imagination and critical awareness.

Assessments of Subjects of Internal Assessments:

Assessment of Art Education, Work Experience, Health and Physical Education and Multilingual Competencies in Sanskrit may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data, after interpretation, should be reflected in the Report Card of the children in the form of grades.

In the existing scheme of assessment, these activities will be graded on a 5-point grading scale (A to E) for classes IX-X and will have no descriptive indicators. No up scaling of grades will be done.

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

Parameter of Assessment

While the students are engaged in the core areas like Health and Physical Education, Work Experience, Art Education and Multilingual Competencies in Sanskrit the process is as important as the product. Hence, the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below:

Area	Product	Process
Health and Physical Education	Overall fitness	Participation, team- spirit, commitment and honest effort.
Art Education	Expression, creativity and Aesthetic appeal	Participation, Creative process, material use, appreciation, reflection, effort, craftsmanship and completion
Work Experience	Self-confidence, Self-Reliance, Social and Community Service etc	Participation, team- spirit, commitment and honest effort.
Multilingual Competencies in Sanskrit	Ability to communicate	Reading with proper punctuation, making sentences and ability to converse and write correctly

Details of Five-point Grading (Class IX and X)

Grade	Connotation
A	Outstanding
B	Excellent
C	Very Good
D	Good
E	Satisfactory

Suggestions for Teachers

Teachers should encourage participation of each child in some activity or the others. They must ensure that no child is left out from participation in activities organized by the Board or at the class/school or at interschool level.

By carefully examining the behavior / skills / competencies of children in the class on all possible occasions, teachers will maintain records of the performance of learners. Schools should encourage teachers to work collaboratively with other teachers for facilitating and assessing learner's performance and then finally assigning grades.

Values Education

Constitutional and universal values should also be encouraged amongst students. Hygiene, sanitation, dedication, honesty, truthfulness, kindness,

empathy respect for the environment, elders and all living things etc. are the values that our students must actively practice. Parents may also support schools in cultivating disciplined behavior in their wards. Class teacher will grade the students on a Five- point scale (A to E) keeping in view the overall attendance, sincerity, values and behavior of the students. Values Education Resource Book and Kit developed by BSB may be used for inculcating values in students.

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 BSB.