

SENIOR SCHOOL CURRICULUM 2019-20

Classes XI-XII



CENTRAL BOARD OF SECONDARY EDUCATION
Shiksha Sadan, 17, Institutional Area, Rouse Avenue, Delhi - 110002

1. PRINCIPLES OF THE CBSE CURRICULUM

The curriculum refers to the lessons and academic content to be taught to a learner in the school. In empirical terms, it may be regarded as the sum total of a planned set of educational experiences provided to a learner by a school. It encompasses general objectives of learning, courses of study, subject-wise instructional objectives and content, pedagogical practices and assessment guidelines. The curriculum provided by CBSE is based on National Curriculum Framework-2005 and seeks to provide opportunities for students to achieve excellence in learning.

1.1 Salient Features of the CBSE Senior Secondary School Curriculum

The Curriculum prescribed by CBSE strives to:

1. provide ample scope for physical, intellectual and social development of students;
2. enlist general and specific teaching and assessment objectives;
3. uphold Constitutional values such as Socialism, Secularism, Democracy, Republican Character, Justice, Liberty, Equality, Fraternity, Human Dignity of Individual and the Unity and integrity of the Nation by encouraging values-based learning activities;
4. nurture Life-Skills by prescribing curricular and co-curricular activities to help improve self-esteem, empathy towards others and different cultures etc.;
5. integrate innovations in pedagogy, knowledge and application, such as human sciences with technological innovations to keep pace with the global trends in various disciplines;
6. promote inclusive education by providing equal opportunities to all students;
7. integrate environmental education in various disciplines from classes I-XII;
8. equally emphasize Co-scholastic areas of General Studies and Health and Physical Education.
9. Promote Art integrating learning.

1.2 Objectives of the Curriculum

The Curriculum aims to:

1. achieve cognitive, affective and psychomotor excellence;
2. enhance self-awareness and explore innate potential;
3. promote Life Skills, goal setting, and lifelong learning;
4. inculcate values and foster cultural learning and international understanding in an inter dependent society;
5. acquire the ability to utilize technology and information for the betterment of humankind;
6. strengthen knowledge and attitude related to livelihood skills;
7. develop the ability to appreciate art and show case talents;
8. promote physical fitness, health and well-being.

1.3 Curriculum Areas at Senior Secondary Level

For the purpose of fostering competencies in learners, the curriculum encompasses seven major learning areas, which are: Languages, Humanities, Mathematics, Science and Technology, Skill Subjects, General Studies. and Health and Physical Education. These areas are broadly divided into Scholastic and Co-scholastic areas as detailed below:

Languages	Scholastic Areas
Academic Electives	
Skill Subjects	
General Studies Health & Physical Education *Work Experience	Co-scholastic Areas

*Work experience is subsumed in Health and Physical Education

1.3.1 Scholastic Areas :

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

- (i) Languages include Hindi, English and other 31 languages. The curricula in languages focus on listening, speaking, reading and writing skills and to develop effective communicative proficiency. Learners use language to comprehend, acquire and communicate ideas.
- (ii) Subjects like Geography, History, Economics, Home Science, Sociology, Fine Arts, Political Science, Fashion Studies, and related subjects. promote the learning of history and culture, geographical environment, global institutions, constitutional values and norms, politics, economy, interpersonal and societal interactions, civic responsibilities and the incorporation of the above-mentioned learning. Learners appreciate and value every human's right to feel respected and safe, and, in this regard, also understand their Fundamental Rights and Duties and behave responsibly. Learners learn to be tolerant and empathetic towards others through the study of these subjects.
- (iii) Subjects like Biology, Chemistry, Physics, Computer Science, Information Practices help in gaining knowledge about matter and energy, nature, the environment, technology breakthrough in science. The focus is on knowledge and skills to develop a scientific attitude and to use and apply such knowledge for improving the quality of life. This learning can be used to analyze, evaluate, synthesize and create. Learners understand and appreciate the physical, biological and technological world and acquire the knowledge and develop attitude, skills and values to make rational decisions in relation to it.
- (iv) Mathematics includes acquiring the concepts related to number sense, operation sense, computation, measurement, geometry, probability and statistics, the skill to calculate and organize and the ability to apply this knowledge and acquired skills in their daily life. It also includes understanding of the principles of reasoning and problem solving.

Learners identify, integrate and apply numerical and spatial concepts and techniques. They have clarity of concepts and are able to connect them to the real world. Learners rationalize and reason about pre-defined arrangements, norms and relationships in order to comprehend, decode, validate and develop relevant patterns.

- (v) Subjects like Business Studies, Accountancy, Entrepreneurship, Economics and related subjects help in gaining understanding about core business disciplines. They understand the concept like, the exchange of items of value or products between persons or companies and the meaning / relevance/ Significance of any such exchange of money for a product, service, or information.
- (vi) Subjects like Dance, Drama, Music, Heritage Crafts, Fine Arts, Sculpture and related subjects aim to help learners cultivate an interest and appreciation for arts and encourage them to enthusiastically participate in related activities, thus, promoting abilities such as imagination, creativity, value arts, and the cultural heritage.

1.3.2 Co- Scholastic Areas :

It is a well-known fact that only a healthy child can learn effectively and good health status leads to better learning. Many other activities are necessary for development of the affective and psychomotor domain. Those activities like games and sport, art and music, craft work etc. are termed as co-scholastic activities. Instead of co-curricular activities, the term co- scholastic activities is used as both cognitive and non-cognitive development can take place by exposing the child to the lesson on scholastic subjects and non-scholastic subjects. General Studies, Health and Physical Education(Work Education has been subsumed) , Yoga, traditional games, indigenous sports, NCC, Scouts and Guides, Martial Arts etc. shall be integral part of the curriculum and shall be in the routine of the schools for the holistic development of children as per the specific details given below:

Health and Physical Education focuses on holistic development, both mental and physical, understanding the importance of physical fitness, health, well-being and the factors that contribute to them. Focus of this area is on helping learners develop a positive attitude and commitment to lifelong, healthy active living and the capacity to live satisfying, productive lives with the help of health management, indigenous sports, yoga, NCC, self-defense, fitness and lifestyle choices.

These learning areas are to be integrated with each other in terms of knowledge, skills (life and livelihood), comprehension, values and attitudes. Learners should get opportunities to think laterally, critically, identify opportunity, challenge their potential and be open to challenges. Learners value and engage in practices that promote physical, cognitive, emotional and social development and wellbeing. This enables learners to connect different areas of knowledge, application and values with their own lives and the world around them. The holistic nature of human learning and knowledge should be brought forth throughout.

The details of Health and Physical Education and General Studies are enclosed separately

General Studies: The purpose of orienting students to General Studies is to develop in them an appreciation for the holistic nature of knowledge. In contemporary times, familiarity with General Studies is indispensable because at the senior school stage there is an element of specialization due to which the students do not get exposed to some vital disciplines/areas of study that are not covered in their specialized field. The whole course of General Studies is, therefore, focused on proper development of the 'affective domain' by exposing the students to varied domains of study.

2.IMPLEMENTATION OF CURRICULUM

2.1 It is mandatory for all schools affiliated to CBSE to setup a School Curriculum Committee with teachers representing each areas. 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. It would help in the preparation of the schools annual pedagogical plans. The committee would also ensure that the textbooks/ reference materials are age appropriate, incorporate inclusive principles, are gender sensitive, have valid content and do not contain any material which may hurt the sentiments of any community. It would inform this to the principal for taking necessary action to put list of prescribed text-books in school website. It would also ensure that the reference materials reflect conformity with the underlying principles of the Constitution of India and are compliant with NCF2005. Issues of gender, social, cultural and regional disparities must be taken care of in the curriculum transaction.

2.2 Pedagogical Practices by Teachers

The pedagogical practices should be learner centric. It is expected of a teacher to ensure an atmosphere for students to feel free to ask questions. They would promote active learning with a focus on enquiry and 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' rather attend to the individual difference of students by diagnosing and modifying their pedagogic planning.

Reflection:

- *Teaching should be in the conversational modes rather than in the modes of authoritarian monologue*
- *The teacher needs to draw the children and gain their confidence,*
- *Teachers should make deliberate attempts to explain the learning from utility of the textual material taught in school to*

2.3 Lesson/ Unit Plan

Specific Lesson Plans for the topics are to be prepared by the teachers. These plan may have the following parts:

- Specific Learning Outcomes;
- Pedagogical Strategies;
- activities/experiments/hands-on-learning;
- Interdisciplinary Linkages and infusion Life-skills, Values, Gender sensitivity etc.;
- Resources (including ICT);
- Feedback and Remedial Teaching Plan.
- Art integration

2.4 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; 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, Constitutional Values with emphasis on realization of Fundamental Duties may be incorporated depending upon context in almost all the subjects.

2.5 Special emphasis on Integrating Arts in Education :

The NCF 2005 has recommended “Art as a subject at all stages covering all four major spheres, i.e. music, dance, visual arts and theatre....We must bring the arts squarely into the domain of the curricular, infusing them in all areas of learning while giving them an identity of their own at relevant stages.” It also states that “the importance of India’s heritage crafts, both in terms of their economic and aesthetic values, should be recognized as being relevant to school education.”

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

In view of the recommendations in the NCF-2005 document, NCERT’s recommendation, need for awareness of India’s vast and diverse art heritage, and the felt need for developing creative and critical thinking skills among students, the Board has decided to take up the integration of Art with the teaching learning process.

It must be understood that Art Education and Art Integrated Education may be mutually exclusive, but they build upon each other and strengthen each other. Art Education is not only relevant for developing creativity and appreciation of art among students, but is also necessary for inculcating art-based enquiry skills in the students. Art Education is a necessary precursor for the adoption of Art Integrated learning.

2.5.1 Art Education and Art Integration:

The following two-pronged approach will be followed from the session 2019-20 :

- (i) Art education (elective subject) will continue to be an integral part of the

curriculum, as a scholastic area. The schools may also promote and offer Visual and Performing Arts based subjects at the Secondary and Senior Secondary level.

(ii) Art shall be integrated with the teaching and learning process of all academic subjects from classes 1 to 12, to promote active and experiential learning for “connecting knowledge to life outside the school, ensuring that learning shifts away from rote methods and for enriching the curriculum, so that it goes beyond textbooks.”

2.5.2 Art Integrated Pedagogy:

Art must be integrated with the teaching and learning process of all academic subjects from classes 1 to 12, to promote active/experiential learning for “connecting knowledge to life outside the school, ensuring that learning shifts away from rote methods and for enriching the curriculum, so that it goes beyond textbooks”.

The forms to be taught, methodology, processes, etc. can be different at different levels, as maybe decided by different schools. However, the interventions should be planned well by the schools. While preparing its annual pedagogical plan under the leadership of the Principal of the school, the school must plan out in detail the Art Education to be imparted at various levels, and how that Art can be integrated with classroom learning of various subjects. The focus must be on mutually reinforcing Art as a subject and Art as a tool for learning, with efforts towards seamless integration. Team teaching (combination of subject teachers and Art teachers) would also strengthen the integration. Arts-Integrated Learning will strengthen teachers for assessing application-skills of the students in their subjects.

For implementing this in classrooms, the subject teacher picks the topic/concept/idea that she wants to teach through integration of Art. The teacher can do this jointly with the Art teacher too. Then, the subject teacher collaborates with the Art teacher to align the pedagogy. Next, he/she 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.

3.SCHEME OF STUDIES

Class XI and XII is an integrated course. Students need to take only those subjects in class XI which he/she intends to continue in class-XII. Students can offer minimum 5 or more subjects in class XI. They need to continue same subjects in class XII also.

3.1Combination of Subjects: Subjects can be offered as under:

Subject	Name of Subjects
Compulsory	Subject 1 Hindi Elective or Hindi Core or English Elective or English Core
	Subject 2 Any one Language from Subject Group – L not opted as Subject 1 Or Any one Subject from Academic Electives (Subject Group – A)
	Subject 3, Subject 4, and Subject 5 Any three Subjects from Academic Electives (Subjects Group – A) Or Any three Subjects from Skill Group – S Or Any three from Combination of Group – A and Group – S
Additional Subject Optional	Subject 6 Any one subject from any subject group not opted above
Subjects of Internal Assessment	Subject 7 to 9(Subjects of Internal Assessment to be taken by all Regular Candidates) *Work Experience Health and Physical Education General Studies

*Work experience is subsumed in Health and Physical Education

- a) Hindi or English must be one of the two languages to be studied in class XI and XII. Hindi and English can also be offered simultaneously. In Hindi and English, two courses have been provided for class XI and XII keeping in view the varying backgrounds of the students and a student may either opt for Hindi Elective (Code 002) or Hindi Core (Code 302) and English Elective (Code-001) or English Core (Code-301). However, same language cannot be offered both at Core and Elective levels.

In addition to above, following combinations cannot be taken together;

- (i) Physics (Code 042) and Applied Physics (Code 838) cannot be taken together
- (ii) Chemistry (Code 043) and Applied Chemistry (Code 839)
- (iii) Mathematics (Code 041) and Applied Mathematics (Code 840)
- (iv) Business Studies (Code 054) and Business Administration (Code 833) cannot be taken together.
- (v) Accountancy(055) cannot be offered with Cost Accounting (823).

Further, Out of five Computer Science/IT related subjects i.e. Informatics Practice (Code 265) old course(only for class XII), Informatics Practice (Code 065 new course), Computer Science (Code 283 old course), (only for class XII), Computer Science (Code 083 new course),and Information Technology (Code 802), a candidate can opt only for **one** subject.

- b) The first 5 subjects in the chronological order of filling the subjects in online registration system/ Mark Sheet are considered as Main subjects.
- c) A candidate can also offer an additional elective which may either be a language at elective level (out of those mentioned above) or, any other elective subject.
- d) While transacting the Curriculum, due emphasis should be laid on National Identity and Values Education. Schools are expected to draw their own programmes in this area in accordance with the guidelines given from time to time by the Board. Likewise, programmes in General Studies and Health and Physical Education be planned in accordance with the guidelines brought out by the Board.
- e) 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.
- f) If a student has taken 6 subjects, and if he/she fails in any one of first five subjects, the same will be replaced by the 6thsubject provided the candidate satisfies the scheme of studies i.e. after replacement either Hindi or English remains as one of the main five subjects.**
- g) Skill Education courses/electives can be offered along with any subject, as per the scheme of studies.
- h) Board is extending several exemptions/concessions to candidates with disabilities as defined in the “THE RIGHTS OF PERSONS WITH DISABILITIES ACT 2016”. In this context, time to time guidelines issued by the Board, may please be referred to.
- i) For Regional Languages, the Board prescribes the textbooks being followed in classes XI and XII in the respective State Boards where the language is taught. Schools are also advised to bring to the notice of CBSE the changes, if any, brought out at the commencement of the academic session by the respective State Boards, in the textbooks of the language of their State. Schools are directed to strictly follow the textbooks prescribed by CBSE in its curriculum. Changes if any, shall be prescribed by the Board. school will be responsible for any issue arising out of School not following Boards directives.

**3.2 Subjects Offered Under Academic and Skill Education
LIST OF SUBJECTS**

LANGUAGES (GROUP – L)		
CODE	NAME	
001	ENGLISH ELECTIVE	Any One
301	ENGLISH CORE	
002	HINDI ELECTIVE	Any One
302	HINDI CORE	
003	URDU ELECTIVE	Any One
303	URDU CORE	
022	SANSKRIT ELECTIVE	Any One
322	SANSKRIT CORE	
104	PUNJABI	
105	BENGALI	
106	TAMIL	
107	TELUGU	
108	SINDHI	
109	MARATHI	
110	GUJARATI	
111	MANIPURI	
112	MALAYALAM	
113	ODIA	
114	ASSAMESE	
115	KANNADA	
116	ARABIC	
117	TIBETAN	
118	FRENCH	
120	GERMAN	
121	RUSSIAN	
123	PERSIAN	
124	NEPALI	
125	LIMBOO	
126	LEPCHA	
189	TELUGU TELANGANA	
192	BODO	
193	TANGKHUL	
194	JAPANESE	
195	BHUTIA	
196	SPANISH	
197	KASHMIRI	
198	MIZO	
199	BAHASA MELAYU	

ACADEMIC SUBJECTS(GROUP-A)		
CODE	NAME	
027	HISTORY	
028	POLITICAL SCIENCE	
029	GEOGRAPHY	
030	ECONOMICS	
031	CARNATIC MUSIC (VOCAL)	Any One
032	CARNATIC MUSIC(MELODIC INSTRUMENTS).	
033	CARNATIC MUSIC (PERCUSSION INSTRUMENTS – MRIDANGAM)	
034	HINDUSTANI MUSIC (VOCAL)	
035	HINDUSTANI MUSIC (MELODIC INSTRUMENTS).	
036	HINDUSTANI MUSIC (PERCUSSION INSTRUMENTS)	
037	PSYCHOLOGY	
039	SOCIOLOGY	
041	MATHEMATICS	
042	PHYSICS	
043	CHEMISTRY	
044	BIOLOGY	
045	BIOTECHNOLOGY	
046	ENGINEERING GRAPHICS	
048	PHYSICAL EDUCATION	
049	PAINTING	Any one
050	GRAPHICS	
051	SCULPTURE	
052	APPLIED/ COMMERCIAL ART	
054	BUSINESS STUDIES	
055	ACCOUNTANCY	
056	KATHAK – DANCE	Any one
057	BHARATNATYAM – DANCE	
058	KUCHIPUDI – DANCE	
059	ODISSI – DANCE	
060	MANIPURI – DANCE	
061	KATHAKALI – DANCE	
064	HOME SCIENCE	
265	INFORMATICS PRACTICES (OLD)(Only for XII)	
065	INFORMATICS PRACTICES (NEW)	
283	COMPUTER SCIENCE (OLD) (Only for XII)	
083	COMPUTER SCIENCE (NEW)	
066	ENTREPRENEURSHIP	
073	KNOWLEDGE TRADITION & PRACTICES OF INDIA	
074	LEGAL STUDIES	
076	NATIONAL CADET CORPS (NCC)	

LIST OF SKILL SUBJECTS (GROUP- S)	
CODE	NAME
801	RETAIL
802	INFORMATION TECHNOLOGY
803	WEB APPLICATION
804	AUTOMOTIVE
805	FINANCIAL MARKETS MANAGEMENT
806	TOURISM
807	BEAUTY & WELLNESS
808	AGRICULTURE
809	FOOD PRODUCTION
810	FRONT OFFICE OPERATIONS
811	BANKING
812	MARKETING
813	HEALTH CARE
814	INSURANCE
815	X-RAY TECHNICIAN
816	HORTICULTURE
817	TYPOGRAPHY & COMPUTER APPLICATION
818	GEOSPATIAL TECHNOLOGY
819	ELECTRICAL TECHNOLOGY
820	ELECTRONIC TECHNOLOGY
821	MEDIA
822	TAXATION
823	COST ACCOUNTING
824	OFFICE PROCEDURES & PRACTICES
825	SHORTHAND (ENGLISH)
826	SHORTHAND (HINDI)
827	AIR-CONDITIONING & REFRIGERATION
828	MEDICAL DIAGNOSTICS
829	TEXTILE DESIGN
830	DESIGN
831	SALESMANSHIP
832	MUSIC PRODUCTION
833	BUSINESS ADMINISTRATION
834	FOOD NUTRITION & DIETETICS
835	MASS MEDIA STUDIES
836	LIBRARY & INFORMATION SCIENCE
837	FASHION STUDIES
838	APPLIED PHYSICS
839	APPLIED CHEMISTRY
840	APPLIED MATHEMATICS
841	YOGA (NEW)
842	EARLY CHILDHOOD EDUCATION (NEW)

3.3. Medium of Instruction

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

4. STRUCTURE OF ASSESSMENT SCHEME

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

4.1 Annual examination:

For Class XII:

The Board Examination will cover entire syllabus of Class-XII as per syllabus for each subjects. Marks and grades on the basis of 9-point grading system. Grading will be awarded in each scholastic subject. For awarding the grades, the Board will put all the passed students in a rank order and will award the grades as follows:

A-1	Top 1/8th of the passed candidates
A-2	Next 1/8th of the passed candidates
B-1	Next 1/8th of the passed candidates
B-2	Next 1/8th of the passed candidates
C-1	Next 1/8th of the passed candidates
C-2	Next 1/8th of the passed candidates
D-1	Next 1/8th of the passed candidates
D-2	Next 1/8th of the passed candidates
E	Failed candidates

Notes:-

- a) Minor variations in proportion of candidates to adjust ties will be made.
- b) In case of a tie, all the students getting the same score, will get the same grade. If the number of students at a score point need to be divided into two segments, the smaller segment will go with the larger.
- c) Method of grading will be used in subjects where the number of candidates who have passed is more than 500.
- d) In respect of subjects where total number of candidates passing as subject is less than 500, the grading would be adopted on the pattern of grading and distribution in other similar subjects.

For Class XI :

The assessment scheme will be similar to class XII Board examination and shall be carried out at school level. However, the grading in class XI will be as follows:

Grading Scale for Scholastic Areas (Class-XI) (School will award grades as per the following grading scale)	
MARK RANGE	GRADE
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	E (Failed)

Absolute grading is suggested for class XI keeping in view the number of students appearing from any particular school as against positional grading used for class XII.

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

4.3 Assessment of Co-Scholastic Areas

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

In the existing scheme of assessment, these activities will be graded on a 8-point grading scale(A1 to E)for classes XI –XII and will have no descriptive indicators. The students shall be assessed on three areas i.e. Health and Physical Education with Work Experience and General Studies . Work Experience is subsumed in the Health and Physical Education. No up scaling of grades will be done.

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

Parameters of Assessment

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

Grading for General Studies :

Grade	Description
A1	Top1/8 th of the passed candidates
A2	Next 1/8 th of the passed candidates
B1	Next 1/8 th of the passed candidates
B2	Next 1/8 th of the passed candidates

C1	Next 1/8 th of the passed candidates
C2	Next 1/8 th of the passed candidates
D1	Next 1/8 th of the passed candidates
D2	Next 1/8 th of the passed candidates
E	Failed

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

Strand	Periods (Approx.)	Grades*
1. GAMES A) Athletics/ Swimming B) Team Games C) Individual Games/ Activity D) Adventure Sports	90 periods	While filling online data, following grades may be filled against HPE : Class XI-XII: Grade (A-E) on 9-point scale (A1,A2,B1,B2,C1,C2,D1,D2,E)
2. Health and Fitness	50 periods	
3. SEWA	50 periods	While filling online data, following grades of SEWA shall be filled against Work Education / Work Experience: Class XI-XII: Grade (A-E) on 9-point scale (A1,A2,B1,B2,C1,C2,D1,D2,E)
4. Health and Activity Card	10 periods	- Enclosed separately
Total	200 Periods (Approx.)	-

* Refer the detailed HPE guidelines available on www.cbseacademic.nic.in

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

4.5 Rules regarding Admission and Examination

Regarding eligibility for Admission and Examination and Scheme of Examination and related information, kindly see the Examination Bye-Laws of CBSE available on www.cbse.nic.in

