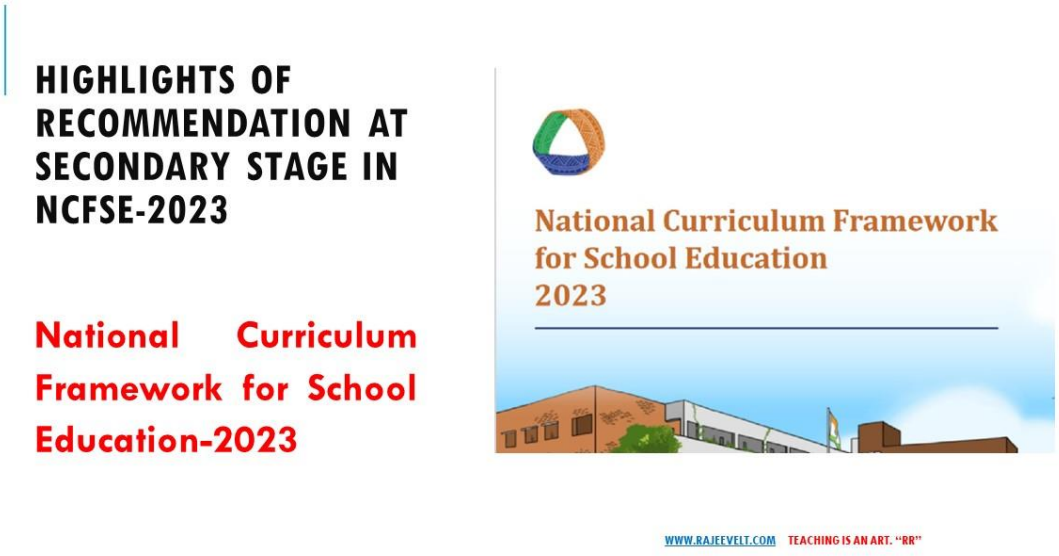


Highlights of Recommendation at Secondary Stage in NEP 2020

Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging

The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. The curricular and pedagogical structure and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8), Preparatory Stage (Grades 3-5, covering ages 8-11), Middle Stage (Grades 6-8, covering ages 11-14), and Secondary Stage (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18). **(NEP 2020, Page-11)**

The Secondary Stage will comprise of four years of multidisciplinary study, building on the subject-oriented pedagogical and curricular style of the Middle Stage, but with greater depth, greater critical thinking, greater attention to life aspirations, and greater flexibility and student choice of subjects. In particular students would continue to have the option of exiting after Grade 10 *National Education Policy 2020* and re-entering in the next phase to pursue vocational or any other courses available in Grades 11-12, including at a more specialized school, if so desired. (NEP 2020, Page-11)

Key Recommendation Highlights of Ncfse-2023 at Secondary Stage in School Education

a. This Stage is for students aged between 14 and 18.

b. Phase 1 — Grades 9 and 10:

i. All students would continue to engage with all the Curricular Areas as in the **Middle Stage.**

In addition, students would study Environmental Education as an Interdisciplinary Area of study. They would develop capacities for reasoning and argumentation for issues in the public sphere along with ethical and moral reasoning. They would use these capacities in the context of Environment Education.

Learning Standards have been set for these areas of study.

c. Phase 2 — Grades 11 and 12:

i. **Choice-based courses are to be offered to enable flexibility and choice for students and to remove hard separations between disciplines and academic areas.**

ii**. Students need to study two subjects from Language Education (called Group 1, *see Figure 1.4i*), at least one of which must be a language native to India. Literature subjects are also contained in Language Education at this level.**

iii. Students need to choose four subjects (with an optional fifth subject) from at least two of the following three groups (*see Figure 1.4i*):

1) Group 2: Art Education, Physical Education, Vocational Education

2) Group 3: Social Science and Humanities, Interdisciplinary Areas

3) Group 4: Science, Mathematics and Computational Thinking

iv. This scheme allows for both breadth of study as well as gaining disciplinary depth. To allow for interesting combinations, there should be no further restrictions for students to choose specific streams.

v. An illustrative list of subjects that can be made available within each Group is given below.

vi. Some illustrative combinations possible with this scheme are given in *Figure 1.4ii.*

d. Textbooks play a significant role in organising content in Grades 9 and 10. In Grades 11 and 12, students should be encouraged to source content from multiple channels. Course compendiums can be utilised in Grades 11 and 12 to make the choice of content more dynamic and flexible.

e. Pedagogy at this Stage should expect more independent learning from the students. More opportunities for self-study and group work should be encouraged. Classroom interactions should also be diverse — didactic, Socratic, and inquiry-based methods are all appropriate for this Stage.

Combinations for Commerce	Combinations for Science	Combinations for Social Science	Multidisciplinary Combinations
Combinations 1 Hindi, English Business Studies, Accounting, Economics from Group 3 Business Mathematics from Group 4	Combinations 1 Classical Telugu, Sanskrit Mathematics, Physics, Chemistry from Group 4 Sustainability and Climate Change from Group 3	Combinations 1 Marathi, French History, Economics, Psychology from Group 3 Contemporary Music from Group 2	Combinations 1 Classical Tamil, Hindi Gardening from Group 2 History, Journalism from Group 3 Mathematics from Group 4
Combinations 2 Bengali, English Business Studies, Accounting from Group 3 Business Mathematics from Group 4 Fine Arts from Group 2	Combinations 2 Gujarati, English Biology, Physics, Chemistry from Group 4 Indian Classical Music from Group 2 [Optional] Mathematics from Group 4	Combinations 2 Assamese, Sanskrit Geography, Political Science from Group 3 Indian Classical Music from Group 2 [Optional] Mathematics from Group 4	Combinations 2 Pali, Malayalam Folk Music from Group 2 Automobile Servicing from Group 2 Business Studies from Group 3 [Optional] Business Mathematics from Group 4

f. Assessments and Board Examinations:

i. Students should be given opportunities to engage with higher-order capacities of analysis and synthesis through meaningful yet challenging assessments.

ii. Board examinations for Grade 10 should be based on the Competencies set for each of the Curricular Goals in that area. Art Education, Physical Education, and Vocation **Education would have local assessments with Board certification.**

iii. To get a Grade 12 certificate, the students should pass the following Board examinations:

1) 2 examinations in Languages

2) 4 examinations from at least 2 Groups (with one additional optional exam)

3) Subjects in Group 2 (Art Education, Physical Education, and Vocational Education) would have local assessments with Board certification.

g. Implications for Schools and Boards of Examinations:

i. Schools and Examination Boards should be prepared to offer and assess subjects from all the ten Curricular Areas for Grade 10 right from the beginning of the implementation of this NCF.

ii. **Schools and Examinations Boards should be prepared to offer a minimum of two languages for Grades 11-12 from the beginning of the implementation of this NCF.**

iii. All Board examinations must move towards becoming 'easier' without any compromise on assessing genuine learning, by testing basic concepts and Competencies across subjects, rather than rote learning.

iv. Schools should be prepared to offer subjects from at least two Groups amongst Groups 2, 3, and 4 immediately. Within 5 years, schools should be ready to offer subjects from all four Groups. Within 10 years, schools should offer many more subjects covering all **Curricular Areas, and students should study subjects across all four Groups.**

v. The Secondary Stage has been divided into two Phases — Grades 9 and 10, and Grades 11 and 12. In 10 years, all school systems should move to a single Secondary Stage, where students have choice and flexibility right from Grade 9, following the current curricular structure of Grades 11 and 12. Thus, realising the NEP vision of the Secondary Stage as being 'four years of multidisciplinary study' across all Curricular Areas.

vi. The current system of study in annual and two-year patterns should move to a semester and/or annual design. This would allow for greater flexibility in the design of courses as well as course options for students.

vii. In ten years, Boards of Examination should be prepared to offer certification through modular examinations — 'that each test far less material and are taken immediately after the course is taken in school.' [NEP 2020, 4.38]

2.3.4 Secondary Stage

2.3.4.1 NEP 2020 — Considerations

a. No Hard Separation. NEP 2020 gives clear mandate to move away from the current practice of streaming into Science, Arts/Humanities, and Commerce. Instead, students can choose subjects across Curricular Areas. Thus, the Secondary Stage design should enable both breadth through engagement with a variety of subjects across streams — including Art Education, Physical Education and Well-being, and Vocational Education — as well as depth in areas chosen by students.

b. Breadth and Depth. Students should have breadth and depth across multiple disciplines and depth in chosen subjects.

c. Choice and Flexibility. Students should have flexibility and choice across subjects and Curricular Areas.

d. Reduced Content Load. 'Curriculum content will be reduced in each subject to its core essentials, to make space for critical thinking and more holistic, inquiry-based, discovery based, discussion-based, and analysis-based learning.' [NEP 2020, 4.5]

e. Reduced Exam Pressures. 'Board exams will also be made 'easier', in the sense that they will test primarily core capacities/competencies rather than months of coaching and memorization.' [NEP 2020, 4.37]

Explanation of 2.3.4.1 NEP 2020 — Considerations: -

a. **No Hard Separation:** The NEP 2020 emphasizes moving away from the traditional practice of dividing students into distinct streams such as Science, Arts/Humanities, and Commerce. Instead, it encourages students to choose subjects from various Curricular Areas. This means that students will have the opportunity to select subjects based on their interests and passions, regardless of which traditional stream they might have been categorized into previously. This approach aims to provide a more well-rounded education and allow students to explore a broader range of subjects, including Art Education, Physical Education and Well-being, and Vocational Education. Additionally, the design of education at the Secondary Stage should support both a wide exposure to different subjects and a deeper focus on the subjects students are most interested in.

b. **Breadth and Depth:** The NEP 2020 envisions students acquiring both breadth and depth in their education. This means that students should have exposure to multiple disciplines and subjects, ensuring a broad understanding of various areas of knowledge. At the same time, they should also be able to delve deeply into the subjects they are passionate about. This approach aims to provide a holistic education that nurtures a well-rounded perspective while allowing students to specialize in their chosen areas of interest.

c. **Choice and Flexibility:** The policy underscores the importance of offering students the freedom to choose subjects and Curricular Areas based on their individual interests and aptitudes. This kind of flexibility in education helps students engage more actively with their studies and pursue learning paths that resonate with their aspirations. The idea is to move away from a one-size-fits-all approach to education and instead cater to the diverse interests and talents of students.

d. **Reduced Content Load:** The NEP 2020 suggests that the curriculum should focus on essential concepts and knowledge, reducing the excessive content load that students are often burdened with. By streamlining the curriculum to its core essentials, there's more space for fostering critical thinking, holistic learning approaches, inquiry-based learning, discovery-based learning, discussion-based learning, and analysis-based learning. This shift aims to move beyond rote memorization and encourage students to think critically, analyze information, and engage deeply with the subject matter.

e. **Reduced Exam Pressures:** The policy acknowledges that the current examination system can often lead to excessive pressure on students, with a focus on extensive coaching and memorization. The NEP 2020 proposes making board exams "easier" in the sense that they will assess students' core capacities and competencies rather than solely relying on their ability to memorize large amounts of information. This change is intended to encourage a more comprehensive evaluation of students' understanding, application of knowledge, and critical thinking skills, reducing the emphasis on rote learning and exam-centric preparation.

The NEP 2020 promotes a departure from rigid subject divisions (Science, Arts, Commerce) in favor of interdisciplinary learning. Students can choose subjects

across areas, fostering both broad engagement (Art, PE, Vocational) and focused depth. This approach prioritizes breadth and depth across disciplines, offers flexibility in subject choice, reduces content load for critical thinking and holistic learning, and aims to ease exam pressures by assessing core capacities rather than rote memorization.

2.3.4.2 Curricular Structure

a. To enable the vision of NEP 2020, the Secondary Stage will be designed in two phases —Grades 9 and 10, and Grades 11 and 12. In Grades 9 and 10, students engage with a breadth of curriculum across Curricular Areas. In Grades 11 and 12, more specialisations and choices are available to students while still maintaining significant breadth.

b. Grades 9 and 10 will ensure breadth, building on the learning achieved in the Middle Stage with clear continuity between the two stages.

i. Study 3 Languages — R1, R2, R3 — at least two of which are native to India Study 7 subjects — Mathematics and Computational Thinking, Social Science, Science, Art Education, Physical Education and Well-being, Vocational Education, and Interdisciplinary Areas. Each of these subjects will be a well-integrated and coherent study of multiple disciplines; for example, in Science — Biology, Chemistry, Physics, and Earth Science. Again, the emphasis would be on learning core concepts/competencies rather than the memorisation of facts.(*See Figure 2.3i*)

ii. Learning Standards for these subjects are articulated in the corresponding Curricular Areas for this phase in this NCF, and it is expected that all students attain these Learning Standards. (*See Part C, Chapters 2-9*)

iii. All Secondary Schools will need to offer 3 Languages as well as all the 7 subjects, so that all students are able to complete Grade 10. Out of these, Art, Physical Education and Well-being, and Vocational Education would be examined locally. (*See §2.3.4.7 on Assessment*)

c. Grades 11 and 12 will enable depth of study based on choices that students make.

i. To ensure that students have a depth of learning across a range of human knowledge, students will have to:

1) Choose two Languages from Group 1, at least one of which is native to India.

2) Choose four subjects (with an optional fifth subject) from at least two of the following groups:

- ***Group 2: Art Education, Physical Education and Well-being, Vocational Education***
- ***Group 3: Social Science and Humanities, Interdisciplinary Areas***
- ***Group 4: Science, Mathematics & Computational Thinking***

(*See Figure 2.3ii*)

These Groups have been created to address the requirement of breadth of study in NEP 2020, which is why there is a requirement to choose subjects from at least two groups. In the longer term, as schools develop the requisite capacity, it will be

desirable for students to have to take subjects from all three Groups above to develop well-rounded thinking. (For more details on Groups, Curricular Areas, and Subjects *see Figure 2.3ii*)

The following are some of the key considerations for designing the subject courses in Grades 11 and 12.

1) In the case of subjects based on academic disciplines, the intent would be to give adequate exposure to the key conceptual structures and theories of the discipline and develop capacities of inquiry in that discipline. The students would develop an understanding of how this discipline behind the subject fits within the Curricular Area and the open questions that the discipline is currently engaging with. This would enable students to make informed decisions about the pursuit of this discipline in higher education or to study it on their own.

2) In case of Interdisciplinary Areas, a very wide range of subjects can be offered. Art Education can offer specific forms of art as subjects, while Physical Education and Well-being can offer specialisations based on practices such as Yoga. In the case of vocational areas, the subject should equip students to enter the world of work in a particular vocation. Contemporary subjects, such as Artificial Intelligence, Design Thinking, Holistic Health, Organic Living, and Global Citizenship Education, as recommended by NEP 2020 can be offered as courses in appropriate Groups. An illustrative list of subjects is given in *Figure 2.3ii*.

3) This NCF states the broad aims for the Curricular Areas and does not specify the Learning Standards for Grades 11 and 12 that must be achieved in each subject. These have to be articulated specifically in terms of Competencies and Learning Outcomes for each subject by syllabus developers. However, this NCF has specific illustrations of a few disciplines *(See Part C, Chapter 10)*.

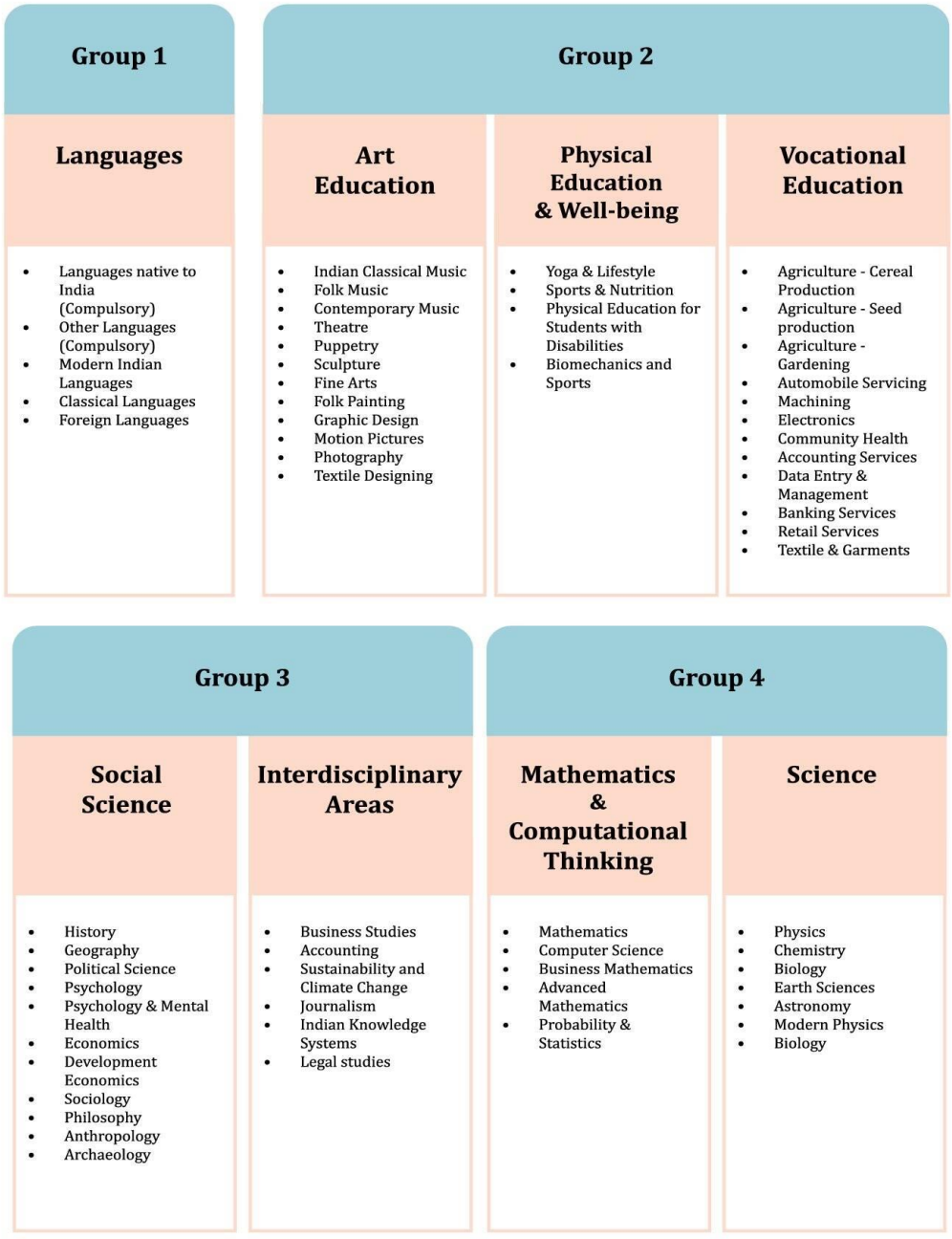
4) Since students would have a wide choice, syllabus/course designers of subjects should not assume that students would choose a 'complementing' subject. For example, the Biology courses in Grade 11 and 12 cannot be designed on the assumption that students are enrolled in Chemistry in their Grade 11 and 12.

5) Subjects can be offered at different levels. For example, there can be a Basic Mathematics subject as well as Advanced Mathematics. Students will be given the choice of opting for different levels.

ii. Students are expected to make their choices on the basis of their passions and interests, and their future plans either in the world of work or in higher education after their school completion. See *Figure 2.3iv* for some illustrative combinations that students may choose.

Below Pic *Figure 2.3ii*

Figure 2.3ii


Group 1
Languages
Languages native to India (Compulsory)
Other Languages (Compulsory)
Modern Indian Languages
Classical Languages
Foreign Languages
Group 2
Art Education
Indian Classical Music
Folk Music
Contemporary Music
Theatre
Puppetry
Sculpture
Fine Arts
Folk Painting
Graphic Design
Motion Pictures
Photography
Textile Designing
Physical Education & Well-being
Yoga & Lifestyle
Sports & Nutrition
Physical Education for Students with Disabilities
Biomechanics and Sports
Vocational Education
Agriculture - Cereal Production
Agriculture - Seed production
Agriculture - Gardening
Automobile Servicing
Machining
Electronics
Community Health
Accounting Services
Data Entry & Management
Banking Services
Retail Services
Textile & Garments
Group 3
Social Science
History
Geography
Political Science
Psychology
Psychology & Mental Health
Economics
Development Economics
Sociology
Philosophy
Anthropology
Archaeology
Interdisciplinary Areas
Business Studies
Accounting
Sustainability and Climate Change
Journalism
Indian Knowledge Systems
Legal studies
Group 4
Mathematics & Computational Thinking
Mathematics
Computer Science
Business Mathematics
Advanced Mathematics
Probability & Statistics
Science
Physics
Chemistry
Biology
Earth Sciences
Astronomy
Modern Physics
Biology

Explanation of 2.3.4.2 Curricular Structure

a. **Secondary Stage Phases:**

- In the Secondary Stage, there are two phases: Grades 9 and 10, and Grades 11 and 12.
- In Grades 9 and 10, students learn a wide variety of subjects from different areas.
- In Grades 11 and 12, students have more choices and can specialize while still learning broadly.

b. **Grades 9 and 10:**

- During these grades, students' study three languages, with at least two being Indian languages.
- They learn seven subjects, like Math, Social Studies, Science, Arts, Physical Education, Vocational Education, and more. These subjects are a mix of different areas.
- The focus is on understanding core concepts rather than just memorizing facts.

c. **Grades 11 and 12:**

- These grades allow students to specialize in subjects they choose.
- They pick two languages, one being Indian, and then choose four subjects from different groups: Art and PE, Social Studies, Science, and more.
- This mix ensures a broad education.
- For academic subjects, the aim is to understand the main ideas and theories of the subject.
- For interdisciplinary subjects, like Art or Physical Education, students can pick specific areas to study.
- Vocational subjects prepare students for specific jobs.
- Modern topics like AI or Global Citizenship can also be studied.
- While the NCF provides the overall goals, specific details for each subject are created by curriculum designers.
- Students have freedom in their choices. For example, they can take both basic and advanced levels of a subject.
- Students decide based on their interests and future plans.

NEP 2020 outlines how high school education will work in two phases: Grades 9 and 10 focus on learning a variety of subjects, while Grades 11 and 12 let students choose their favorite subjects to specialize in. Students will get a broad education and also have a chance to dive deep into what they're passionate about, whether it's academic subjects or practical skills. The goal is to prepare students well for their future studies or careers.

2.3.4.3 Implications for Schools and Boards of Examination

a. **For Phase 1: Grades 9 and 10**

i. Schools should offer all the ten subjects required for 10th grade certification (*see Figure 2.3i*)

b. For Phase 2: Grades 11 and 12

i. Schools should offer a minimum of 2 Languages.

ii. Schools should, at a minimum, offer subjects from at least two Groups amongst Groups 2, 3 and 4.

iii. In 5 years, schools should offer subjects from all four Groups.

iv. Within 10 years, many more subjects should be offered within Groups to give more choice and flexibility to students and all Curricular Areas should be covered.

c. Boards of examination

i. Boards of examination should offer all subjects for Grade 10.

ii. For Grade 12, Boards should not restrict students to choose subjects within streams (such as Science or Commerce), and instead allow flexibility to choose from different Groups.

iii. A wide range of examinations for different subjects within Groups should be designed to increase choice and flexibility for students and schools.

iv. Subject examinations at different levels (e.g., basic and advanced) should be offered.

v. Processes for empanelling external examiners for Art Education, Physical Education and Well-being, and Vocational Education should be defined.

vi. Board examinations should be made 'easier', in the sense that they test primarily core capacities/competencies rather than months of coaching and memorisation.

Explanation of 2.3.4.3 Implications for Schools and Boards of Examination

a. For Grades 9 and 10:

- **Schools should offer all ten subjects necessary for 10th-grade certification.**

b. For Grades 11 and 12:

- **Schools need to provide at least 2 languages.**
- **They should offer subjects from at least two out of three Groups: Art, PE, Social Studies, Science, Math.**
- **Within 5 years, schools should provide subjects from all four Groups.**
- **Within 10 years, more subjects should be available in each Group for student choice.**

c. Boards of Examination:

- **Boards should make sure all subjects for Grade 10 are available.**
- **For Grade 12, students shouldn't be limited to certain subject groups like Science or Commerce.**
- **Different subject exams within Groups should be created for more choices.**
- **Exams at different levels (basic, advanced) should be offered.**

- **External examiners for Art, PE, and Vocational Education need to be organized.**
- **Board exams should test core skills and abilities more than just memorization.**

In fact, for Grades 9 and 10, schools need to provide all required subjects. For Grades 11 and 12, they should have at least 2 languages and subjects from at least 2 out of 3 Groups. School should offer more subjects in all Groups for more choices.

Examination boards should make sure all Grade 10 subjects are examined. For Grade 12, students can choose any subjects they like, not just ones related to a specific field. Different exams within Groups will give more options. Exams at different levels should be available. People from outside should be involved in examining subjects like Art and PE. Board exams should focus on important skills rather than just memorization.

2.3.4.4 Implementation in Phases

The NCF 2023 aims to respond meaningfully to the recommendations of NEP 2020 in giving more flexibility and choice to students and not creating hard separations between disciplines.

Along with these responses, the Curricular Areas of Art Education, Physical Education and Wellbeing, Vocational Education, and Interdisciplinary Areas have received additional attention. In order to fully realise the vision of NEP 2020 in a practical manner, the NCF 2023 recommends a phased approach towards implementing the curriculum.

(Annexure-*Figure 2.3iii-Blow -Page no-83)*

Figure 2.3iii

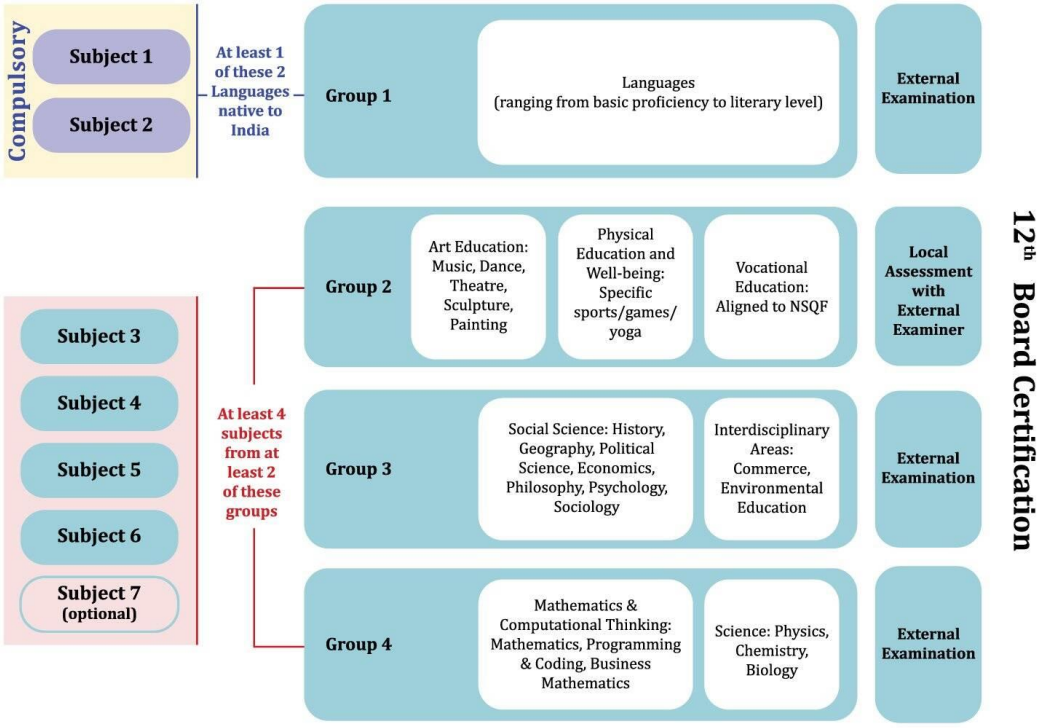


Figure 2.3iv

Combinations for Commerce	Combinations for Science	Combinations for Social Science	Multidisciplinary Combinations
Combination 1	**Combination 1**	**Combination 1**	**Combination 1**
Hindi, English Business Studies, Accounting, Economics from Group 3 Business Mathematics from Group 4	Classical Telugu, Sanskrit Mathematics, Physics, Chemistry from Group 4 Sustainability and Climate Change from Group 3	Marathi, French History, Economics, Psychology from Group 3 Contemporary Music from Group 2	Classical Tamil, Hindi Gardening from Group 2 History, Journalism from Group 3 Mathematics from Group 4
Combination 2	**Combination 2**	**Combination 2**	**Combination 2**
Bengali, English Business Studies, Accounting from Group 3 Business Mathematics from Group 4 Fine Arts from Group 2	Gujarati, English Biology, Physics, Chemistry from Group 4 Indian Classical Music from Group 2 [Optional] Mathematics from Group 4	Assamese, Sanskrit Geography, Political Science from Group 3 Indian Classical Music from Group 2 [Optional] Mathematics from Group 4	Pali, Malayalam Folk Music from Group 2 Automobile Servicing from Group 2 Business Studies from Group 3 [Optional] Business Mathematics from Group 4

a. **Schools and Examination Boards should be prepared to offer and assess all the ten Curricular Areas for Grade 10 right from the beginning of the implementation of this NCF.**
b. **Schools and Examinations Boards should be prepared to offer a minimum of two Languages for Grade 12 from the beginning of the implementation of this NCF.**
c. **Schools should be prepared to offer subjects from at least two Groups amongst Groups 2, 3, and 4, immediately. Within 5 years, schools should be ready to offer subjects from all the four Groups. Within 10 years, schools should offer many more subjects covering all Curricular Areas.**
d. **The Secondary Stage has been divided into two phases — Grades 9 and 10, and Grades 11 and 12. In 10 years, all school systems should move to a single unified stage for secondary, where students have choice and flexibility with breadth right from Grade 9 through 12 — thus realising the NEP vision of the Secondary Stage as being 'four years of multidisciplinary study'.**
e. **The current system of study in annual patterns should move to a semester design. This would allow for greater flexibility in design of courses.**
f. **In ten years, Boards of Examination should be prepared to offer certification through 'easier' modular examinations — 'that each test far less material and are taken immediately after the course is taken in school' [NEP 2020, 4.38] — in order to eliminate the need for studying large amounts of material at once and to thereby further reduce coaching culture and the need for coaching.**

2.3.4.5 Content

For Grades 9 and 10, textbooks can continue to be an important source of content. For Grades 11 and 12, each semester-long course can have its own specific course compendium. At this Stage, a variety of content addressing specific concepts and methods of inquiry should be made available to Teachers and the Teachers should choose appropriate content packages to meet the Learning Objectives of the courses.

2.3.4.6 Pedagogy

Pedagogy, at this Stage, should take into consideration the knowledge and capacities that students will bring from the previous stages of schooling. The pedagogy should encourage more self-study and exploration, with a focus on becoming fluent in the methods of inquiry specific to the Curricular Area. At this stage, students can be reasonably expected to become independent learners and the pedagogy in the classroom should reflect this expectation. Classroom interactions should be a judicious mix of more direct instruction from the Teacher with discussion, seminars for discussion, exploration and discovery, and opportunities for students to prepare individual and group projects and present key concepts of the discipline.

2.3.4.7 Assessment

a. Grades 9 and 10

i. Students must successfully 'pass' Board examinations at the end of Grade 10. These examinations are conducted by the respective Boards of examinations with central evaluation. These examinations should assess the Competencies defined in the Learning Standards for each Curricular Area:

1) The Languages Curricular Area would have 3 examinations — for R1, R2, and R3.

2) The Curricular Areas of Mathematics and Computational Thinking, Science, Social Science, and Interdisciplinary Areas would have one examination each adding to 4 examinations.

ii. Assessment schemes (question papers) for Art, Physical Education and Well-being, and Vocational Education can be prepared by the appropriate Board of examinations, and both the assessment and evaluation can be done locally at the school level with external examiners.

iii. Boards must offer these examinations multiple times (each being a 'cycle') in the same academic year — and students' final certification must be on the basis of their best performance across these cycles, including taking the best performance from different Curricular Areas from different cycles within three academic years.

b. Grades 11 and 12

i. To complete Grade 12, students should 'pass' the following Board examinations:

1) 2 examinations in Languages, at least one of which is native to India. These Languages may or may not be continuations of R1, R2, or R3 — for example, they may be a specialised literature class in R1, R2, or R3, or a new Indian Language (such as Sanskrit or classical Tamil) and/or a foreign language.

2) 4 examinations from at least 2 Groups (plus an optional 5th exam):

• Group 2: Art Education, Physical Education and Well-being, Vocational Education

• Group 3: Social Science, Interdisciplinary Areas

• Group 4: Science, Mathematics & Computational Thinking

ii. The mode of conducting examinations should be liberalised in due course from the rigid annual examinations. Modular Examinations can be offered by Boards as opposed to a single examination at the end of the year. These can be offered at different times of the year. In due course, Boards of examinations should develop capacities to offer 'on demand' examinations. The final certification will be based on the cumulative result of each of the examinations.

iii. Assessment schemes (question papers) for Art Education, Physical Education and Well-being, and Vocational Education can be prepared by the appropriate Board of examinations, and both the assessment and evaluation can be done locally at the school level with external examiners.

The matter of assessment and examinations are dealt with in greater detail in Part A, Chapter 3, §3.4 — which are equally relevant to the Secondary Stage.

2.3.4.8 Classroom Arrangement

The classroom arrangement should take into consideration that students are expected to be more independent learners. The physical arrangement should facilitate group discussions and explorations. Laboratory spaces can be utilised for science classrooms, with adequate safety precautions, instead of separating the sites of learning theory and practice. Dedicated classrooms for specific subjects are very effective at this stage, where the classrooms are equipped with the necessary TLMs.

Subject Combination (Annexure-1)

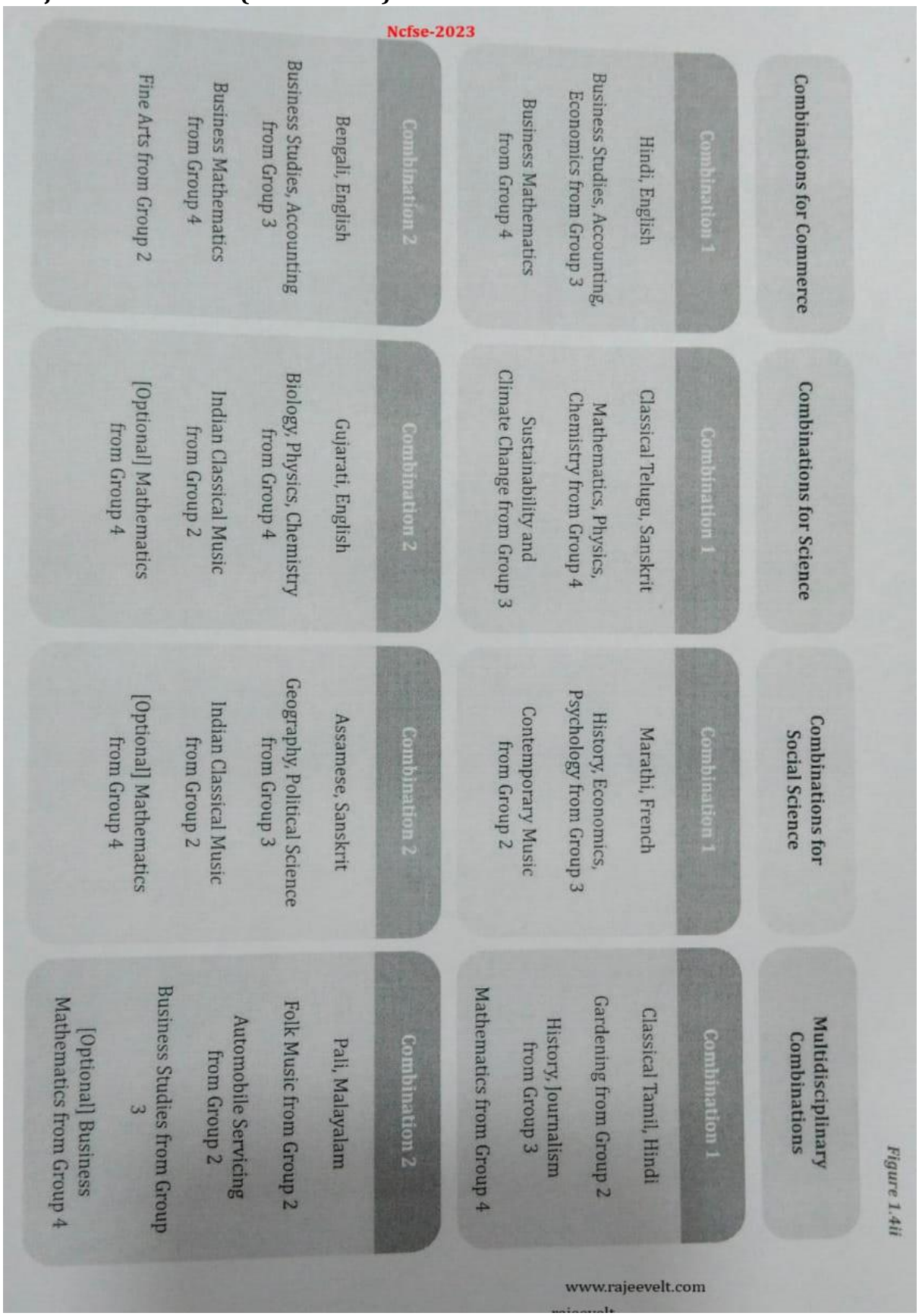


Figure 1.4ii

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