

the path ahead.....

Why Shikshantar for senior secondary education?

Young adulthood, between 15 and 18 years of age, is a period of churning, questioning and intense search for purpose and challenge. It is a time that lays the foundation for the development of a personal and potential professional identity.

Shikshantar visualizes this period of transition from childhood to adulthood as one that requires sensitive thinking and engagement.

Confidence, happiness, talent and the ability to negotiate challenging situations emerges with proactive engagement on the part of each player - young people, their teachers and parents alike.

What do we seek from young people?

A desire to dream and to create
Openness to accommodate multiple (new and old) perspectives
Ability to organize themselves and their work
Commitment to find purpose
Emerging ability to make thoughtful choices
Engagement with the heart and the mind
Openness to listen and to be patient with the self
Willingness to work hard

What do we seek from teachers?

Commitment to be patient and gentle with young people
Openness to accommodate new perspectives



Subject level mastery

Ability to nurture intellectual and emotional needs of young people

What do we seek from parents?

Faith in their children

Trust in their explorations

Patience to help young people build strengths at a reasonable pace

Ability to recognise and appreciate strengths and talents, not merely limitations

Openness to give time for limitations to resolve or transform to become strengths

With these unique characteristics in place amongst young people, their teachers and parents, the Shikshantar approach to senior secondary education can weave magic that includes purpose, rigor and creative expressions.

The senior secondary school curriculum at Shikshantar expects all young people between Classes IX - XII to engage with:

1. Academic rigor to build successful pathways for higher education
2. Literary, drama and debating societies to develop interpersonal and analytical skills
3. Visual and performing arts for creative expression
4. Sports for personal health and fitness
5. Community projects to construct humble and balanced perspectives about social development

Shikshantar works to provide a **thoughtful, creative and challenging environment** for young people and prepare them for the journey of life ahead of them. We make efforts to develop in young adults the power to **discern** and **analyze**. They are encouraged to acquire the capabilities of **independent thought** and expression through word and action.

Curriculum design for senior secondary education

The school year is divided into two semesters of approximately six months.



In the first three months of each semester, enquiry, research and rigorous study helps students build enduring connections with each subject.

Project work is organized around subject themes and helps students connect with increasingly complex academic constructs.

Unit assessments are conducted for short portions of the syllabus to clarify doubts and build skills for formal work in stages. Term assessments are conducted before the end of each semester and are designed as per the recommendation of the CISCE.

The calendar for each semester includes participation in a range of experiences. These include:

Dialogue, the debating society that organises intra and inter-school level debates

Science Wonders, an exposition to share models, ideas and presentations

Community engagement with NGOs that work with marginalized groups and for the well being of animals

Oorja, training for a specific sport in each semester.

Intra and inter-school matches in cricket, football, basketball, table-tennis, swimming, badminton and tennis.

Kala Manch to explore and receive hands-on experiences with different techniques and forms of art.

Hamara Manch is a sharing of music, dance and drama, of cultural reflections of the entire year's curriculum.



Pathways to higher education and likely career choices

Formal education after Class XII is referred to as higher education. The areas of study you choose in higher education determine the likely career you would create for yourself. Choosing a career is about choosing a life style and not merely a job. There are three important points to address when you ask the question, **what career is right for me?**

Firstly, you must discover what are those standing and lasting values that make you who you are. What are your interests you or what makes you want to stop as soon as you begin. Choosing a career is all about you, because if you don't know who you are as an individual, you will not be able to contribute effectively in what you are doing.

Secondly, you must figure out where your strength lies and what brings out the best of your abilities. There are many ways to figure out what you are good at - begin by identifying your likes and dislikes, identify your expectations for your dream career, and steps you will need to take to get there.

Thirdly, and most importantly, do something you are passionate about! There are many career options out there waiting for someone with your talents to come aboard.

Happiness in career and life is one of the most vital experiences we should all cherish as human beings. Remember to set goals for yourself and never give up! **The purpose of life is a life of purpose.**

So choose a pathway and a career that makes you happy.



Proposed List of Subjects to be offered to ISC Classes - 2011 (Shikshantar)

Please choose one subject from each band:

BAND 1	BAND 2	BAND 3	BAND 4
Physics	Chemistry	Mathematics	Computer Science
Chemistry	Literature in English	Psychology	Biology
Accounts	Commerce	Economics	Mathematics
Literature in English	Mathematics	Biology	Business Studies
History	Political Science	Geography	Economics
Mathematics	Accounts	Computer Science	Music
Sociology	Psychology	Art	Literature in English
Psychology	Hindi	Music	Physical Education
Economics	Physical Education	Sociology	Psychology
Home Science	Geography	Literature in English	Home Science
Hindi	Home Science	Physical Education	Hindi
Geography	Sociology	Home Science	Art

Please Note:-

1. All candidates for the Pass Certificate must enter and sit for English (compulsory), with a minimum of four BAND subjects and must have been evaluated internally by the School and secured a pass grade in Socially Useful Productive Work and Community Service (compulsory).
2. The examination at the end of Class XI will be conducted by the school and the promotion of candidates from Class XI to Class XII will be the responsibility of the Head of the School in accordance with the attendance and pass criteria as laid down by the Council for the Indian School Certificate Examinations.



3. Socially Useful Productive Work and Community Service (Compulsory). The assessment in "Socially Useful Productive Work and Community Service" will be made by the school and the result will count towards the award of the Certificate. The school will be required to follow the instructions sent by the Council in the matter of keeping records of the work and the assessment of each candidate in "Socially Useful Productive Work and Community Service".
4. B.Sc. (Hons.) Course in Physics / Chemistry requires Mathematics as a compulsory subject.(Delhi University)
5. B.Com (Hons.) & Economics (Hons.) are not offered by Delhi University if Mathematics is not taken by the student at the senior secondary level.
6. If the student decides to change his/her stream of study after senior secondary, according to Delhi University specifications certain percentage will be deducted. (Please refer to the website of Delhi University)
7. Some subject-combinations will be offered only after carrying out a feasibility survey.
8. How to choose a Science Stream - Choose Physics from Band 1, Chemistry from Band 2, Mathematics/Biology from Band 3 and any other subject from Band 4.
9. How to choose a Commerce Stream - Choose Accounts from Band 1, Commerce from Band 2, any subject from Band 3 and Mathematics/Business Studies from Band 4.

