

Odia

Code No. 233

୧.୦ ଯଥାର୍ଥତା

ବିଦ୍ୟାଳୟ ଶିକ୍ଷାର ଯେକୌଣସି ସ୍ତରରେ ଭାଷାଶିକ୍ଷା ଏକ ଅପରିହାର୍ଯ୍ୟ ଆବଶ୍ୟକତା । ଭାଷାଶିକ୍ଷା ରକ୍ଷଣଶୀଳତା ଓ ଗତାନୁଗତିକତାରେ ଆବଶ୍ୟକ ନ ରହି ସମୟ, ସମାଜ, ଜୀବନ ଓ ଜୀବିକାର ଆବଶ୍ୟକତା, ଚାଲିଚଳନ୍ତି, ମାନବୀୟ ମୂଲ୍ୟବୋଧ ଓ ବିଚାରଧାରା ଅନୁସାରେ ପରିବର୍ତ୍ତିତ ହେବା ସ୍ୱାଭାବିକ । ଏହି ପରିପ୍ରେକ୍ଷୀରେ ଓଡ଼ିଆ ଭାଷାରେ ବହୁ ପରିବର୍ତ୍ତିତ ପରିଲକ୍ଷିତ ହେଉଥିବାରୁ ବିଦ୍ୟାଳୟ ସ୍ତରୀୟ ଭାଷାଶିକ୍ଷା ପାଠ୍ୟକ୍ରମରେ ମଧ୍ୟ ବିବର୍ତ୍ତିତ ଓ ବିକାଶ ଆବଶ୍ୟକୀୟ । ସାଧାରଣ ବ୍ୟକ୍ତି ଓ ସାହିତ୍ୟିକମାନେ ନିଜ ନିଜ ଚିନ୍ତାଧାରାର ପରିପ୍ରକାଶ ପାଇଁ ଯୁଗାନୁସାରୀ ଶବ୍ଦ ଓ ବାକ୍ୟ ପ୍ରୟୋଗ କରିଥାନ୍ତି । ଶୈଳୀରେ ମଧ୍ୟ ତଦନୁଯାୟୀ ପରିବର୍ତ୍ତିତ ଲକ୍ଷିତ ହୋଇଥାଏ ।

ମାଧ୍ୟମିକ ସ୍ତରର ଭାଷାଶିକ୍ଷାରେ ବ୍ୟାବହାରିକ ଭାଷା ପ୍ରୟୋଗ କୌଶଳ (ଶ୍ରବଣ, କଥନ, ଲିଖନ ଓ ପଠନ) ଦୈନନ୍ଦିନ ଜୀବନର ଆବଶ୍ୟକତା ପରିପୂରଣ ପାଇଁ ପ୍ରୟୁକ୍ତ ହେବା ବିଧେୟ । ଆମେ ଜୀବନ କ୍ଷେତ୍ରରେ ମୌଖିକ ଭାଷାର ସର୍ବାଧିକ ପ୍ରୟୋଗ କରିଥାଉ । ବିଶେଷତଃ ରାଷ୍ଟ୍ରୀୟ ମୁକ୍ତ ବିଦ୍ୟାଳୟ ଶିକ୍ଷାପ୍ରତିଷ୍ଠାନର ଶିକ୍ଷାଦାନ କାର୍ଯ୍ୟକ୍ରମ ମାଧ୍ୟମରେ ଔପଚାରିକତା ଶିକ୍ଷାଲାଭରୁ ବଞ୍ଚିତ ଜନସାଧାରଣ ଯେପରି ଅନୌପଚାରିକ ଶିକ୍ଷା ବ୍ୟବସ୍ଥାର ସୁଯୋଗ ଦ୍ୱାରା ଉପକୃତ ହୋଇପାରିବେ, ତାହା ଦୃଷ୍ଟିରେ ରଖି ଏହି ପାଠ୍ୟକ୍ରମ ପ୍ରଣୟନ ବ୍ୟବସ୍ଥା ପରିଯୋଜିତ ହୋଇଛି ।

ଆମ ରାଷ୍ଟ୍ରର ବହୁ ପ୍ରାଦେଶିକ ଭାଷାରେ ଏହିପରି ପାଠ୍ୟକ୍ରମ ପ୍ରଚଳିତ ହୋଇ ସାରିଛି । ଏହାର ଯଥାର୍ଥତା ଉପଲବ୍ଧ ହୋଇ ଏହି ପାଠ୍ୟକ୍ରମର ସଫଳ ପ୍ରଦର୍ଶନ ପାଇଁ ଓଡ଼ିଶାରେ ପଦକ୍ଷେପ ନିଆଯାଉଅଛି ।

ଆମ ରାଷ୍ଟ୍ର ତଥା ରାଜ୍ୟରେ ବର୍ତ୍ତମାନ ପରିପ୍ରେକ୍ଷୀରେ ମୁକ୍ତ ଶିକ୍ଷଣ ବ୍ୟବସ୍ଥାର ଆବଶ୍ୟକତା ଯଥେଷ୍ଟ ପରିମାଣରେ ଅନୁଭୂତ ହେଉଛି । ଦାରିଦ୍ର୍ୟ, ଶିକ୍ଷା ସୁଯୋଗର ଅଭାବ, ପାରିବାରିକ ଦୁଷ୍ପ୍ରିତି, ଅଭିଭାବକ ମାନଙ୍କର ଶିକ୍ଷା ପ୍ରତି ବୀତସ୍ମୃତତା, ଅଜ୍ଞତା ଆଦି ଏହାର ମୁଖ୍ୟ କାରଣ । ଏଭଳି ସ୍ଥିତିରେ ଥିବା ଶିକ୍ଷା ସୁବିଧାରୁ ବଞ୍ଚିତ, ବିଭିନ୍ନ ବୟସ ସୀମାର ଆଗ୍ରହୀ ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କ ପାଖରେ ଶିକ୍ଷାର ସୁଯୋଗକୁ ପଛ ଛାଡ଼ିବା ହେଉଛି ରାଷ୍ଟ୍ରୀୟ ମୁକ୍ତ ବିଦ୍ୟାଳୟ ଶିକ୍ଷା ପ୍ରତିଷ୍ଠାନର ପ୍ରଧାନ ଆଭିମୁଖ୍ୟ ।

୨.୦ ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କର ଶିକ୍ଷଣ ପୃଷ୍ଠଭୂମି

ଏହି ପାଠ୍ୟକ୍ରମରେ ଯୋଗ ଦେବାପାଇଁ ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କର ନିମ୍ନ କେତୋଟି ପୂର୍ବ ଯୋଗ୍ୟତା ଥିବା ଆବଶ୍ୟକ ।

- ସାଧାରଣ ସ୍ତରର ଗଦ୍ୟ ଓ ପଦ୍ୟ ପାଠ କରିବାରୁଥିବା ସାମର୍ଥ୍ୟ ।
- କଥନ ଓ ଲିଖନ ବେଳେ ତ୍ରୁଟିହୀନ ଭାବେ ଶବ୍ଦ ଓ ବାକ୍ୟ ପ୍ରୟୋଗ କୌଶଳ ।
- ସାଧାରଣ ପ୍ରଚଳିତ ଭାଷାରେ କହି ଓ ଲେଖି ଭାବ ପ୍ରକାଶ ଶକ୍ତି ।
- ପ୍ରାୟ ୫୦୦୦ ଓଡ଼ିଆ ଶବ୍ଦ ସହ ପରିଚୟ ଏବଂ ୩୫୦୦ ଶବ୍ଦର ସାମର୍ଥ୍ୟ ।

୩.୦ ଉଦ୍ଦେଶ୍ୟ

ପାଠ୍ୟକ୍ରମର ସାଧାରଣ ତଥା ବିଶେଷ ଉଦ୍ଦେଶ୍ୟ ହେଉଛି:

୩.୧ ସାଧାରଣ ଉଦ୍ଦେଶ୍ୟ

- ଶିକ୍ଷାର୍ଥୀ ଓଡ଼ିଆରେ ଭାଷିକ କୌଶଳ ହାସଲ କରି ପାରିବେ ।
- ଓଡ଼ିଆ ଭାଷା ମାଧ୍ୟମରେ ଭିନ୍ନ ଭିନ୍ନ ବିଷୟ ଅଧ୍ୟୟନ କରି ପାରିବେ ।
- ବ୍ୟାବହାରିକ, ବ୍ୟାବସାୟିକ ତଥା ଔଦ୍ୟୋଗିକ ବିଷୟ ସଂପର୍କିତ ଶବ୍ଦାବଳୀ ଓଡ଼ିଆରେ ଠିକ୍ ଭାବରେ ପ୍ରୟୋଗ କରିପାରିବେ ।

- ବିଭିନ୍ନ ମାନବୀୟ ମୂଲ୍ୟବୋଧ ସଦୃଶ ପରିଚୟ ପାଇ ପାରିବେ ।
- ଭାରତୀୟ ସଭ୍ୟତା ଓ ସଂସ୍କୃତି ପ୍ରତି ସମ୍ମାନ ପ୍ରଦର୍ଶନ ଶିକ୍ଷା କରିବେ ।
- ଭାରତର ଗୌରବ ବର୍ଦ୍ଧନ ପାଇଁ ମନୋଭାବର ଭୂୟୋବିକାଶ ଘଟାଇ ପାରିବେ ।
- ବିଭିନ୍ନ ବିଷୟ, ତଥ୍ୟ ଓ ପ୍ରସଙ୍ଗ ଉପରେ ସ୍ୱତନ୍ତ୍ର ଭାବରେ ଚିନ୍ତା କରି ପାରିବେ ।
- ଓଡ଼ିଆରେ ସ୍ୱତନ୍ତ୍ର ଜଙ୍ଗରେ ନିଜ ଭାବନା ତଥା ବିଚାରଧାରାକୁ ମୌଖିକ ଓ ଲିଖିତ ରୂପରେ ପ୍ରକାଶ କରିପାରିବେ ।

୩.୨ ବିଶେଷ ଉଦ୍ଦେଶ୍ୟ

ଏହି ପାଠ୍ୟକ୍ରମ ବ୍ୟତୀତ ଶିକ୍ଷାର୍ଥୀ ମାନଙ୍କର ଭାଷାଗତ ଦକ୍ଷତାଲାଭ ପାଇଁ ନିମ୍ନ ଲିଖିତ ଶିକ୍ଷଣ କୌଶଳ ଉପରେ ଗୁରୁତ୍ୱ ଦେବା ଆବଶ୍ୟକ

୩.୨.୧ ଶୁଣିବା ଦକ୍ଷତା

(ପ୍ରଦ କଥାବାର୍ତ୍ତା ବା ପାଠ୍ୟକ୍ରମର ବିଷୟବସ୍ତୁ ଉପରେ ଏହା ଆଧାରିତ । ଏହି କୌଶଳ ଆୟ କରିସାରିବା ପରେ)

- ସାଧାରଣ କଥାବାର୍ତ୍ତାକୁ ଏକାଗ୍ରତା ସହ ଶୁଣିବା ।
- ପାଠ୍ୟକ୍ରମରେ ପ୍ରଦ ପାଠକୁ ମନ ଦେଇ ଶୁଣି ବୁଝିପାରିବା ।
- ଶୁଣୁଥିବା ବିଷୟବସ୍ତୁ ଓ ଭାବଧାରାକୁ ମନଦେଇ ଶୁଣି ଠିକ୍ ଭାବରେ ବୁଝିବା ।
- ଶୁଣୁଥିବା ବିଷୟବସ୍ତୁ ଓ ଭାବଧାରାକୁ ପ୍ରସଙ୍ଗକ୍ରମେ ବୋଧଗମ୍ୟ କରିବାକୁ ସମର୍ଥ ହେବା ।
- ଶୁଣୁଥିବା ବିଷୟବସ୍ତୁକୁ ବିଶ୍ଳେଷଣ କରିପାରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ଶୁଣୁଥିବା ବିଷୟବସ୍ତୁ ସଂପର୍କରେ ନିଜର ସ୍ୱତନ୍ତ୍ର ମତ ଉପସ୍ଥାପନ କରି ପାରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।

୩.୨.୨ କହିବା ଦକ୍ଷତା

(ଶୁଣିବା ଦକ୍ଷତା ହାସଲ କରିସାରି କହିବା କୌଶଳ ଆୟ କରି ସାରିବା ପରେ)

- ଶୁଣୁଥିବା କଥାବାର୍ତ୍ତା ବା ପଠିତ ବିଷୟବସ୍ତୁ ବୋଧଗମ୍ୟ ହେବା ପରେ ସେ ସମ୍ବନ୍ଧରେ ସାଧାରଣ ଭାବେ ପ୍ରକାଶ କରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ନିର୍ଦ୍ଦିଷ୍ଟ ପରିସ୍ଥିତି ବା ପରିବେଶରେ ଶିଷ୍ଟ ଆଚରଣ ପ୍ରଦର୍ଶନ କରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ସ୍ଥାନ କାଳ ପାତ୍ର ବିଶେଷରେ ଶିକ୍ଷାଚାର ସମ୍ପର୍କ ନିଜ ଭାବ ପ୍ରକାଶ କରିବାର ଦକ୍ଷତା ଲାଭ କରିବା ।
- ଶିଷ୍ଟ ଭାଷା ପ୍ରୟୋଗ କରିବାର ଦକ୍ଷତା ଆୟ କରିବା ।
- ସାଧାରଣ ଲୋକମାନଙ୍କ ସହ ବ୍ୟକ୍ତିଗତ ପାରିବାରିକ ପ୍ରସଙ୍ଗ ବର୍ଣ୍ଣନା କରି ପାରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ପଠିତ ପାଠକୁ ନିଜେ ସହଜ, ସରଳ ଭାଷାରେ ପ୍ରକାଶ କରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ନିଜ ଅଭିଜ୍ଞତା ଓ ପାରିପାର୍ଶ୍ୱିକ ଅବସ୍ଥା ସଂପର୍କରେ ସ୍ୱାଭାବିକ ଭାବରେ ବର୍ଣ୍ଣନା କରି ପାରିବାରେ ଦକ୍ଷତାଲାଭ କରିବା ।
- ଦଳଗତ ଭାବରେ ଆଲୋଚନା କରିବା ସହ ନିଜର ସ୍ୱତନ୍ତ୍ର ବିଚାର ଓ ମତ ପ୍ରକାଶ କରିବାର କୌଶଳ ଆୟ କରିପାରିବା ।
- କଥା କହିବା ବେଳେ ଅନର୍ଗଳ ଭାବେ ନ କହି ଆବଶ୍ୟକ ବିରାମ ଓ ଅନୁତାନ ସହ କହି ପାରିବା ଦକ୍ଷତା ହାସଲ କରିବା ।

୩.୨.୩ ପଢ଼ିବା ଦକ୍ଷତା

(ଶୁଣିବା ଓ କହିବା ଦକ୍ଷତା ହାସଲ କରି ସାରିବା ପରେ ପଢ଼ିବା ଦକ୍ଷତା ଆୟ ହେବା ପରେ)

- ବିଭିନ୍ନ ପ୍ରକାର ପାଠ୍ୟ ବିଷୟବସ୍ତୁକୁ ପଠନ ମାଧ୍ୟମରେ ବୋଧଗମ୍ୟ କରି ପାରିବାର କୌଶଳ ହାସଲ କରିବା ।

- ଆବଶ୍ୟକ ବିରାମ ସହ ପଠନ ମାଧ୍ୟମରେ ବିଷୟବସ୍ତୁକୁ ବୋଧଗମ୍ୟ କରିବାର ଦକ୍ଷତା ଲାଭ କରିବା ।
- ନୀରବ ପଠନ ମାଧ୍ୟମରେ ବିଷୟବସ୍ତୁକୁ ବୋଧଗମ୍ୟ କରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ଗନ୍ଧଭାଗ ପଠନ ଓ ପଦ୍ୟ ଆବୃତ୍ତି ନିହିତ ପାର୍ଥକ୍ୟ ସଂପର୍କରେ ସଚେତନ ହେବା ।
- ପଠିତ ବିଷୟବସ୍ତୁର ସାରମର୍ମ ଓ ତଥ୍ୟ ଗୁଡ଼ିକ ପଠନ ମାଧ୍ୟମରେ ବୋଧଗମ୍ୟ ଆୟ କରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ପଠନ ମାଧ୍ୟମରେ ଅନୁମୋଦିତ ପାଠ୍ୟକ୍ରମରେ ଗନ୍ଧରେ ବର୍ଣ୍ଣିତ ବିଷୟବସ୍ତୁକୁ ଆୟ କରି ସେ ସମ୍ପର୍କରେ ନିଜ ବିଶ୍ଳେଷିତ ମତ ପ୍ରକାଶ କରିବା ଦକ୍ଷତା ହାସଲ କରିବା ।
- ଗନ୍ଧରେ ପ୍ରକାଶିତ ବିଭିନ୍ନ ଭାବଧାରା ମଧ୍ୟରେ ନିହିତ ସଂପର୍କକୁ ବୋଧଗମ୍ୟ କରି ସେ ସମ୍ବନ୍ଧରେ ପର୍ଯ୍ୟାଲୋଚନା କରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ପଦ୍ୟ ଗଠନର କୌଶଳ ଆୟ କରିବା ଓ ତା'ର ସାରମର୍ମ ପ୍ରକାଶ କରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ହାତଲେଖା ପତ୍ର ପାଠ କରିବାର ଦକ୍ଷତା ସହିତ ପତ୍ରରେ ବର୍ଣ୍ଣିତ ବିଷୟବସ୍ତୁ ବୋଧଗମ୍ୟ କରିବାର ଦକ୍ଷତା ଲାଭ କରିବା ।
- ପତ୍ର ପତ୍ରିକା ଓ ଦୈନିକ ଖବରକାଗଜ ପାଠ କରିବାର ଦକ୍ଷତା ହାସଲ ସହ ପଠିତ ବିଷୟବସ୍ତୁ ଆଲୋଚନା କରିବାର ଦକ୍ଷତା ଲାଭ କରିବା ।
- ରେଲ ଓ ବସ୍ ଯାତ୍ରା ସମ୍ବନ୍ଧୀୟ ସମୟ ସାରଣୀ ପଢ଼ି ତା'ର ଉପଯୁକ୍ତ ପ୍ରୟୋଗ କରିବା ।
- ବିଭିନ୍ନ ଅଭିଧାନ, ଜ୍ଞାନକୋଷ ଆଦି ବ୍ୟବହାର କରିବାର ସାମର୍ଥ୍ୟ ଲାଭ କରିବା ।

୩.୨.୪ ଲେଖିବା ଦକ୍ଷତା

(ଶୁଣିବା, କହିବା ଓ ପଢ଼ିବାର ଦକ୍ଷତା ହାସଲ ହେବା ପରେ ଲେଖିବା କୌଶଳ ଆୟ କରିବା ପରେ)

- ପରିଚ୍ଛନ୍ନ ଭାବରେ ସୁନ୍ଦର ଅକ୍ଷରରେ ଲେଖି ପାରିବା ।
- ପଢ଼ିଥିବା ବିଷୟବସ୍ତୁକୁ ଶବ୍ଦ, ବନାନ ଓ ବାକ୍ୟଗଠନ ପଦ୍ଧତି ଅନୁସରଣ ପୂର୍ବକ ଦକ୍ଷତାର ସହ ଲେଖି ପାରବା ।
- ଲେଖିଲା ବେଳେ ଆବଶ୍ୟକ ବ୍ୟାକରଣଗତ କୌଶଳ ଆୟ କରି ବନାନ, ବିରାମ ଓ ଅନୁମାନ ଅନୁସାରେ ଲେଖିପାରିବା ।
- ନିଜ ବିରାଧାରାକୁ ସ୍ପଷ୍ଟ, ସ୍ପଷ୍ଟ ଓ ପ୍ରଭାବଶାଳୀ ରୀତିରେ ଲେଖି ପାରିବା ।
- ବ୍ୟକ୍ତିଗତ, ସରକାରୀ ଓ ବିଭିନ୍ନ ଧରଣର ପତ୍ରଲିଖନ, ନଥି, ଦରଖାସ୍ତ, ଖସତା ଏବଂ ଅଭିଯୋଗ ପତ୍ର ଇତ୍ୟାଦିର ପ୍ରସ୍ତୁତି କୌଶଳ ଆୟ କରି ପାରିବା ।
- ଶୁଦ୍ଧ ଲିଖନ ଓ ଦ୍ରୁତ ଲିଖନ ପଦ୍ଧତି ଅନୁସରଣ ପୂର୍ବକ ନଥି ପ୍ରସ୍ତୁତ କରିବାର କୌଶଳ ଆୟ କରିବା ।
- କୌଣସି ବିଷୟବସ୍ତୁ ଲେଖିବା ସମୟରେ ଉପକ୍ରମ, ଅନୁଛେଦାକରଣ ଓ ଉପସଂହାରର ନିୟମ ସମ୍ବନ୍ଧରେ ଜ୍ଞାନ ହାସଲ କରିବା ।
- ଲିଖିତ ବିଷୟବସ୍ତୁକୁ ତଥ୍ୟପୂର୍ଣ୍ଣଭାବେ ପ୍ରକାଶ କରିବାର କୌଶଳ ଆୟ କରିବା ।
- ପଠିତ ବିଷୟବସ୍ତୁକୁ ସଂକ୍ଷେପରେ ଉପସ୍ଥାପନ, ବିସ୍ତାରିତ ବର୍ଣ୍ଣନା, ତଥା ଅନୁଛେଦାକରଣର ପଦ୍ଧତି ଆୟ କରିବା ।
- ଔପଚାରିକ ଓ ଅନୌପଚାରିକ ପରିବେଶକୁ ଆଧାର କରି ବିଷୟବସ୍ତୁର ସଂଯୋଜନ ଓ ଲେଖିବାର ଦକ୍ଷତା ଆୟ କରିବା ।
- ଛୋଟ ଛୋଟ କାହାଣୀ, ନିଜ ଅଭିଜ୍ଞତାକୁ ସର୍ଜନଧର୍ମୀ ଭାବେ ପ୍ରକାଶ କରିବା ଏବଂ ଘୋଷଣାପତ୍ର, ନିମନ୍ତ୍ରଣ ପତ୍ର ଇତ୍ୟାଦି ଲେଖିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ମନିଅର୍ଡର, ରେଲବାଇ ଫର୍ମ, ଦରଖାସ୍ତ ପ୍ରଭୃତିର ଫର୍ମ ପୂରଣ କରିବାର ଦକ୍ଷତା ହାସଲ କରିବା ।
- ଏ ସବୁ ବିଷୟବସ୍ତୁ ବ୍ୟାକରଣସମ୍ମତ ନିୟମଧାରୀ ରକ୍ଷାପୂର୍ବକ ନିର୍ଭୁଲ ଭାବେ ପ୍ରକାଶ କରିବାର କୌଶଳ ଆୟ କରିବା ।

୪.୦ ପାଠ୍ୟକ୍ରମ ପରିଚୟ

ଶୀଘ୍ର ପାଠ୍ୟକ୍ରମରେ ଭାଷାଶିକ୍ଷାର ଚାରୋଟି କୌଶଳ ଯଥା: ବୋଧଗମ୍ୟତା ସହ ଶୁଣିବା, କହିବା, ପଢ଼ିବା ଓ ଲେଖିବା, ଶିକ୍ଷକଙ୍କଦ୍ୱାରା ଉପରେ ଦିଆଯାଇଥିବା ଭାଷାର ବ୍ୟାବହାରିକ କୌଶଳ ହାସଲ ଉପରେ ଗୁରୁତ୍ୱ ପ୍ରଦାନ ତଥା ସମାନ୍ତରାଳ ଭାବେ ବ୍ୟକରଣ ଓ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ ନିୟମ ଉପରେ ଗୁରୁତ୍ୱ ପ୍ରଦାନ କରାଯାଇଛି । ଏଥିପାଇଁ ଏଥିରେ ଶିକ୍ଷଣ ତଥା ମୂଲ୍ୟାଙ୍କନ ବ୍ୟବସ୍ଥା କରାଯାଇଛି । ଭାଷା କୌଶଳ ଏଭଳି ଏକ ବିଭାଗ ଯାହାର ଅଧିକ ବ୍ୟବହାର ଓ ପ୍ରୟୋଗ ଫଳରେ ଏହା ଉପରେ ଅଧିକ ନିୟନ୍ତ୍ରଣ ଆସିଥାଏ । ଭାଷା ପ୍ରୟୋଗରେ ଦକ୍ଷତା ଆଣିବା ପାଇଁ ଏଥିରେ ବିଭିନ୍ନ ଧରଣର ପାଠର ଅନୁଶୀଳନ ବ୍ୟବସ୍ଥା କରାଯାଇଛି ।

୪.୦ ପାଠ୍ୟକ୍ରମର ବିବରଣୀ

୪.୧ ବୋଧଗମ୍ୟତା ସହ ଶୁଣିବା

ଲକ୍ଷ୍ୟ: ଏହି ଏକକର ଉଦ୍ଦେଶ୍ୟ ଶୁଣିବା ସଙ୍ଗେ ସଙ୍ଗେ ସୂଚିତ ଅର୍ଥର ଯଥାର୍ଥ ଅବବୋଧ ଶକ୍ତିର ବିକାଶ ଘଟାଇବା ।

ଏକକ-୧: ଓଡ଼ିଆ ଧ୍ୱନି ଗୁଡ଼ିକର ଯଥାଯଥ ଶୁଦ୍ଧ ଉଚ୍ଚାରଣ, ବଳାଘାତ, ସ୍ୱରାଘାତ, ଅନୁତାନ ପ୍ରତି ସଚେତନ ରହି ଶୁଣିବା ।

ଏକକ-୨: ବାକ୍ୟର ଲକ୍ଷଣ, ବକ୍ତବ୍ୟ ଉପସ୍ଥାପନ, ପ୍ରଶ୍ନ ର, ଚର୍ଚ୍ଚିତର୍କ ପ୍ରଭୃତି ଯଥାଯଥ ଶୁଣିବା ଓ ବୁଝିବା ।

୪.୨ କହିବା

ଲକ୍ଷ୍ୟ: ଏହି ଏକକର ଉଦ୍ଦେଶ୍ୟ, ଶିକ୍ଷାର୍ଥୀ, ସ୍ୱକୀୟ ବିଚାରଧାରାକୁ ନିଜ ରୀତିରେ ଉପସ୍ଥାପନ କରିବା । ଆବଶ୍ୟକତା ଅନୁସାରେ ସ୍ୱକୀୟ ବକ୍ତବ୍ୟର ଯଥାଯଥ ଅଭିବ୍ୟକ୍ତି ଉପରେ ଗୁରୁତ୍ୱ ଦିଆଯିବା ଆବଶ୍ୟକ ।

ଏକକ-୨: ଓଡ଼ିଆ ଭାଷାର ଧ୍ୱନି ଗୁଡ଼ିକର ଯଥାଯଥ ନିର୍ଭୁଲ ଉଚ୍ଚାରଣ, ବଳାଘାତ, ସ୍ୱରାଘାତ ଓ ଅନୁତାନକୁ ଯଥାଯଥ ଗୁରୁତ୍ୱ ସହକାରେ କହିବା ।

ଏକକ-୨: ଆବଶ୍ୟକତା ଅନୁସାରେ ଔପଚାରିକା ଓ ଅନୌପଚାରିକା କଥୋପକଥନ, ସ୍ୱକୀୟ ପରିଚୟ ପ୍ରଦାନ, ଭାଷଣ, ବକ୍ତବ୍ୟ ଉପସ୍ଥାପନ, ପ୍ରଶ୍ନ କରିବାର କୌଶଳ, ବିଚାର ବିମର୍ଷ, ଏକ ନିର୍ଦ୍ଦିଷ୍ଟ ପ୍ରସଙ୍ଗର ସପକ୍ଷ ଓ ବିପକ୍ଷରେ ବକ୍ତବ୍ୟ, ବକ୍ତୃତାରେ ଅଂଶଗ୍ରହଣ, ଭାବାନୁସାରୀ କବିତା ଆବୃତ୍ତି କୌଶଳ, ବିବରଣୀ ପ୍ରଦାନ, ସଂଳାପ କଥନ, ସାକ୍ଷାତ୍‌କାର, ମା କାର୍ଯ୍ୟକ୍ରମ ପରିଚାଳନା, ଗତ କଥନ ପ୍ରଭୃତି ଉପସ୍ଥାପନ ଏହାର ପରିସରଭୁକ୍ତ । ଏହି ପରିପ୍ରେକ୍ଷାରେ ସାରଳା ଦାସ, ବଳରାମ ଦାସ, ଜଗନ୍ନାଥ ଦାସ, ଉପେନ୍ଦ୍ର ଭଞ୍ଜ, ଦାନକୃଷ୍ଣଦାସ, କବିବର ରାଧାନାଥ, ଗୋଦାବରୀଶ ମିଶ୍ର, ଗୋପବନ୍ଧୁ, ଅନୁଦାସଙ୍କର, ସଚ୍ଚିଦାନନ୍ଦରାୟ, ରାଧାନାଥ ଗଡ଼ନାୟକ, ମାୟାଧର ମାନସିଂହ, ରମାକାନ୍ତ, ସାତାକାନ୍ତ ପ୍ରଭୃତିଙ୍କ କବିତା ଆଲୋଚ୍ୟ । ଏହା ସହ ରସ, ଧ୍ୱନି, ଛନ୍ଦ, ଅଳଙ୍କାର ପ୍ରଭୃତି ଆଲୋଚନା ପରିସରଭୁକ୍ତ ହେବ ।

୪.୩ ପଢ଼ିବା

ଆଭିମୁଖ୍ୟ: ଶୀଘ୍ର ବିଭାଗର ଉଦ୍ଦେଶ୍ୟ- ଶିକ୍ଷାର୍ଥୀ ମୁଦ୍ରିତ ତଥା ହାତଲେଖା ଓଡ଼ିଆ ଭାଷାକୁ ସରବ ତଥା ନୀରବ ପଠନ ଦ୍ୱାରା ଅର୍ଥଗ୍ରହଣ ଶକ୍ତିର ଯଥାଯଥ ବିକାଶ ସାଧନ କରିଥାନ୍ତି । ଏଥିରେ ମୁଖ୍ୟତଃ ଭାଷାର ଦୁଇଟି ରୂପ ଯଥା ଛପା ହୋଇଥିବା ଓ ହାତଲେଖା ଭାଷାକୁ ଶିକ୍ଷାର୍ଥୀ ସହଜ ଓ ସାବଲୀଳ ଭାବେ ପଢ଼ି ପାରନ୍ତି । ଗଦ୍ୟ ଓ ପଦ୍ୟ ଉଭୟବିଧ ଲେଖା ପଢ଼ିବାରେ ସେ ଦକ୍ଷତା ହାସଲ କରିବା ବାଞ୍ଛନୀୟ ।

୪.୩.୧ କବିତା ପଠନ

ଶିକ୍ଷାର୍ଥୀ କବିତାର ବିଭିନ୍ନ ରୂପ, ରୂପାନ୍ତର ସହ ପରିଚିତ ହେବା ଆବଶ୍ୟକ । କବିତାର କେନ୍ଦ୍ରୀୟ ଭାବବସ୍ତୁ ତଥା କାବ୍ୟିକ ବୈଶିଷ୍ଟ୍ୟ ଅନୁଧ୍ୟାନ କରିବା ସଙ୍ଗେ ସଙ୍ଗେ କାବ୍ୟିକ ବକ୍ତବ୍ୟ ଓ ଶୈଳୀ ଯଥାଯଥ ଭାବେ ସେ ହୃଦୟଙ୍ଗମ କରିବା ଆବଶ୍ୟକ ।

୪.୩.୨ ଗଦ୍ୟ ପଠନ

ଗଦ୍ୟର ବିଭିନ୍ନ ବିଭାଗ ଯଥା: ବିଷୟ ଭାଗ, ବ୍ୟାଖ୍ୟା, ଶୈଳୀଗତ ବୈଶିଷ୍ଟ୍ୟ ସହ ପରିଚୟ ଏହାର ଆଭିମୁଖ୍ୟ ।

ଏହି ପରିପ୍ରେକ୍ଷାରେ:

(କ) କାହାଣୀ ଓ ଗଳ୍ପ

- (ଖ) ଲଳିତ ନିବନ୍ଧ ଓ ରମ୍ୟରଚନା
- (ଗ) ହାସ୍ୟ ବ୍ୟଙ୍ଗାତ୍ମକ ରଚନା,
- (ଘ) ସମ୍ବାଦ
- (ଙ) ସମାଚାର
- (ଚ) ଫିଚର
- (ଛ) ଭ୍ରମଣ କାହାଣୀ
- (ଜ) ଜୀବନୀ ଓ ସାକ୍ଷାତ୍‌କାର ପ୍ରଭୃତି ପଠନୀୟ ।

୫.୪ ଲେଖିବା

ଆଭିମୁଖ୍ୟ: ଏହି ଏକକର ଉଦ୍ଦେଶ୍ୟ ଶିକ୍ଷାର୍ଥୀମାନଙ୍କ ଠାରେ ବିଭିନ୍ନ ପ୍ରକାର ଲେଖନ କୌଶଳ ସାମର୍ଥ୍ୟର ବିକାଶ ଘଟାଇବା । ଏହାଦ୍ୱାରା ଆବଶ୍ୟକତା ଅନୁରୂପ ସେ ସ୍ୱନିର୍ଦ୍ଧାରଣ ଭାବେ ଲେଖି ପାରିବେ ।

ଏକକ-୧ : ପ୍ରୟୋଜନମୂଳକ

- ଅନୁଛେଦ ଲିଖନ, ପୋଷ୍ଟର ଲିଖନ, ବିଜ୍ଞାନ ଲିଖନ, ସମାଚାର ଲିଖନ, ବ୍ୟାଙ୍କଜମା ଓ ଟଙ୍କା ଉଠାଣ ଫର୍ମ ପୂରଣ, ମନିଅର୍ଡର ଫର୍ମ ପୂରଣ, ଆବେଦନ ପତ୍ର ଲିଖନ ।
- ବିଭିନ୍ନ ପ୍ରକଳ୍ପର ଫର୍ମ ଯଥା:- ବ୍ୟାଙ୍କଜମା ଓ ଉଠାଣ ଫର୍ମ ପୂରଣ, ରେଳଯାତ୍ରା ନିମନ୍ତେ ଆରକ୍ଷଣ ଫର୍ମ ପୂରଣ, ମନିଅର୍ଡର ଫର୍ମ ପୂରଣ, ଆବେଦନ ପତ୍ର ଲିଖନ ପ୍ରଭୃତି ।
- ତାଲିକା ପ୍ରସ୍ତୁତି - ରେଳବାଇ ସମୟ ସାରଣୀ, ଚାର୍ଟ, ଗ୍ରାଫ୍, ପ୍ରଭୃତି ପ୍ରସ୍ତୁତି ।
- ଔପଚାରିକ ତଥା ଅନୌପଚାରିକା ତଥା ବ୍ୟକ୍ତିଗତ ପତ୍ର ଲିଖନ, ପୋଲିସ୍ ଆନାରେ ଏଫ୍.ଆଇ.ଆର୍. ଲିଖନ, ବାଣିଜ୍ୟିକ ପତ୍ର, ସମ୍ବାଦପତ୍ର ସଂପାଦକଙ୍କୁ ଚିଠି, ଅଭିଯୋଗ ପତ୍ର, ନିମନ୍ତ୍ରଣ ପତ୍ର, ଅଭିନନ୍ଦନ ପତ୍ର, ଧନ୍ୟବାଦ ପତ୍ର, ସମବେଦନା ସୂଚକ ପତ୍ର, ଟେଲିଗ୍ରାଫ୍ (ତା'ର) ବାର୍ତ୍ତା, ଇ-ମେଲ୍, ଫ୍ୟାକ୍ସ, ପ୍ରଭୃତି ଲିଖନ ।

ଏକକ-୨ : ଅଭିବ୍ୟକ୍ତି ବାଚକ

(କ) ଭାବସଂପ୍ରସାରଣ ଓ ଭାବ ସଂକ୍ଷେପଣ

- ଅନୁଛେଦ ଲିଖନ
- ସାରାଂଶ ଲିଖନ
- ନିବନ୍ଧ ଲିଖନ
- ଅନୁବାଦ

୬.୦ ପାଠ୍ୟ ବିଷୟ ସୂଚୀ

ପ୍ରବନ୍ଧ

ନୀଳକଣ୍ଠ ଦାସ	- ଭାରତୀୟ ସଂସ୍କୃତିକୁ ଓଡ଼ିଶାର ଦାନ
ଗୋପାଳଚନ୍ଦ୍ର ପ୍ରହରାଜ	- ଆମ ଘରର ହାଲ୍‌ତାଲ୍
କୁନ୍ତଳା କୁମାରୀ ସାବତ	- ଦିଲ୍ଲୀ ଚିଠି
ହରେକୃଷ୍ଣ ମହତାବ	- ଗାଁ ମଙ୍ଗଳିକାରୁ ଏକ ଅଂଶ : ମୂର୍ଖ ପଣ୍ଡିତ ସମସ୍ୟା

ଅବଦୁଲ୍ କଲାମ୍ (ଭାରତର ରାଷ୍ଟ୍ରପତି)	- ଆମେ ଭାରତୀୟ (ଇଂରେଜୀ ଲେଖାରୁ ଅନୁବାଦ)
ଅଭିନ୍ନ ସାହୁ	- ସୂଚନା ଓ ପ୍ରଯୁକ୍ତି ବିଜ୍ଞାନ
ଫିଚର	
ମନୋଜ ଦାସ	- ବିପ୍ଳାବୀ ତ ପୃଥ୍ବୀରୁ ଏକ ଲେଖା : ଆଚରଣ ଓ ବାତାବରଣ
ଲୋକକଥା	
ଓଡ଼ିଶାର ବିଭିନ୍ନ ଅଞ୍ଚଳର ଲୋକକଥାର ପୁନର୍ଲିଖନ	- ମାତ ହାଣ୍ଡି କଥା
କବିତା	
ସାରଳା ଦାସ	- ସ୍ୱର୍ଗାରୋହଣ ପର୍ବରୁ ଏକ ଅଂଶ : ଯୁଧିଷ୍ଠିରଙ୍କର ସ୍ୱର୍ଗାରୋହଣ
ଜଗନ୍ନାଥ ଦାସ	- ଭାଗବତରୁ ମାନବିକ ମୂଲ୍ୟବୋଧ ସୂଚିତ ଏକ ପଦ୍ୟାଂଶ : ଯଶୋଦାଙ୍କ ବିଶ୍ୱରୂପ ଦର୍ଶନ
ଭୀମଭୋଇ	- ସୁତି ଚିନ୍ତାମଣିରୁ ବିଶ୍ୱକଲ୍ୟାଣ ଭାବଧାର ମୂଳକ : ମୋ ଜୀବନ ପଛେ ନକେ ପଡିଥାଉ
ରାଧାନାଥ ରାୟ	- ଚିଲିକାରୁ ପ୍ରକୃତିର ସୌନ୍ଦର୍ଯ୍ୟ ବର୍ଣ୍ଣିତ ଅଂଶ
ଗଙ୍ଗାଧର ମେହେର	- ‘ଉତ୍କଳ ଲକ୍ଷ୍ମୀ’ରୁ ଏକ ଅଂଶ
ବିଦ୍ୟୁତ୍ପ୍ରଭା ଦେବୀ	- ଖଦ୍ୟୋତିକା
ସଚ୍ଚିଦାନନ୍ଦ ରାଉତରାୟ	- ଛୋଟମୋର ଗାଆଁଟି
ଉପେନ୍ଦ୍ର ଭଞ୍ଜ	- ଲାବଣ୍ୟବତୀ : ସରୋବର ବର୍ଣ୍ଣନା
ଭ୍ରମଣବୃତ୍ତ	
ଗୋଲୋକ ବିହାରୀ ଧଳ	- ହିମାଳୟର ହିମାଳୟା ତଳେ : ମସୁରୀ
ଜୀବନୀ	
ଖଗେଶ୍ୱର ମହାପାତ୍ର	- ଲକ୍ଷ୍ମଣ ନାଏକଙ୍କ ଜୀବନୀ
ଏକାଙ୍କିକା	
ପ୍ରାଣବନ୍ଧୁ କର	- ଦୂରପାହାଡ଼
ଗଳ୍ପ	
ଫକୀର ମୋହନ	- ରେବତୀ
ସୁରେନ୍ଦ୍ର ମହାନ୍ତି	- ପିତା ଓ ପୁତ୍ର
ରାଜକିଶୋର ରାୟ	- ଆଚାର୍ଯ୍ୟ ଥିଲେ ବୋଲି
ଗୋଦାବରୀଶ ମହାପାତ୍ର	- ଏବେ ମଧ୍ୟ ବୁଝି
ଓଡ଼ିଆ ବ୍ୟାକରଣ ଓ ବ୍ୟାବହାରିକ ବ୍ୟାକରଣ	
• ବର୍ଣ୍ଣମାଳା ଓ ଉଚ୍ଚାରଣ :	

- ଶବ୍ଦ ଉତ୍ଥାର : ପ୍ରକାରଭେଦ (ତତ୍ତ୍ୱ, ତତ୍ତ୍ୱ, ଦେଶଜ, ଉପାର ଶବ୍ଦ)
- ପଦ ପ୍ରକରଣ : ବିଶେଷ୍ୟ, ବିଶେଷଣ, ସର୍ବନାମ, କ୍ରିୟା, କ୍ରିୟା ବିଶେଷଣ, ଅବ୍ୟୟ
- ଶବ୍ଦ ଗଠନ : କୃଦନ୍ତ, ତତ୍ତ୍ୱ, ବ୍ୟୁତ୍ପାଦକ ପ୍ରତ୍ୟୟ, ଉପସର୍ଗର ବ୍ୟାବହାରିକ ପ୍ରୟୋଗ
- ଶବ୍ଦ ପ୍ରୟୋଗ : ବିପରୀତାର୍ଥବୋଧକ ଶବ୍ଦ, ଯୁଗ୍ମ ଶବ୍ଦ, ସମାଜାରିତ ଶବ୍ଦ, ଏକ ଶବ୍ଦର ବିଭିନ୍ନ ଶବ୍ଦର ପ୍ରୟୋଗ, ରୂପ ପ୍ରୟୋଗ, ଚରମାଳି,
ପ୍ରବଚନ
- ବାକ୍ୟ ଗଠନ : ବାକ୍ୟର ପ୍ରକାର ଭେଦ, ପଦବିନ୍ୟାସ କ୍ରମ
- ବିରାମ ଚିହ୍ନ :

Arabic

Code No. 235

1- عربی زبان کی تعلیم کی ضرورت

نیشنل انسٹی ٹیوٹ آف اوپن اسکولنگ میں پہلی باریکداری سطح پر عربی کی تعلیم کا تجربہ کیا جا رہا ہے۔ آج کے دور میں ہندوستان کے تناظر میں عربی زبان کی اہمیت سے انکار نہیں کیا جاسکتا۔ 22 ملکوں کی مادری اور سرکاری زبان ہونے کے علاوہ عربی اقوام متحدہ کی چھٹی زبان ہے۔ اس میں انجینئرنگ، میڈیکل سائنس اور ٹکنالوجی کی تعلیم بھی دی جا رہی ہیں۔ ایک رپورٹ کے مطابق کمپیوٹر اور انٹرنیٹ کا استعمال عربی زبان میں سب سے زیادہ ہو رہا ہے۔

ہندوستان اور عرب ممالک کے مابین ثقافتی اور تجارتی تعلقات کے فروغ میں یہ زبان ایک اہم رول ادا کر رہی ہے۔ آج لاکھوں کی تعداد میں ہندوستانی باشندے عرب ممالک میں مختلف حیثیتوں سے کام کر رہے ہیں۔ ہندوستان میں بھی یہ زبان مذہبی ہونے کے ساتھ ساتھ کسب معاش کا بھی وسیلہ بن چکی ہے۔ یہی وجہ ہے کہ اس زبان کی تعلیم عصر حاضر کے اہم ترین تقاضوں میں سے ایک ہے۔ جو اس بات کا واضح ثبوت ہے کہ دنیا کی ترقی یافتہ زبانوں میں ایک ہے۔

2- طالب علم میں مطلوبہ صلاحیت

ہندوستان میں عربی زبان پڑھنے والے زیادہ تر مدارس کے طلبہ ہیں۔ اس لیے اسباق سازی کے وقت Target group کی حیثیت سے ان طلبہ کو پیش نظر رکھا گیا ہے۔ ان کے علاوہ ایسے لوگ بھی اس کتاب کی مدد سے یہ زبان سیکھ سکتے ہیں جن کی مادری زبان اردو ہے یا جنہوں نے اردو کی بنیادی تعلیم حاصل کی ہو۔

3۔ اغراض و مقاصد

اس کورس کی تعلیم مکمل کرنے پر یہ توقع کی جاتی ہے کہ طلبہ میں درج ذیل استعداد پیدا ہو سکے گی:

- عربی کے بنیادی گرامر کے بارے میں معلومات۔
- عصر حاضر کے جدید تعلیمی وسائل کے بارے میں معلومات اور ان کا استعمال۔
- زندگی کے مختلف شعبوں سے متعلق عربی اصطلاحات اور الفاظ کے ذخیرہ میں اضافہ۔
- مختلف موضوعات پر مختصر اور عام فہم جملوں کی تشکیل۔
- عربی کی عبارت با آواز بلند اور صحیح طور پر پڑھنے کی مشق۔
- آپس میں گفتگو کی مشق۔

4۔ کورس کی نوعیت

اس کورس کی تیاری میں درج ذیل باتوں کا خیال رکھا گیا ہے:

- ہر سبق ایک خاص موضوع سے متعلق ہے۔
- سبق کے تعارف کے بعد مختصراً یہ بتایا گیا ہے کہ طالب علم اُسے پڑھنے کے بعد کیا سیکھے گا۔
- موضوعات کے انتخاب میں تنوع سے کام لیتے ہوئے زندگی کے مختلف شعبوں کا احاطہ کیا گیا ہے۔
- ہر سبق گرامر کے کسی نہ کسی قاعدے پر مبنی ہے۔
- سبق کے آخر میں کثرت سے مشقیں دی گئی ہیں جن کے ذریعہ طالب علم کو سمجھنے، بولنے اور لکھنے کی صلاحیتوں کو بڑھانے میں مدد ملے گی۔
- آخر میں یہ بتاتے ہوئے کہ طالب علم نے اس سبق سے کیا سیکھا؟ گرامر کے قواعد کی وضاحت کی گئی ہے۔

5۔ اسکیم آف ایولوشن

28%	28	- معلومات
32%	32	- فہم
40%	40	- تطبیق
100%	100	

6۔ مضمون کے مطابق نمبروں کی تقسیم

24	- قواعد
06	- نثر و نظم (Text)
30	- ترجمہ
08	- تصحیح
12	- الفاظ کے معانی
20	- جملوں کی ساخت

100

Persian

Code No. 236

1۔ فارسی زبان کی تعلیم کی ضرورت اور اہمیت

نیشنل انسٹی ٹیوٹ آف اوپن اسکولنگ میں پہلی بار سینڈری سطح پر فارسی کی تعلیم کا سلسلہ شروع کیا جا رہا ہے۔

فارسی ایک قدیم، آسان اور شیریں زبان ہے جس کا لسانی رشتہ ہند آریائی زبانوں کے خاندان سے ہے۔ اسی وجہ سے سنسکرت سے بھی اس کا قریبی تعلق ہے۔ یہ زبان آج بھی دنیا کے کئی ملکوں جیسے ایران، افغانستان، تاجیکستان کی سرکاری زبان ہے اور دوسرے ممالک مثلاً ازبکستان، ترکمنستان، آذربائیجان اور بعض خلیجی ممالک میں بھی بولی اور سمجھی جاتی ہے۔ قرون وسطیٰ کے ہندوستان میں فارسی ہماری سرکاری، علمی اور ادبی زبان رہی ہے جس کی وجہ سے یہاں کی سیاسی، سماجی اور علمی تاریخ کو سمجھنے اور سمجھانے کے لیے بھی فارسی ایک ناگزیر زبان ہے۔ اس کے علاوہ فارسی زبان کی تدریس، توسیع اور خدمات میں ہندوستانیوں کا ایک اہم مقام ہے۔

ہندوستان کی تمام بڑی زبانوں میں فارسی کے ذخیل الفاظ آج بھی آزادی سے استعمال کیے جاتے ہیں۔ فارسی زبان سے واقفیت اور اس پر عبور ہندوستان کی ان زبانوں کی تاریخ اور ان میں رونما ہونے والی تبدیلیوں کو سمجھنے میں مدد کرتا ہے۔ اسی طرح ہماری بعض زبانوں کا ادب بھی فارسی زبان سے متاثر رہا ہے۔

فارسی کے شعرا رومی، سعدی اور حافظ کی شہرت تمام دنیا میں ہے، اسی طرح سے ہندوستان کے فارسی شعرا امیر خسرو، بیدل غالب اور اقبال کی عظمت کا تمام جہان معترف ہے۔ فارسی سے واقفیت ہمارے طلباء کو اپنے شاندار علمی اور ثقافتی ورثے کو سمجھنے اور سمجھانے کی پاسبانی کے لیے بہتر طور پر تیار کرتی ہے۔ مزید برآں ایران، افغانستان اور مرکزی ایشیا کے ممالک سے روز افزون سیاسی و تجارتی تعلقات کے پیش نظر فارسی کی تعلیم کی اہمیت دو گونہ ہے۔

2۔ طالب علم میں مطلوبہ صلاحیت

ہندوستان میں فارسی کوئی اجنبی زبان نہیں ہے۔ بڑی تعداد میں ہماری یونیورسٹیوں، کالجوں، اسکولوں اور مدرسوں میں فارسی کی تعلیم دی جاتی ہے۔ تمام باشعور ہندوستانی اس کی تاریخی اور سماجی اہمیت سے واقف ہیں۔ یہ کورس تیار کرتے وقت نشانہ گروہ (Target Group) کے طور پر ایسے طلباء کو ذہن میں رکھا گیا ہے جو فارسی کی اہمیت سے تو واقف ہیں، لیکن یہ زبان بہر صورت ان کے لیے ایک اجنبی زبان ہے۔ اسی طرح فارسی سیکھنے میں ان طلباء کے لیے بھی ایک کا آمد وسیلہ ہوگی جو اردو سے واقف ہیں۔

3۔ اغراض و مقاصد

اس کورس کی تکمیل کے بعد امید ہے کہ طلباء میں درج ذیل استعداد پیدا ہو سکے گی:

- (i) فارسی زبان اور اس کی گرامر سے واقفیت۔
- (ii) فارسی گرامر سے واقفیت۔
- (iii) موجودہ زمانے کی تعلیمی ضروریات کے بارے میں معلومات اور ان کا استعمال۔
- (iv) زندگی کے مختلف شعبوں سے متعلق فارسی الفاظ، اصطلاحات اور محاورات کے ذخیرہ میں اضافہ۔
- (v) فارسی عبارت کو صحیح پڑھنے کی مشق۔
- (vi) فارسی زبان کو پڑھنے، لکھنے اور سمجھنے کی صلاحیت۔
- (vii) اردو سے فارسی اور فارسی سے اردو ترجمے کی صلاحیت۔
- (viii) فارسی میں بات چیت کی مشق۔

4۔ کورس کی نوعیت

اس کورس کی بنانے میں ان امور کو ملحوظ رکھا گیا ہے:

- (i) ہر سبق ایک خاص مقصد کا حامل ہے۔
- (ii) سبق کے تعارف اور اس کے فوائد بیان کیے گئے ہیں۔

- (iii) درس کے انتخاب میں زندگی کے مختلف شعبوں سے متعلق موضوعات کو شامل کیا گیا ہے۔
- (iv) سبق کے آخر میں کثرت سے مشقیں دی گئی ہیں جن سے طلباء کو پڑھنے، لکھنے، سمجھنے اور بولنے کی صلاحیت پیدا ہوگی۔
- (v) آخر میں اس کی وضاحت بھی کی گئی ہے کہ طالب علم نے اس سبق سے کیا سیکھا؟
- (vi) ہر سوال کا جواب بھی ہر درس کے آخر میں دیا گیا ہے۔

Tamil

Code No. 237

1. அறிமுகம்

தமிழ் மொழியைத் தாய்மொழியாகக் கொண்டவர்கள் உலகம் முழுவதும் வாழ்கின்றனர். பிறமொழி பேசுபவர்களும் தமிழகத்தில் வாழ்கின்றனர். இந்நிலையில் இவர்களுக்காகத் தமிழ் மொழியையும் இலக்கியத்தையும் கற்பிப்பதும் கருத்துப் பரிமாற்ற ஆற்றலை வளர்ப்பதும் இன்றியமையாததாகின்றது. தமிழ் மிகவும் தொன்மையான மொழி. இலக்கிய வளம் நிறைந்த மொழி. பண்பாட்டை வளர்க்கும் சிறப்பு வாய்ந்தது. சமுதாயக் குறிப்புகளை வெளிப்படுத்தும் திறன் மிக்கது. தகவல் தொடர்பு மொழியாக விளங்குகின்றது. இந்திய மொழிகளில் தமிழ் மொழி கணினிப் பயன்பாட்டில் முதலிடம் வகிக்கின்றது. தேசிய அளவில் செம்மொழியாக ஏற்றுக் கொள்ளப்பட்டுள்ளது. திராவிட மொழிகளாகிய தெலுங்கு, கன்னடம், மலையாளம் ஆகியவற்றுடன் தொடர்புடையது. எனவே தேசியத் திறந்த நிலைக் கல்வி நிறுவனத்தில் தமிழ் மொழி சேர்க்கப்படுவது மிகவும் இன்றியமையாததாகும்.

2. தகுதி

- ✦ தமிழ் உரைநடை மற்றும் செய்யுட்களைச் சீரான வேகத்தில் படிக்கத் தெரிந்தவராக இருத்தல்.
- ✦ தமிழ் மொழியைப் பிழையின்றி, சரியாகப் பேசவும், எழுதவும் தெரிந்திருத்தல்.
- ✦ தங்கள் கருத்துகளை இயல்பாக வெளிப்படுத்த அறிந்திருத்தல்.
- ✦ தமிழில் 5000 சொற்களை அறிந்திருத்தலும் 3500 சொற்களைப் பயன்படுத்தலும் ஆகிய அறிவினைப் பெற்றிருத்தல்.

3. பயனாளிகள்

ஏழை பணக்காரர், ஆண் பெண், கிராமத்தவர் நகரத்தவர் என்ற பாகுபாடு இல்லாமல் அனைவரும் சேர்ந்து பயன் பெறலாம். தமிழ் எழுதப் படிக்கத் தெரிந்த அனைவரும் வெளி மாநிலத்தவர்களும் வெளிநாட்டினர்களும் கூடச் சேந்து பயன்பெறலாம்.

- ✦ இரு பாலாரும்.
- ✦ நகரம் கிராமங்களில் வாழ்பவர்கள்.
- ✦ பின்தங்கிய சமூக அங்கத்தினர்கள்.
- ✦ அனைத்து வகையான பணியாற்றுபவர்கள்.
- ✦ ஏழ்மை, வறுமை நிலைக்கு அப்பாற்பட்டுப் படிக்கும் ஆர்வம் உள்ளவர்கள்.

- ✦ தமிழ் மொழியைப் பயிலும் ஆர்வம் உள்ள அயல்நாட்டினர்/ அயல்நாட்டுத் தமிழர்.
- ✦ பிற மாநிலத்தில் வாழும் தமிழ் மொழியைப் பயிலும் ஆர்வம் உள்ளவர்கள்.

4. நோக்கங்கள்

அ. பொதுநோக்கம்

- ✦ தமிழ்மொழியைப் புரிந்து கொள்ளவும் பயன்படுத்தவும் கற்பித்தல்.
- ✦ இன்றைய புதிய தேசிய கல்விக் கொள்கைகளுக்கு இயைந்த முறையில் தமிழ்மொழியைக் கற்பித்தல்.
- ✦ செம்மொழித் திறன்களை உணர்த்துதல்.

தேசியம்

1. தேசிய ஒருமைப்பாடு
2. வேற்றுமையில் ஒற்றுமை
3. தேசியத் தலைவர்கள்
4. தேசியச் சின்னங்கள்

தமிழ்மொழியும் பண்பாடும் இலக்கியமும்

1. தமிழ் மொழியின் சிறப்பியல்வுகள்
2. தமிழ்ப் பண்பாட்டின் தனித்தன்மைகள்
3. தமிழ் இலக்கியத்தின் மாண்புகள்

மதிப்புகள்

1. தனிமனித குடும்ப, சமூக மதிப்புகள்

ஆளுமைப் பண்புகள்

1. உடன்பாட்டுச் சிந்தனை - தலைமைப் பண்பு - நகைச்சுவை உணர்வு - துன்பத்தில் வருந்தாமை.

அறிவியல் பார்வை

1. நிலம், நீர், காற்று மாசுப்படுவதற்கு எதிரான விழிப்புணர்வு - காடு வளர்த்தல்; அழித்தலைத் தடுத்தல்.
2. உடல் நலமும் தூய்மை பேணலும்.
3. மக்கள் தொகைப் பெருக்கம் குறித்த விழிப்புணர்வு.

வளர் இளம் பருவக் கல்வி

1. வளர்சிதை மாற்றம் - விழிப்புணர்வு
2. பெண் சீண்டல் ஒரு குற்றம்

கலை இலக்கியம்

1. நாட்டுப்புறக் கலைகள் - திருவிழாக்கள் - சடங்குகள் - நம்பிக்கைகள்.
2. நாட்டுப்புற இலக்கியம் - பாடல்கள் - பழமொழிகள் - விடுகதைகள் - கதைகள்.

பெண்ணியம்

1. பெண் கல்வி
2. பெண் சிசு கொலைக்கு எதிரான விழிப்புணர்வு
3. பெண்ணின் மேம்பாட்டுச் சிந்தனைகள்

தொடர்பியல் திறன் மேம்பாடு

1. எழுத்ததுத் திறன்
2. பேச்சுத் திறன்
3. படைப்புத் திறன்
4. உய்த்துணர்திறன்

கணினிப் பயன்பாடு

1. கணினி பற்றி அறிவு
2. கணினியைப் பயன்படுத்தி மொழித் திறனை வளர்த்துக் கொள்ளல்.

சிறப்பு நோக்கம்: மொழித்திறன்களை வளர்த்தல்

- ★ கேட்டல் திறன்: ஒலி வடிவங்களைப் பிரித்துப் பகுத்தளித்தல்; பேச்சு கேட்டுப் பொருளறிதல்; பல சூழ்நிலைப் பேச்சைப் புரிந்து கொள்ளுதல்.
- ★ பேசுதல் திறன்: ஒலிகளின் சரியான உச்சரிப்பு; வாக்கிய உச்சரிப்பில் ஒலிப்பு மற்றும் ஏற்ற இறக்கம்; சரியான வாக்கிய அமைப்பு; சூழ்நிலைக்குத் தக்க பேச்சு நடை..
- ★ படித்தல் திறன்: செய்யுள், உரைநடை முதலியவற்றைச் சரியான முறையில் படித்தல்; படித்த உடன் புரிந்து கொள்ளுதல், செய்தி முதலியவற்றைப் படித்தறிவித்தல்.
- ★ எழுதுதல் திறன்: உருவடிவங்களைச் சரியாக எழுதுதல்; தொடரில் குறிப்பீட்டுச் சின்னங்கள்; கருத்தைச் சரியான தொடராக எழுதுதல்; கடிதம், விளம்பரம் போன்றவையும், படிவங்களையும் சரியாக எழுதுதல்.
- ★ இலக்கணம் மற்றும் பயன்முறை மொழித்திறன்:
 - பயன் முறை இலக்கணம்
 - சொற்களஞ்சியப் பயிற்சி (20 மதிப்பெண்)
 - 1. ஒரு சொல் பல பொருள்
 - 2. பல சொல் ஒரு பொருள்
 - 3. ல / ள / ழ வேறுபாடு
 - 4. ந / ன / ண வேறுபாடு
 - 5. அடுக்குத்தொடர் நிறுத்தக்குறியீடு, மரபுத் தொடர், பழமொழி, உவமை - இவற்றைச் சொற்றொடரில் அமைத்தல்.

கலைத்திட்டம்

மொத்த காலம் : 240 மணி

I. பாடத்திட்ட அடிப்படையில் காலப்பங்கீடும் மதிப்பெண் பங்கீடும்

வ.எண்.	பகுதி	காலம் (மணிகள்)	மதிப்பெண்
1.	உரைநடைப்பகுதி		
	முதன்மைப் பாடம்	50	35
	துணைப்பாடம்	25	
2.	செய்யுள்	75	35
3.	பயன்முறைத்தமிழ்	75	15
4.	படைப்பாற்றல் திறன்	15	15
கூடுதல்		240	100

II. திறன்கள் அடிப்படையில் காலப்பங்கீடு: மொத்தம் 240 மணி

1. கேட்டல் : 25 மணி
2. பேசுதல் : 25 மணி
3. படித்தல் : 25 மணி
 - செய்யுள் பாடம்
 - உரைநடைப் பாடம்
 - இலக்கணம்
4. எழுதுதல் : 75 மணி
 - பத்தியளவு எழுதுதல்
 - சுருக்கி எழுதுதல்
 - கடிதம் எழுதுதல்
 - அட்டவணைப்படுத்துதல்
 - பல்வேறு படிவங்களைப் பூர்த்தி செய்தல்
 - கட்டுரை எழுதுதல்
 - நாட்குறிப்பு எழுதுதல்
5. இலக்கணம் மற்றும் பயன் முறைத் தமிழ் : 75 மணி
 - தமிழ் மொழியின் அமைப்பு
 - இலக்கணத்தின் பல்வேறு கூறுகள்: எதிர்ச்சொல், உரைத்தல், ஒரு சொல் பல பொருள், மரபுச் சொற்களும் வழக்காறும், நேர்க்குற்று அயற்குற்று.

பாடப்பொருள் உள்ளடக்கம்

இடைநிலை வகுப்பின் தமிழ்ப் பாடத்திட்டத்தில் கீழ்க்காணும் பாடங்கள் சேர்க்கப்பட்டிருக்கின்றன.

செய்யுள்	: சங்க இலக்கியம் முதல் புதுக்கவிதை வரை	- 12 பாடங்கள்
உரைநடை	: கட்டுரை, சிறுகதைகள், நாடகம், பயணக்கட்டுரை, கடிதம் முதலிய	- 10 பாடங்கள்
எழுதுதல் திறன்	: கடிதம் எழுதுதல், பேட்டி விவரம், திட்டமுன்வரைவு, படிவங்கள் நிரப்புதல், செய்தி, விளம்பரம் எழுதுதல் முதலாய	- 13 பாடங்கள்

6. படைப்பாற்றல் திறன் : 15 மணி

கற்றல் கற்பித்தல் திட்டம்

- ஒலி-ஒளிச் சாதனம்
- சுயகற்றல் புத்தகங்கள்
- சிறந்த ஆசிரியர்களையும் அவர்களின் நூல்களையும் அறிமுகப்படுத்துதல்.
- நேரடிக் கலந்தாய்வு வகுப்புகள் (30)
- நேரடி அனுபவம் பெறுதல்

7. மதிப்பீடு

- எழுத்துத் தேர்வு - 10 மதிப்பெண்கள்
- அகமதிப்பீடு

1. செயல்திட்டம் (Project Work) A, B, C தரவரிசை மூலமாக
2. ஆசிரியர் மதிப்பெண்

Mathematics

Code No. 211

Introduction

Mathematics is the study of numbers, counting, and measuring, but that is only the beginning. Mathematics involves the study of number patterns and relationships, too. It is also a way to communicate ideas, and perhaps more than anything, it is a way of reasoning that is unique to human beings. Mathematics plays a vital role in the modernization of this civilization. It is everywhere and affects the everyday lives of people. Although it is abstract and theoretical knowledge, it emerges from the real world. It is also a way to communicate and analyze ideas, a tool for organizing and interpreting data and above all, perhaps, a method of logical reasoning unique to man. Mathematics is a necessary part of other sciences. Its use in today's world has assumed great importance, since without its application higher technology cannot be mastered and harnessed for increasing production of goods and services and promoting human welfare. Over the centuries there has been spectacular progress in the development of Mathematics as a branch of knowledge. Mathematics education is concerned with the acquisition, understanding and application of skills. Mathematical literacy is of central importance in providing the learner with the necessary skills to live a full life as a child and later as an adult.

Rationale

Mathematics is an important discipline of learning at the secondary stage. It helps the learners in acquiring decision-making ability through its applications to real life both in familiar and unfamiliar situations. It predominantly contributes to the development of precision, rational and analytical thinking, reasoning and scientific temper. Mathematics helps the learner to understand and solve the day to day life problems faced by them. It also helps them to acquire the skill of representing data in the form of tables/graphs and to draw conclusions from the same. One of the basic aims of teaching Mathematics at the Secondary stage is to inculcate the skill of quantification of experiences around the learner. The idea is to allow the learner to realize how and why Mathematics is all around us.

The present curriculum in Mathematics includes the appreciation of the historical development of mathematical knowledge with special reference to the contribution of Indian mathematicians particularly in the introduction of zero and the decimal system of numeration in the international form (popularly known as Hindu – Arabic numerals). Greater emphasis has been given on applications of various concepts so that learner can construct their own knowledge and relate mathematics to their life experiences.

Objectives

After completing this course, learner will be able to:

- describe basic concepts, facts, principles, terms, symbols and processes of Mathematics;
- convert the word problems in to the mathematical forms and solve them;

- explain different ways of processing the given data and help them in arriving at conclusions;
- express the skills of quantification of experiences around them and make linkage with their life;
- solve wide variety of mathematical problems in daily life and reflect in different context of learning;
- relate mathematical knowledge and skills to solve variety problems and develop positive attitude towards Mathematics and its application;
- interpret tabular/graphical representation of the quantitative data ; and
- articulate logically and use the quantitative data to find many results;

Scope and job opportunity

This field has a large number of opportunities for employment in different profession, some of these are: Engineering, Architecture, Statisticians, Banking, Econometrics and other professions involves Measurement and Calculation.

Eligibility conditions

Age: 14 years

Qualification: Ability to read and write

Medium of instruction: Hindi, English, Urdu, Marathi, Telugu, Gujarati, Malayalam, Tamil and Odia medium.

Duration of the course: 1 Year

Weightage

Theory: 85 Marks

Practical: 15 Marks

Tutor Marked Assignment (TMA): 20% Marks of the theory

Scheme of studies: 240 hours for the theory and 60 hours practical work, TMA (self paced)

Scheme of evaluation

Mode of evaluation	Duration	Weightage
Tutor Marked Assignment (TMA)	Self Paced	20% of Theory
Public/Final Examination	Theory- 2 Hours 30 Minutes	85 Marks
	Practical- 3 Hours	15 Marks

Pass criteria: 33% marks

Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	Module-IAlgebra 1. Number System 2. Exponents and Radicals 3. Algebraic expressions and Polynomials 4. Special Products and factorization 5. Linear Equations 6. Quadratic Equations 7. Arithmetic Progressions	55	<p>Algebra is generalized form of arithmetic. It may be recalled that the study of numbers begin with natural numbers without which we would not be able to count. The system of natural numbers is extended to rational number system. To be able to measure all lengths in terms of a given unit, the rational numbers have to be extended to real numbers. The concept of exponents and radicals would facilitate simplification of repeated multiplication.</p> <p>Algebraic expressions and polynomials would be introduced with the help of four fundamental operations on unknowns. Equating two algebraic expressions or polynomials leads to equations. The study of linear and quadratic equations would be taken up to solve problems of daily life. Arithmetic Progression is a special type of number pattern. The learners would be studying arithmetic progressions in details through day-to-day life examples.</p>	20
2.	Module-IICommercial Mathematics 8. Percentage and its Applications 9. Instalment Buying	25	<p>The learners would be acquainted with applications of percentage to compound interest in the form of rate of growth (appreciation) and depreciation (decay) in detail. The Concept of Percentage, Computations involving percentage.</p>	08

			Applications of percentage to: profit and loss, simple interest, discount (single discount only), and compound interest. Buying under instalment plan. Calculation of interest under instalment plan has been discussed in this module.	
3.	Module-III Geometry 10. Lines and Angles 11. Congruence of Triangles 12. Concurrent Lines 13. Quadrilaterals 14. Similarity of Triangles 15. Circles 16. Angles in a circle and Cyclic Quadrilaterals 17. Secants, Tangents and their Properties 18. Constructions 19. Co-ordinate Geometry	75	To satisfy the learner's curiosity and to enhance knowledge about the above things, the lessons on Lines and Angles, congruent and similar triangles and circles will be introduced. Some of the important results dealing with above concepts would be verified experimentally while a few would be proved logically. Different types of quadrilaterals would also be introduced under the lessons on Quadrilaterals. The learners would also be given practice to construct some geometrical figures using geometrical instruments. In order to strengthen knowledge of graphing linear equations, the basic concept of coordinate geometry has been introduced.	25
4.	Module-IV Mensuration 20. Perimeter and Area of Plane Figures 21. Surface Area and Volume of Solid Figures	25	In this module the learners would be familiar with rectilinear figures. Perimeter and area of a square, rectangle, triangle, trapezium, quadrilateral, parallelogram and rhombus. Area of a triangle using Hero's formula. Area of rectangular paths. Non rectilinear figures: Circumference and area of a circle. Area and perimeter of a sector. Area of circular paths. Surface area and volume of a cube, cuboid, cylinder, cone, sphere and hemisphere.	10

5.	Module-V Trigonometry 22. Introduction to Trigonometry 23. Trigonometric Ratios of some Special Angles	25	<p>In astronomy one often encounters the problems of predicting the position and path of various heavenly bodies, which in turn requires the way of finding the remaining sides and angles of a triangle provided some of its sides and angles are known. The solutions of these problems has also numerous applications to engineering and geographical surveys, navigation etc. An attempt has been made in this module to solve these problems. It is done by using ratios of the sides of a right triangle with respect to its acute angle called trigonometric ratios. The module will enable the learners to find other trigonometric ratios provided one of them is known. It also enables the learners to establish well known identities and to solve problems based on trigonometric ratios and identities.</p> <p>The learners would be acquainted with measurement of accessible lengths and heights. The learners will be able to distinguish between angles of elevation and depression and use trigonometric ratios for solving simple real life problems based on heights and distances.</p>	10
6.	Module-VI Statistics 24. Data and their Representations 25. Measures of Central Tendency 26. Introduction to Probability	35	<p>To make the learners acquainted with the methods of recording, presentation of data, condensing and culling out relevant information from the given data in the lesson on Data and their Representation.</p> <p>Sometimes it is required to describe data arithmetically like average age</p>	12

			<p>of a group median score of a group or modal collar size of a group. To be able to do this, the learners would be introduced to the lesson on Measures of Central Tendency. They would also be taught characteristics and limitation of these measures. The learners would be introduced to the study of elementary probability as measure of uncertainty, through games of chance- tossing a coin, throwing a die, drawing a card at random from a well shuffled pack etc.</p>	
7.	Practicals	60	<p>As activities make the learning more effective; Laboratory manual is also provided with 30 mathematical activities from Algebra, Geometry and Mensuration module. It is expected that learners would perform these activities at their study centres, which will make learning of mathematical concepts more interesting and, a fun.</p>	15

Science and Technology

Code No. 212

Introduction

Science and Technology course has been specially designed for learners who are motivated to continue their education. The new course has been designed to equip learners to apply the skills learnt in Science and Technology to real life situations. There are two books in this subject and learners are expected to study both of them. The first book has four modules. Each module would take them through various topics like Measurement in Science, Matter in our Surroundings, Moving Things and Energy. The second book has three modules dedicated to the Living World, Natural Resources as well as Humans and Environment. This course would enable learners to understand the scientific principles behind many of the day to day events.

Rationale

In the present times, the laws and principles of science find application, not only in our daily life but also in every walk of life. As a result Science and Technology have become an integral part of human life and culture. Scientific knowledge which is growing day by day is a powerful tool for solving our problems. This knowledge also contributes towards the national productivity. However, a word of caution- misuse of scientific knowledge, indiscriminate use of natural resources leading to depletion of natural resources and environmental pollution can lead to dire consequences. The proper and sensible use of science and technology to achieve the twin goals of 'development' and 'improvement' is of utmost importance. In the light of this, it is becoming increasingly necessary for all to be aware of the basics of science and technology, as also its application in the interest of human welfare. Contribution of Indian scientists in this regard has also been highlighted in this learning material.

Objectives

After completing this course, the learner will be able to:

- explain the science behind natural phenomena;
- enumerate the various facets of science and the role it plays in human welfare;
- develop scientific attitude so that reasoning wins over blind faith and opinions;
- formulate simple hypothesis, verify them and apply in their daily life activities;
- cultivate an interest in science and technology and be encouraged to pursue it as a career.

Scope and job opportunity

As you go through the lessons you will find many new activities closely related to your everyday life experiences. These have been specially designed for better understanding of difficult concepts while giving you an opportunity to enhance important life skills such as thinking, social and emotional skills. After Class 10 a career in this field would mean a life-long learning process.

Eligibility conditions

Age: 14 years

Qualification: Ability to read and write

Medium of instruction: Hindi, English, Urdu, Marathi, Telugu, Gujarati, Malayalam, Tamil and Odia medium

Duration of the course: 1 Year

Weightage

Theory: 85 Marks

Practical: 15 Marks

Tutor Marked Assignments (TMA): 20% Marks of theory

Scheme of studies: 240 hours for theory and 60 hours for practical work, TMA (self paced)

Scheme of evaluation:

Theory paper 85 marks; Practical work- 15 marks; TMA- 17 marks (20% of theory marks)

Pass criteria: 33% Marks

Course content

S. No.	Modules/Topics	Duration (in hours)	Key Learning Outcomes (Theory)	Key Learning Outcomes (Practical)	Weightage (marks)
1.	Module-I Measurement in Science 1. Measurement in Science and Technology	04	As measurement is one of the important activities of day to day life, the beginning of this module aims at highlighting the correct way of expressing the units and the methods of measuring physical	There are 30 activities in the Science and Technology Practical Manual. These 30 activities are distributed under three sections as: Physical Sciences, Chemical Sciences and Biological Sciences	04

			quantities and the need of accurate measurement in science and technology.		
2.	Module-II Matter in our Surroundings 2. Matter in our Surroundings 3. Atom and Molecules 4. Chemical Reaction and Equations 5. Atomic Structure 6. Periodic Classification of Elements 7. Chemical Bonding 8. Acids, Bases and Salts	54	The module is designed to bring out the structure of matter by way of describing an atom and how atoms combine to form different substances. It also highlights that the structure of matter is responsible for its properties.	Chemical Sciences 1. To Prepare an Aqueous Solution of Common Salt of a Given Composition 2. Separation of Mixtures 3. To Differentiate between a Chemical and Physical Change in a Given Process 4. To Test the Acidic/ Basic Nature of a Solution with the help of pH Paper 5. To find the pH of Fruit/Vegetables Juices with the help of pH Paper 6. To Identify Washing Soda and Baking Soda out of the Samples of two White Powers 7. To Carry out Chemical Reactions of Different Types	22
3.	Module-III Moving Things 9. Motion and its Description	24	In this dynamic world everything is in motion with respect to one another. But all	Physical Sciences 8. To Determine the Density of the Material of a Given Solid Using a Spring	07

	10. Force and Motion 11. Gravitation		these motions are not alike. To understand the motion of the objects this unit will describe the terms distance, displacement, speed, velocity, acceleration etc. It will also describe the cause of motion in terms of force, momentum, pressure, upthrust etc. This unit will also describe the gravitational force, gravitational acceleration and other related phenomenon like weightlessness.	Balance and a Measuring Cylinder 9. To Find the Average Speed of an Individual, as One Walks/Runs, To and Fro between Two Points 10. To Observe and Compare the Pressure Exerted by a Solid Iron Cuboid Placed on Fine Sand/Wheat Flour while Resting on its three different Faces and Calculate the Pressure Exerted in the three different Cases 11. To Verify the Third Law of Motion Using Two Spring Balances	
4.	Module-IV Energy 12. Sources of Energy 13. Work and Energy 14. Thermal Energy 15. Light Energy 16. Electrical Energy 17. Magnetic Effect of Electric Current 18. Sound and	52	The module intends to highlight the various types of energy, their sources, properties and applications in our daily life. The means and ways of meeting the challenge of energy crisis will also be discussed in this module	Physical Sciences 12. To Determine the Melting Point of Ice 13. To Study the Laws of Reflection of Light Using a Plane Mirror 14. To Study the Change in the Size, and Position of Image formed by a Convex Lens by hanging the Position of an Object (Candle) Placed in front of it 15. To Study the Change	15

	Communication			<p>in Current through a Resistor by Changing Potential Difference across it. Determine the Resistance of the Resistor by Plotting a Graph between Potential Difference and Current</p> <p>16. To Assemble a Household Circuit Comprising Two Bulbs (3 Volt each), Two Turn On-Off Switches, a Fuse and Two Dry Cells as Source of Power</p> <p>17. To Determine the Speed of a Pulse Propagated through a Stretched String</p>	
5.	Module-V The Living World 19. Classification of Living Organisms 20. History of Life on Earth 21. Building Blocks of Life –Cell and Tissues 22. Life Processes – I : Nutrition, Transportation, Respiration and Excretion 23. Life Processes – II : Control	47	The variety of living organisms inhabiting the earth forms an integral component of the earth's environment. This theme includes lessons on Origin and Diversity of life deals with the origin and evolution of life, concept of biodiversity. Classification of living organisms for convenient and systematic study.	Biological Sciences 18. To Prepare a Temporary Stained Mount of (i) Onion Peel, Observe Under the Microscope and Record Observations and (ii) To Prepare a Temporary Stained Mount of Human Cheek Cells, Observe under the microscope and Record Observations	15

	<p>and Coordination</p> <p>24. Life Processes – III : Reproduction</p> <p>25. Heredity</p>		<p>One lesson on life processes encompasses the recognition of the cell as the basic building block of organisms and others deal with physiological processes such as nutrition, circulation, respiration, excretion, control and coordination. It also includes basics of reproduction, patterns of inheritance, genetic material and techniques of its manipulation.</p>	<p>19. To Study and Draw Different Types of Plant and Animal Tissues with the Help of Permanent Slides : Plant tissues: Parenchyma and Sclerenchyma; Animal tissues: Blood, Striped muscle fibres and Nerve cells</p> <p>20. To Study the Process of Osmosis through a Semi permeable Membrane</p> <p>21. To Test the Presence of Starch in Green Leaves Exposed to Sunlight</p> <p>22. To Observe that Oxygen is Released during the Process of Photosynthesis To Show that CO₂ is given out during Respiration.</p> <p>23. To Study External Structural Adaptations in Any Two Organisms out of Cockroach, Fish, Frog, Lizard and Pigeon.</p>	
6.	<p>Module-VI</p> <p>Natural Resources</p> <p>26. Air and Water</p> <p>27. Metals and</p>	26.	<p>They are important for our survival and well being. Basic resources required by society are</p>	<p>Chemical Sciences</p> <p>24. To Test the Presence of Water Vapours in Air</p>	10

	<p>Non-metals</p> <p>28. Carbon and Its Compounds</p>		discussed in this theme.	<p>25. To Test the Presence of Carbon Dioxide (CO₂) in Air.</p> <p>26. To find out the Approximate Percentage of Oxygen in Air.</p>	
7.	<p>Module-VII</p> <p>Humans and Environment</p> <p>29. Natural Environment</p> <p>30. Human Impact on Environment</p> <p>31. Food Production</p> <p>32. Health and Hygiene</p>	33	<p>Healthy environment is an important asset. Modern humans have made enormous progress in industry and technology. At the same time the industrial and urban development has progressively degraded. The environment and adversely affected the health and well being.</p>	<p>Biological Sciences</p> <p>27. To Test the Presence of Starch and Fat in Given Food Samples.</p> <p>28. To Test the Presence of Adulterants in (a) Milk and (b) Metanil Yellow in Pulse.</p> <p>29. To Estimate the Level of Pollution in Terms of Particulate Matter by Comparing Leaf Samples Collected from Different Areas.</p> <p>30. To Observe Organisms from Given Pictures or Specimens or in the Surroundings (e.g. Crop Field, a Garden, or a nearby Pond) Classify Them as Producers and Consumers, and Construct Their Food Chains and indicate their Trophic Levels.</p>	12

Social Science

Code No. 213

Introduction

Social Science seeks to enable the learners to gain knowledge and understanding of the historical, socio-cultural, economical, political and physical aspects of society. It helps them to acquire the knowledge and connect to the real life situations. It motivates the learners to effectively participate in and contribute to the process of nation building and development. Social Science attempts to take an integrated approach drawing upon the knowledge inputs of Anthropology, Sociology, History, Geography, Economics and Political Science.

Rationale

The study of human society is a complex one. It involves study of the network of social relations. Understanding society requires inputs from a number of subjects. Hence, the curriculum of social science attempts to take an integrated approach drawing upon the knowledge inputs of anthropology, sociology, history, geography, economics and political science. Social Science seeks to enable the students to gain knowledge and understanding of the historical, socio-cultural, economical, political and physical aspects of society. It helps them, also, to relate the knowledge acquired to real life situations. This experiential learning helps them acquire important values and prepares them to grow as responsible citizens. It motivates the learners to effectively participate in and contribute to the process of nation building and development.

Objectives

After completing this course, the learner will be able to:

- recall struggles and experiences of our previous generations;
- explain the need to judiciously use the country's resources and conserve them;
- establish that India as a functioning democracy is inspired by the values enshrined in our constitution; and
- interpret various socio-political problems in contemporary India.

Scope and job opportunity

Social science is an influential academic discipline that provides learners with the opportunity to develop skills and value. These include: oral and written communication, interpersonal, teamwork, technical, analytical, critical thinking, organizational, and problem solving skills. The learners would be able to appreciate the political, social and economic challenges faced by India from within and outside the country and able to identify, understand and fulfill your own role for making a positive contribution towards nation building.

Eligibility conditions

Age: 14 years

Qualification: Ability to read and write

Medium of instruction: Hindi, English, Urdu, Marathi, Telugu, Gujarati, Malayalam, Tamil and Odia medium

Duration of the course: 1 Year

Weightage

Theory: 100 Marks

Tutor Mark Assignment (TMA): 20% Marks of theory

Scheme of studies: 240 hours for theory and TMA (self paced)

Scheme of evaluation: Theory paper 100 marks (3 hours), internal assessment (TMA) 20% of theory marks (self paced)

Pass criteria: 33% in theory

Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	Module-I India and the World Through the Ages Introduction to Social Science 1. Ancient World 2. Medieval World 3. Modern World – I 4. Modern World – II 5. Impact of British Rule on India: Economic Social and Cultural (1757-1857)	76	The module aims at familiarizing learners with the making of India and the world through the ages. The following events and processes represent new political and economic forces although they may be markedly different from each other. While the French Revolution promoted liberalism and democracy, the Russian Revolution resulted from, and helped to create socialist ideas. Nazism in Germany is a case study of the negation of both democracy and socialism. It also	32

	6. Religious and Social Awakening in Colonial India 7. Popular Resistance to the British Rule 8. Indian National Movement		aims at acquainting learners with the impact of colonialism on India with social reform and resistance to British rule and with the making of the Indian national movement. It shows how a notion of popular sovereignty and equal citizenship were developed by the freedom struggle. It also seeks to familiarize learners with many different visions of the future of India as envisaged by leaders and participants of the national struggle. The treatment of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill as may be appropriate by way of giving examples, activities, surveys, case studies etc.	
2.	Module-II India: Natural Environment, Resources and Development 9. Physiography of India. 10. Climate 11. Bio-Diversity 12. Agriculture in India 13. Transport and Communication 14. Population Our Greatest Resource	64	The module is designed to acquaint the learner with the inter-relationship between natural environment, resources and development. This module enables the learners to understand the basic elements of environment and its dynamism. It will also highlight the maintaining of ecological balance on the earth so that the total life of which human is a part continues to exist and flourish on the earth. This module is also designed to acquaint the learner with the concept of natural resource base in its totality and scientific development on a sustainable basis. This module will mainly discuss various natural and manmade resources their distribution, utilisation, and need for	27

			conservation and management. The module is to be developed with reference to India and help learners to understand the physical and cultural diversities of the country and their underlying unity. The physical diversities include landforms, climate, soil, vegetation and wildlife. Cultural aspects include the meaning of culture especially in the context of India, cultural diversity and its relationship with the physical environment. It emphasises the richness of the country's heritage both natural and cultural and the need to preserve it for future generations. The treatment of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill as may be appropriate by way of giving examples, activities, surveys, case studies etc.	
3.	Module-III Democracy at Work 15. Constitutional Values and Political System in India 16. Fundamental Rights and Fundamental Duties. 17. India: A Welfare State 18. Local Government and Field Administration 19. Governance at the State Level 20. Governance at the Union Level	68	This module has been designed to emphasis the importance of being a good citizen, the rights and duties highlighting the mutually reinforcing relationship between the state and the citizen. The module seeks to highlight the welfare state in design and implementation. It also seeks to acquaint the learners with the different levels of governments local and above. At the local level three institutions are included - Panchayati Raj, Municipal Administration and District Administration. This will be followed by the two successive levels of governments - State and Union governments. The treatment	28

	21. Political Parties and Pressure Groups 22. People's Participation in the Democratic Process		of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill as may be appropriate by way of giving examples, activities, surveys, case studies etc.	
4.	Module-IV Contemporary India: Issues and Goals 23. Challenges to Indian Democracy 24. National Integration and Secularism 25. Socio-Economic Development and Empowerment of Disadvantaged Groups 26. Environmental Degradation and Disaster Management 27. Peace and security	32	This module seeks to identify the political, social and economic challenges being faced from within and outside the country. The learner should be made aware of the nation's problems and be able to appreciate the need to address them. The treatment of themes of lessons will pay special attention to the development of life skills such as thinking skill, communication skill and negotiation skill, problem solving etc. as may be appropriate by way of giving examples, activities, surveys, case studies etc.	13

Economics

Code No. 214

Introduction

Economics helps the citizens to decide on the optimal allocation of limited resources. The demand is always greater than the resources available. Economics gives guidance to manage the scarcity of available resources. Economics can reduce unemployment and make an improvement to welfare of our country. It can make the society a better place to live in. The curriculum in Economics at Secondary Level has been designed as per the specific needs of NIOS learners. The main areas covered relate to the daily working environment of the learners. a

Rationale

Economics is the study of how people make sound choices. Every step of the life of everyone is directly or indirectly influenced by economic ideas. Economy of our country and world is changing. This will create our socio- economic life dynamic. In order to enable our learners to move with confidence it becomes necessary to provide education in Economics. Students are made aware of meaning of Economics, production and distribution factors in economics. Learners are given knowledge relating to money, banking and insurance and Indian Economy. As the learners become are familiar with the economic condition of the nation, they can apply it in their day-to-day life. After learning presentation and analysis of data learners will be equipped with the knowledge of basic tools of Economics. To be acquainted with elementary knowledge about the world of Economics, this course in Economics will be useful.

Objectives

After completing this course, the learner will be able to:

- explain how societies, businesses, governments, households and individuals can allocate their scarce resources;
- explain production and distribution of goods and services;
- explain the meaning and functions of money, banks and insurance;
- discuss the challenges and sectoral aspects of Indian economy;
- describe in detail India's position in the world and with its neighbours;
- list various consumer rights and responsibilities.

Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

- as economic policy maker in organizations
- Teaching Economics

- Economic Research
- in Business, government, banking, education etc.

Eligibility conditions

Age: 14 years

Qualification: Ability to read and write

Medium of instruction: Hindi, English, Urdu, Marathi, Telugu, Gujarati, Malayalam, Tamil and Odia medium

Duration of the course: 1 Year

Weightage

Theory: 100 Marks

Tutor Marked Assignment (TMA): 20% Marks of theory

Scheme of studies: 240 hours for theory and TMA (self paced)

Scheme of evaluation: Theory paper 100 marks (3 hours), internal assessment (TMA) (20% of theory marks)

Pass criteria: 33% Marks

Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	Module-I Understanding Economics 1. What is Economics? 2. Human Wants 3. Goods and Services	17	Meaning of Economics, Important branches of Economics, Positive and Normative Economics. Meaning of wants, Growth of wants, Characteristics of wants, Satisfaction of wants, Economics and non-Economic wants, Expansion of wants with development, Indian philosophy of limiting wants. Goods and Services, Classification of goods and services, Role and significance of goods and services in an Economy.	7

2.	Module-II About Economy 4. Economy – Its Meaning and Types 5. Central Problems of an Economy 6. Basic Economic Activities	19	Meaning of Economy, Types of Economy on the basis of ownership, Types of Economics on the basis of development, Economic growth and Economic development. Scarcity and choice, Central problems in an Economy, Resource allocation in a Capitalist, Socialist and Mixed economy, Growth of economy and growth of resources. Production and factors of production, Consumption, Capital formation, Circular Flow of Economic activities.	8
3.	Module-III Producing Goods and Services 7. Production 8. Cost and Revenue	24	Production function, Techniques of production, Concept of Total product, Average product and Marginal product, Law of diminishing marginal product, Production process and organization of production activity, Role and importance of firms and industries, Various types of producers Meaning of cost, Types of cost, Revenue	10
4.	Module-IV Distribution of Goods and Services 9. Demand 10. Supply 11. Determination of Price and Quantity 12. Market 13. Role of government in Determination of Price and Quantity	36	Demand and desire, Individual demand and market demand, Factors affecting demand, Law of demand, Demand Curve. Stock and Supply, Individual supply and market supply, Factors affecting supply, Supply curve. Meaning of price, Determination of equilibrium price, Effect of changes in demand and supply on equilibrium price and quantity Meaning of market, Classification of market on the basis of competition, Classification of market	15

			on the basis of channels of distribution, Online market Role of government in production and distribution of goods and services, Price control, Price support, Public distribution system	
5.	Module-V Money, Banking and Insurance 14. Money and its Role 15. Banking and Credit 16. Savings and Insurance	24	Barter system, Meaning and function of money, Types of money Bank and banking, Function of a bank, Process of credit creation, Various types of banks in India Meaning, need and use of saving, Concept of interest, Insurance, Some selected insurance products	10
6.	Module-VI Presentation and Analysis of Data in Economics 17. Collection and Presentation of Data 18. Analysis of Data	36	Meaning and features of data, Types of data, Variables and attributes, Presentation of data. Meaning of central tendency, Arithmetic mean as a measure of central tendency	15
7.	Module-VII Indian Economy 19. An overview of Indian Economy 20. Sectoral Aspects of Indian Economy 21. Challenges before Indian Economy 22. Indian Economy in Global Context	48	State of Indian economy at the time of independence, Changes in the features of Indian economy after independence. Types of occupation, Role and importance of various sectors in the economy, The linkages among various sectors of the economy. Tackling poverty and unemployment, Providing education, Providing health care, Method of control of price rise, Achieving higher economic growth Economic relations between countries, The importance of trade, Exports and imports of India, Economics of U.S.A. and China.	20

8.	Module-VIII Contemporary Economics Issues 23. Environment and Sustainable Development 24. Consumer Awareness	36	Meaning and significance of environment, Environmental problems – Air pollution, Water pollution, noise pollution, soil degradation, habitat degradation and depletion of resources, Sustainable development. Need for consumer awareness, Consumer redressal system in India, Rights and responsibilities of consumers, Government's machinery working behind the consumer awareness programme, Procedure for filing complaints in the consumer courts.	15
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Business Studies

Code No. 215

Introduction

Business activity affects the life of everyone as they work, buy, and travel. Business is an activity involving regular production or purchase of goods and services for sale with the object of earning profit. This course has been designed to equip a learner to engage in business activity with confidence. This course will give a foundation to those who wish to move on to further study and training in business area. The curriculum in Business Studies at Secondary Level has been designed to help specific needs of NIOS learners. The main areas covered relates to the daily working environment of the learners.

Rationale

We all live in a very vast and complex business environment. Whether we are poor or rich, the business activities around us have made our lives easy by fulfilling our basic needs and improving our standard of living. We may recall the types and practices of business in the past and compare with the practices of today. Today's business activities are changing at a faster speed because of the advancement of science and technology and better communication system. Modern methods of production and distribution have made today's business world a global market. The goods and services produced in one country are now readily available in other countries. Scientific management, use of advanced information and communication technology, readily available finance and insurance provide greater relief to the complexity of business activities. Thus, the need of the hour is to enable our learners to look into and interact with the modern business environment that affects their everyday life. To be acquainted with some elementary knowledge about the world of business, a course on Business Studies should be very useful at the secondary level.

Objectives

After completing this course, the learner will be able to:

- understand the nature and scope of business activities and social responsibilities of business;
- classify the business activities into industry and commerce and decide the form of business organization for the same;
- list the need and importance of various aids to trade like warehousing, transport, communication, postal, banking, insurance etc.
- describe the new developments in the business world like e-banking, B.P.O., K.P.O. services etc.
- explain the channels of distribution and various types of retail trade.
- discuss the need and importance of advertising, sales promotion and personal selling;
- recall the need and importance of consumer protection and redressal of consumer grievances.

- discuss the importance of self employment and competencies required to pursue a career; and
- develop the skill of doing the project work using the case study approach.

Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

- Marketing
- Teaching
- business careers in media, advertising, Human resources, tourism and travel sector, hotel industry etc

Eligibility conditions

Age: 14 years

Qualification: Ability to read and write

Medium of instruction: Hindi, English, Urdu, Marathi, Telugu, Gujarati, Malayalam, Tamil and Odia medium

Duration of the course: 1 year

Weightage:

Theory: 100 Marks

Tutor Marked Assignment (TMA): 20% of Marks of theory

Scheme of studies: 240 hours for theory and TMA (self paced)

Scheme of evaluation: Theory paper 100 marks (3 hours), internal assessment (TMA) (20% of theory marks)

Pass criteria: 33% Marks

Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	Module-I Introduction of Business 1. Nature and Scope of Business 2. Industry & Commerce	25	<ul style="list-style-type: none"> • Human Activities: Economic and Non-Economic Activities • Economic Activities: Business, Profession and Employment • Business: Meaning, 	12

			<p>Characteristics, Evolution and Objectives-Economic, Social, Human National and Global</p> <ul style="list-style-type: none"> • Social Responsibility of Business: Concept, Responsibility towards various interest groups • Environmental Pollution and Role of Business • Classification of Business activities – Industry and Commerce • Industry and its types • Commerce – Trade and its Auxiliaries • E-commerce-Meaning and Advantages 	
2.	<p>Module-II</p> <p>Forms of business organization</p> <p>3. Sole Proprietorship, Partnership & Hindu Undivided Family</p> <p>4. Cooperative Societies and Joint Stock Companies</p>	35	<ul style="list-style-type: none"> • Sole proprietorship – Meaning, Characteristics, Advantages and Limitations. • Partnership – Meaning, Characteristics, Advantages and Limitations. Concept of Limited Liability Partnership. • Hindu Undivided Family Business – Meaning, Characteristics, Advantages and Limitations • Cooperative Society – Meaning, Types of co-operative societies. • Characteristics, Advantages and Limitations. • Joint Stock Company – Meaning, Characteristics, Types – Public Limited Company, Private Limited Company, Government Company, Multinational Company. 	15

3.	Module-III Service Sector 5. Transport Services 6. Warehousing Services 7. Communication Services 8. Postal and Courier Services 9. Banking Services 10. Insurance 11. Outsourcing	45	Transport: Meaning, Importance <ul style="list-style-type: none"> Modes of Transport: Rail, Road, Sea and Air transport – Features, Advantages and Limitations. Meaning and need for warehousing Types of warehouses Characteristics of an ideal warehouse Function of Warehousing Advantages of Warehousing Meaning and importance <ul style="list-style-type: none"> Types of Communication: Verbal and Non-Verbal Means of Communication – Letter, Telephone, Telegraph, Teleprinter, Teleconferencing, Fax, Internet Barriers of Communication Meaning and Nature of Postal Services <ul style="list-style-type: none"> Services provided by Post Office Specialised Mail services Postage for Mail Services Importance of Postal Services Private Courier Services Meaning and Role of Bank <ul style="list-style-type: none"> Types of Banks Functions of a Commercial Bank Central Bank Bank Deposit Accounts – Types Opening and Operating of Saving Bank Account E-Banking Business risks	25
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			<ul style="list-style-type: none"> • Concept and importance of Insurance • Types of Insurance – Life – General – Fire, Marine and other types • Principles of Insurance <p>BPO - Meaning and Importance</p> <p>KPO - Meaning and Importance</p>	
4.	Module-IV Buying, Selling and Distribution 12. Purchase and Sale 13. Channels of Distribution 14. Retail Trade 15. Advertising 16. Sales Promotion and Personal Selling	45	<p>Concept of Purchasing and Selling</p> <ul style="list-style-type: none"> • Types: Cash, Credit • Documents used in the process of purchase and sale: Quotation, Order, Invoice, Cash Memo, Challan. • Modes of Payment: Cash Payment, Deferred Installment Plan, Payment at the end of Credit Period. • Concept of Channels of Distribution • Direct and Indirect Channels of Distribution • Role of Wholesalers and Retailers in the process of Distribution <p>Types of Retail Trade: Small Scale and Large Scale.</p> <ul style="list-style-type: none"> • Forms of large scale retail trade – Departmental Store, Super Bazar, Multiple shops, Malls, Outlets. <p>Non-store retailing-Mail order business, Teleshopping, Automated Vending Machine, Selling through-internet.</p> <p>Advertising: Meaning and Importance</p> <ul style="list-style-type: none"> • Media of Advertising 	20

			<p>Sales Promotion: Meaning and Importance</p> <ul style="list-style-type: none"> • Tools of sales promotion • Personal Selling: Meaning and Importance • Qualities of a good salesman 	
5.	<p>Module-V</p> <p>Consumer Awareness</p> <p>17. Consumer – Rights and Responsibilities</p> <p>18. Consumer Protection</p>	35	<p>Consumer: Meaning</p> <ul style="list-style-type: none"> • Rights of Consumers • Responsibilities of Consumers <p>Meaning and need</p> <ul style="list-style-type: none"> • Problems faced by consumers • Parties to consumer protection • Legal protection to consumers • Consumer Forums and ways to seek redressal 	16
6.	<p>Module-VI</p> <p>Career Opportunities in Business</p> <p>19. Choosing a Career</p> <p>20. Entrepreneurship</p>	25	<p>Concept and Importance of career</p> <ul style="list-style-type: none"> • Avenues of Career in Business • Importance of self employment • Competencies required to pursue the career <p>Concept and Importance</p> <ul style="list-style-type: none"> • Qualities of a successful Entrepreneur • Functions of an Entrepreneur • Starting of a Small Business Enterprise 	12
7.	<p>Module-VII</p> <p>Practical /Project work</p> <p>21. Practical /Project work</p>	30	<p>Classify Business, Profession & Employment with a report.</p> <p>Understand objectives of business with a report.</p> <p>Classify business activities as Industry or as Commerce.</p> <p>Identification of social Responsibilities of Business.</p>	00

Home Science

Code No. 216

Introduction

Home Science subject is very dynamic and trains the learners as an individual as well as makes them resourceful enough to cope with self development, their family and their external environment. It encompasses five major components i.e. Food and Nutrition, Textiles and Clothing, Resource Management, Human Development and Communication and extension.

It is an art as well as science. When it deals with decorating house, cooking food, designing any cloth, using soft skills to communicate, it is an art but when it involves principles of nutrition, growth and development of children, textile science, even human behaviour, it is science. All this learning leads to a healthier and happier homes. This subject supports the personal enrichment and professional development. It integrates the application of various sciences and humanities to improve human environment, family nutrition, management of resources and child development.

It empowers the learner to achieve all round development in different pursuits of life and opens endless avenues for the learners to settle as self employed persons or possess any desirable job in established organizations.

Rationale

Home science is an area of knowledge which is essential for learners, both male and female, to understand and handle more efficiently their personal life, resources and interpersonal relationship in life. This body of knowledge also develops in them skills that enable them to deal with day to day problems and ultimately establish them as more competent and productive members of the family and community at large.

A large number of vocations emerge out of the field of Home Science. This is of particular importance to the learners who pass out of secondary school as it helps them to identify their future vocation and area of study.

As a vast majority of learners enrolled with the National Institute of Open Schooling are in the age group of 15 to 29 years, the thrust in this curriculum is on adolescent and adult education. It is understood that if adequate care and attention is given to adolescent needs, a healthier and empowering social environment can be created.

Home Science is an activity orientated subject; hence stress has been laid on the inclusion of a lot of activities and small projects drawn out of everyday life situations. The learners are expected to actively participate in the learning process. These activities have been designed to enable individuals to respond to situations in logical, sensitive and positive ways without harming either self or the society.

Objectives

After completing this course, the learners will be able to:

- recognize their own strengths and weaknesses and work on them to achieve their maximum potential;
- put into practice decision making and problem solving skills to make informed choices;
- Learn the milestones of growth and development and develop sensitivity for each member of the family in different life stages;
- develop lifelong ability to absorb knowledge and apply it effectively to meet the challenges to ever changing life while focusing on adolescent issues;
- become aware of the national issues and challenges and identify one's own role in overcoming them.

Scope and job opportunity

Home Science prepares young learners for the two most important goals in their lives – looking after their home and family and preparing for a career or vocational life. The areas covered in Home Science are vast and varied. There are two categories of jobs i.e. wage employment and self employment. One can find jobs in export houses, bakery units; canteen, hotels, food preservation units, boutique, laundry service, dyeing and printing units, schools, shops etc. as well as learners can start their own enterprise like hobby classes, production unit etc from home or outside home depending upon the resources available.

Eligibility conditions

Age: 14 years

Qualification: Ability to read and write

Medium of instruction: Hindi, English, Urdu, Marathi, Telugu, Gujarati, Malayalam, Tamil and Odia medium

Duration of the course: 1 year

Weightage

Theory: 85 Marks

Practical: 15 Marks

Tutor Marked Assignment (TMA): 20% Marks of theory

Scheme of studies: 240 hours for theory and 60 hours for practical work, TMA (self paced)

Scheme of evaluation: Theory paper 85 marks; Practical work- 15 marks; TMA- 17 marks (20% of theory marks)

Pass criteria: 33% Marks

Course content

S. No.	Module/ Topics	Duration (in hours)	Module Approach/ Description	Description of practicals	Weightage (marks)
1.	Home Science in Everyday Life		The topics being covered in this module are related to the basics of Home Science in our everyday life. It is intended to be the foundation structure, the understanding of which will be reflected in the following module where the learners are expected to apply the knowledge of processes and procedures. The topics range from the basics of food and nutrition, housing, health concepts and diseases, knowledge of fibers and process of fabric construction, to human development; from infancy to adulthood.		41
2.	Unit 1: Home science and its importance	6	1 - What is Home Science Meaning and Importance of Home Science in personal life Facts about Home Science as a discipline and profession Scope of Home Science- Educational and Vocational		2
3.	Unit 2: Our Food	40	L2 Food and its nutrients Definition and Functions of food Nutrients - importance and sources Malnutrition - its effects and prevention L3 Food groups Classification of food and utility of classifying Food pyramid and balanced diet Factors affecting planning of balanced meals/diets Balanced meal for the family L4 Methods of Cooking	Practical 1: Observe and record the results of cooking any two cereals and two vegetables cooked by different methods. Practical 9: To observe the items eaten, from the given menu. To classify each item into an appropriate food group. To suggest, items to be included in the food group not covered in the meal. Practical 10: To adjust the given meal	15

			<p>Importance of cooking food</p> <p>Methods of cooking food- moist heat, dry heat, frying, solar and microwave cooking</p> <p>Effect of cooking on nutrients</p> <p>Evaluate procedures of cooking</p> <p>L5 Food Preservation</p> <p>Food storage and food spoilage</p> <p>Food preservation and its advantages</p> <p>Methods of preserving food at home</p> <p>Hygienic handling of food in a clean kitchen</p>	for a family keeping in mind the sex, age and activity of the family members	
4.	Unit 3: Our Health	35	<p>L6 Environment Pollution - sources, effects, prevention</p> <ul style="list-style-type: none"> Waste disposal- waste water, garbage and animal waste Eco-friendly practices <p>L7 Health</p> <ul style="list-style-type: none"> Health : aspects and importance Indices of good health Immunity: importance in maintaining healthy life Immunization <p>L8 Communicable and lifestyle diseases</p> <ul style="list-style-type: none"> Communicable and lifestyle diseases: Causes and prevention, signs and symptoms Healthy practices 		12

5.	Unit 4: Our Clothes	35	<p>L9 Care and maintenance of fabrics</p> <ul style="list-style-type: none"> • Meaning and importance of laundry • Stain removal - precautions and methods • General steps in laundering- sorting, mending, stain removal, soaking, washing, drying, finishing, storing • Laundering methods for specific fabrics • Storage of laundered clothes <p>L 10 Fiber to fabric</p> <ul style="list-style-type: none"> • Functions of clothing • Fibers- classification, properties and identification • Fabrics: characteristics, identification through visual and technical tests, uses • Yarn manufacture- simple, special and blends • Fabric construction- characteristics and end-use, basic weaves and knitting • Selection of fabric <p>L 11 Fabric finishes</p> <ul style="list-style-type: none"> • Meaning and importance of finishes • Classification of finishes: Basic and Functional 	<p>Practical 2: To identify fabrics through visual inspection</p> <p>Practical 11: To identify fibres using burning test.</p> <p>OR</p> <p>*To identify the given fabrics by touching and feeling the texture.</p> <p>Practical 12: To make graphic illustration or sample of plain weave by using strips of paper</p> <p>Practical 13: To remove the given stains from white cotton fabrics.</p> <p>OR</p> <p>*write the appropriate procedure in the column provided in the given table to remove the given stains.</p> <p>Practical 14:</p> <ol style="list-style-type: none"> To wash and finish a Cotton Dupatta /Saree/ Shirt, To wash and finish a woollen shawl/cardigan and To wash and finish a silk scarf/ 	12
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			finishes <ul style="list-style-type: none"> Methods of dying and printing 	blouse/dupatta	
6.	Module II My family and I	This module deals with the process of human development from conception to adolescence. An attempt has been made to cater to the all round development of the young learners. The units within the module have been written incorporating skills to empower learners to connect with self as well as others and develop healthy life style and positive behaviors. The topics also stress on equipping learners with competencies to manage challenging situations and optimize opportunities. Keeping in view the fact that learners are young, stress has been laid on enhancing coping skills as well as personal and social competencies to lead a more peaceful and conducive life.			44
7.	Unit 5: Our Home	20	L 12 Housing <ul style="list-style-type: none"> Importance and functions of home Evaluation of site for home Cleaning of home and sanitation L 13 Safety in the home <ul style="list-style-type: none"> Need for safety in home Unsafe zones in home Adoption of safety measures First aid measures for specific accidents 	Practical 3: To prepare first-aid kit Practical 8: To survey home for safety hazards and suggest improvements regarding Practical 15: To clean the following surfaces OR *State appropriate cleansing agents and method of cleaning to clean the following surfaces.	8
8.	Unit 6: Our Resources	35	L14 Introduction to resources <ul style="list-style-type: none"> Define and Identify: Goal, Resources and Management Optimal use of resources and conservation of fuel, 	Practical 4: To record and study the weekly spending plan of your family. Practical 5: To record the steps in the process of management while	12

			<p>electricity and water in the house</p> <ul style="list-style-type: none"> • Process of management- planning, organizing, implementing and evaluating- its importance in home • Utilization of human resources in the family and shared resources <p>L15 Managing time and energy</p> <ul style="list-style-type: none"> • Meaning and importance of time and energy • Effective utilization of time plan • Need and procedure for making a time plan • Strategies for saving time and energy - discipline, dovetailing, etc. • Work simplification: Importance and Evaluation <p>L16 Managing income</p> <ul style="list-style-type: none"> • Define family income and identify its sources • Concepts of expenditure and saving • Managing family income • Importance of spending plan • Developing and evaluating family budget 	<p>arranging a family function</p> <p>Practical 6: To make a time plan for a homemaker with two school going kids, for a typical evening from 4 to 8 O'clock.</p>	
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9.	Unit 7: Growth And Development	48	<p>L17 Life begins</p> <ul style="list-style-type: none"> • Pregnancy • Prenatal and antenatal care • Family planning <p>L18 Concept of development</p> <ul style="list-style-type: none"> • Concepts, principles and types of development • Influence of heredity and environment on development: Individual differences • Age specific milestones • Activities to promote optimal development of children <p>L19 My family and I</p> <ul style="list-style-type: none"> • Family as a social unit: Functions and Need • Changing structure of the family: Reasons and Impact • Need for happy relationships within the family and role of all members in building healthy relationship especially when children are entering adolescence <p>L20 Adolescence: charms and challenges</p> <ul style="list-style-type: none"> • Managing various developmental changes during adolescence: Physical, Social, Emotional and Cognitive 	<p>Practical 16: To observe the communication skills of four children in given age groups</p> <p>Practical 17: To make low cost toy/game using household materials for children.</p>	16
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			<ul style="list-style-type: none"> • Influences from peers, adults, media and social norms • Adjustment and preparedness during adolescence • Readiness for adulthood and building positive relationships 		
10.	Unit 8: Our Values	12	L 21 Ethics in daily life <ul style="list-style-type: none"> • Values and Ethics • Caring and respecting elders • Dignity of labor • Tolerance, empathy and positive relationships • Developing a personal code of conduct 		4
11.	Unit 9: Our Rights And Responsibilities	12	L 22 Consumers! Beware, Be Aware <ul style="list-style-type: none"> • Importance and role of being an aware consumer • Problems faced by consumers • Consumer education • Consumer rights and responsibilities • Redressal Mechanisms 	Practical 7: To prepare a label for a product with given quality marks OR *Select a product amongst the following quality marks and give information on what should be included in the label.	4

Psychology

Code No. 222

Introduction

The study of psychology deals with important aspects of human behavior and mental processes. The study of psychology is significant to one's personal growth and development and for facilitating the process of social development. The way we think, feel and behave with the people and world around us influence our adjustment. Actually psychology is the scientific study of human behaviour. Therefore, a course in psychology will provide an opportunity to learners to learn, understand, think and apply in their real world.

Rationale

A course in psychology at the Secondary level will help the learners to understand themselves and their place in society and realise their potentials. The course offers an opportunity for learners to analyse the nature of psychology and the range of behaviours and mental processes. The course highlights on basic psychological processes, human development and social psychological process. The learners will also be able to learn about health and wellbeing, work life and environmental concerns and roles of psychology to improve work atmosphere. The course will also help to develop an appreciation among the learners about Yoga as a way of life being practised from ancient times. This course will help learners to understand themselves and their place in society to become a good citizen and human being.

Objectives

After completing this course, the learner will be able to:

- explain the basic concepts of psychology and their application;
- relate oneself positively to family, neighbourhood and society;
- behave responsibly and in a value based manner;
- learn to live a purposeful life of health and happiness.

Scope and job opportunity

Psychology has a vast opportunity for career development. This course will give a direction for higher education to learners, where they can select psychology as a subject. There are various fields which can be selected as a career after achieving requisite qualification in psychology. These are counsellors, clinical psychologists, teachers, researchers etc. It is also helpful in business management.

Eligibility conditions

Age: 14 years

Qualification: Ability to read and write

Medium of instruction: Hindi, English, Urdu, Marathi, Telugu, Gujarati, Malayalam, Tamil and Odia medium

Duration of the course: 1 Year

Weightage

Theory: 100 Marks

Tutor Marked Assignments (TMA): 20% Marks of theory

Scheme of studies: Theory (240 hours), TMA (self paced)

Scheme of evaluation: Theory paper 100 marks (3 hours); internal assessment (TMA) (20% of theory marks)

Pass criteria: 33% Marks in theory

Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	Module-I Foundations of Psychology 1. An Introduction to Psychology 2. Methods of Psychology 3. Individual Differences	35	This module helps students to recognise the nature of psychology and the range of behaviours and mental processes which constitute its subject matter. It would also help them to comprehend the methods and some important fields of psychological applications.	15
2.	Module-II Basic Psychological Processes 4. Learning 5. Sensory Processes: Attention and Perception 6. Memory 7. Thinking and Problem Solving 8. Motivation and Emotion	35	This module familiarises the learners with the concepts and processes involved in knowing the world. It helps to analyse the basic ideas involved in acquiring knowledge and retaining it for further use. This module will also describe the processes of perception and the way we become aware of the world and think. It also tries to provide an understanding of the ways we feel and appreciate our inner world.	15

3.	Module-III Human Development 9. Nature Determinants of Development 10. Childhood 11. Adolescence and its Challenges 12. Adulthood and Aging	35	This module aims at describing the processes, characteristics and stages of human development and explaining the influence of biological factors and socio-cultural context on human development.	15
4.	Module-IV Social Psychological Processes 13. Groups and Leadership 14. Communication 15. Attitudes, Beliefs and Social Cognition 16. Social and Educational Problems	35	This module describes the influence of social institutions. It helps to recognise how people behave in groups and also explains the formation of human beliefs, attitudes and values. The module will also explain the process of communication and familiarise the learners with some major social problems.	15
5.	Module-V Health and Well Being 17. Happiness and Wellbeing 18. Mental Disorders and their Treatment 19. Mental Health and Hygiene	35	This module aims at developing an understanding about the concepts of happiness and well being. It describes the obstacles in the pursuit of happiness and psychological processes to overcome them. It also explains the concepts of health, hygiene and describes practices for positive mental health.	15
6.	Module-VI Work Life and Environmental Concerns 20. Aptitude, Interest and Job Requirements 21. Preparation for the Vocational Role 22. The World of Organization	35	This module tries to develop an appreciation of the concerns for vocational life and understanding of the challenges of world of work. It also explains the relevance of individual differences for job requirements, notions of work motivation. The relationship between human being and environment, causes and remedies of	15

	23. Environmental Stress		environmental stress are also described.	
7.	Module-VII Yoga : A Way of life 24. Healthy Mind in Healthy Body 25. Self-development and Yoga 26. Nurturing the Whole Being: An Indian perspective 27. Controlling and Disciplining the Mind	30	This module aims at developing an appreciation among the learners about Yoga as a way of life being practised from ancient times. The module also explains the relevance of Yoga in the various stages of our life. It would also provide guidelines to the learners for facing various stresses and tensions in life and for self development.	10

Indian Culture and Heritage

Code No. 223

Introduction

India has a long history, being one of the oldest civilizations in the world. The Indian culture, often labeled as an amalgamation of several various cultures, spans across the Indian subcontinent and has been influenced and shaped by a history that is several thousand years old. Throughout the history of India, Indian culture has been heavily influenced by dharmic religions. They have been credited with shaping much of Indian philosophy, literature, architecture, art and music. Greater India was the historical extent of Indian culture beyond the Indian subcontinent. Over the centuries, there has been significant fusion of cultures between Buddhists, Hindus, Muslims (Sunni, Shia, Sufi), Jains, Sikhs and various tribal populations in India. Many elements of India's diverse cultures, such as Indian religions, Indian philosophy and Indian cuisine, have had a profound impact across the world. The composite and dynamic character of Indian culture is a result of the rich contributions of all these diverse cultural groups over a long period of time. The distinctive features of Indian culture and its uniqueness are the precious possession of all Indians.

Rationale

India is one of the ancient civilizations of the world which has stood the test of time. In fact what makes Indian culture unique among other ancient civilizations is its ability to accommodate and assimilate external influences and weave them into its own cultural fabric. This composite influence has not only enriched the cultural milieu of India, it has also made it stronger. Indian art, architecture, music, language, philosophy and religion reflect this diversity of influence that has occurred through centuries. This is the beauty of Indian Culture and Heritage. As Indian citizens not only do we need to be proud of this pluralistic and rich cultural heritage but also to study it objectively and assess it critically.

Objectives

After completing this course, the learner will be able to:

- explain various aspects of the culture and heritage of India;
- identify contributions of our ancestors in the areas of religion, philosophy, science, arts, education, languages and literature;
- demonstrate underlying unity amidst diversity in all aspects of India's culture;
- trace the impact of Indian culture in different countries of the world;
- relate to the composite nature of Indian culture and
- develop a feeling of love and a sense of belonging towards the nation.

Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

Archaeologist: Archaeologists examine ancient sites and objects to learn about the past. The aim of the role is to record, interpret and preserve archaeological remains for future generations.

Tourist Guides: A tour guide or a tourist guide provides assistance, information and cultural, historical and contemporary heritage interpretation to people on organized tours and individual clients at educational establishments, religious and historical sites, museums, and at venues of other significant interest.

Eligibility conditions

Age: 14 years

Qualification: Ability to read and write

Medium of instruction: Hindi, English, Urdu, Marathi, Telugu, Gujarati, Malayalam, Tamil and Odia medium

Duration of the course: 1 Year

Weightage

Theory: 100 Marks

Tutor Marked Assignments (TMA): 20% marks of theory

Scheme of studies

240 hours for theory and TMA (self paced)

Scheme of evaluation: Theory paper 100 marks (3 hours), internal assessment (TMA) (20% of theory marks)

Pass criteria: 33% Marks in theory

Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	Module-I Culture 1. Culture: An Introduction 2. Indian Culture	20	This module is designed to develop an understanding of the concept and meaning of culture. The salient features of Indian culture which make it distinct will also be discussed.	10

2.	Module-II History and Culture through the Ages 3. Ancient India 4. Medieval India 5. Modern India	35	This module aims at developing an understanding of the historical development of Indian Culture. The evolution of Indian Culture through the Ages will be traced. This module aims to highlight significant cultural developments during the ancient, medieval and modern periods of Indian history.	15
3.	Module-III Languages and Literature 6. Indian Languages and Literature –I 7. Indian Languages and Literature – II	25	This module is intended to acquaint the learners with the languages and literature of India. This module shall examine the important role of Sanskrit in ancient India. It explores the range of literature available in Sanskrit, Prakrit and Pali. It also seeks to familiarize learners with the rich legacy of Sangam literature in Tamil, and the literature available in other South Indian languages i.e. Telugu, Kannada and Malayalam.	10
4.	Module-IV Religion and Philosophy 8. Religion and Philosophy in Ancient India 9. Religion and Philosophy in Medieval India 10. Religious Reform Movements in Modern India	25	This module aims to trace the developments in Indian philosophical thought and examine the major religious traditions that emerged and flourished in India over the ages. This module also discusses the movements started in the modern period to reform the various ills that had crept into the different religions of India.	
5.	Module-V Painting, Performing Arts and Architecture 11. Indian Painting 12. Performing Arts: Music, Dance and	25	Indian culture is often characterised by its artistic productions, be it painting, sculpture, music or dance. This is because the arts are the most manifest aspect of culture. In a sense they may be regarded as	12

	Drama 13. Indian Architecture		cultural production. This module traces the evolution of the various art forms in India such as painting, handicrafts, music, dance, drama, architecture and sculpture.	
6.	Module-VI Science and Technology 14. Science and Technology in India 15. Scientists of Ancient India 16. Science and Scientists of Medieval India 17. Scientists of Modern India	30	As in all other fields of culture, so too in the field of science and technology, Indians have inherited a rich legacy from their ancestors. This module examines the important developments in the field of science and technology in India, during the course of its history. It also assesses the contributions made by outstanding scientists of India during the modern period.	10
7.	Module-VII Education 18. Education in India	30	Education is a means of cultural transmission. It is the mode through which the accumulated knowledge available within a social group is passed on, in a structured manner. India has, since very ancient times, evolved its own unique system of education often imbibing influences from other civilizations. This module traces the evolution of educational systems, over the different periods of Indian history. It also highlights significant developments in this field, the subjects and contents of education, etc. The module also aims to enable learners to make a critical assessment of the strengths and weaknesses of the pre-modern and modern systems of education in India.	09

8.	Module-VIII Social Structure 19. Indian Social Structure 20. Socio-Cultural Issues in Contemporary India	30	To know Indian culture in all its aspects, it is necessary to study the structure of its society. This module aims to examine the various components of Indian society and analyze its structure. It also tries to examine some contemporary socio-cultural issues of contemporary India.	10
9.	Module-IX Spread of Indian Culture Abroad 21. Spread of Indian Culture Abroad	30	Indians have interacted with the outside world since very ancient times. They have travelled far and wide and left indelible impressions wherever they went. Similarly throughout its history, India has also been frequented by foreign travellers who have carried home some traces of Indian culture. In turn, India has also imbibed several elements of the culture of all these different peoples and their civilizations. In this module we shall examine the exchange of cultural influences between India and other parts of the world.	12

Accountancy

Code No. 224

Introduction

Every organisation functions on the basis of the accounting structure it follows. All organisations require an accountant to collect and record financial data of that organisation. The Accountant has to see whether the accepted procedures are followed by every organisation. The analysis and interpretation of financial information is also very important for the proper functioning of an organisation. This work can be performed if a person has knowledge in accounting. Hence, Accountancy has been introduced as a separate subject at Secondary Level. The curriculum in Accountancy has been designed according to the needs of NIOS learners. Emphasis is given to work situation of the learners.

Rationale

Today's business environment is very complex but at the same time the growth and development through business, profession and vocational activities have made our lives very comfortable. Recording, grouping and analyzing of monetary transactions for both business and non-business organisations have become very significant. As a result of this growth and development, accountancy as an optional elective subject has become a main part of curriculum for students at Secondary level.

Accountancy being the language of business, knowledge of this area at Secondary level has become significant. Its knowledge empowers the learners in recording, grouping and analyzing the business transactions, so that quick and correct business decisions could be taken. The elementary knowledge of accountancy at Secondary level will enable the learners to understand, the complexities of the subject and to deal with the situations of the present days accounting.

Objectives

After completing this course, the learner will be able to :

- understand the meaning, objectives, advantages, basic concepts and conventions of Accountancy;
- develop the skill of preparing the accounting equation;
- classify the accounts into different categories, understand the rules of debit and credit and develop the skill of preparing accounting vouchers;
- prepare the various books of accounts like journal, cash book, other subsidiary books and ledger;
- develop bank reconciliation statement;
- post the transactions from journal and other subsidiary books to ledger and prepare the trial balance;

- identify the accounting errors and to learn their rectification;
- explain the need for charging depreciation and the straight line and diminishing balance methods of charging depreciation;
- recall the meaning of provisions and reserves;
- prepare Financial statements of a sole trader without and with adjustments ;
- demonstrate the need, importance and advantages of computerized accounting and use of software Tally.

Scope and job opportunity

This field has a large number of opportunities for employment, some of these are:

- teacher in Accountancy.
- Clerk/ assistant in audit, accounts etc.
- Chartered Accountant.
- Management Trainee.

Eligibility conditions

Age: 14 years

Qualification: Ability to read and write

Medium of instruction: Hindi, English, Urdu, Marathi, Telugu, Gujarati, Malayalam, Tamil and Odia medium

Duration of the course: 1 Year

Weightage

Theory: 100 Marks

Tutor Marked Assignment (TMA): 20% Marks of theory

Scheme of studies: 240 hours for theory and TMA (self paced)

Scheme of evaluation: Theory paper 100 marks (3 hours), internal assessment (TMA) (20% of theory marks)

Pass criteria: 33%

Course content

S. No.	Module/Topics	Duration (in hours)	Module Approach/Description	Weightage (marks)
1.	Module-I Introduction and Basic concepts 1. Introduction to Accounting 2. Accounting Concepts and Conventions 3. Accounting Terms	48	<ul style="list-style-type: none"> • Bookkeeping : Meaning, Need, Objectives and advantages • Accounting : Meaning, Objectives, advantages and limitations • Difference between Bookkeeping and accounting • Users of Accounting information and their needs. • Concepts: Dual Aspect, Money Measurement, Business entity and Going Concern. • Conventions : Materiality, Conservatism and Consistency Accounting Terminology: Capital, Drawing, Assets and Liabilities, Asset, Revenue, Expenditure, Expense, Profit, Loss, Purchases, Sales, Stock, Debtors, Creditors, Receivables, Payables, Debit and Credit.	20
2.	Module-II Journal & Other subsidiary books 4. Accounting Equation 5. Double Entry System 6. Journal 7. Cash Book 8. Bank Reconciliation Statement 9. Purchase and Sales Book	60	Meaning of Accounting Equation <ul style="list-style-type: none"> • Effects of transactions on Accounting Equation • Preparation of Accounting Equation. Meaning and classification of Accounts <ul style="list-style-type: none"> • Rules of Debit and Credit • Source Documents • Accounting Vouchers : Meaning, types and Preparation Journal : Meaning and Format <ul style="list-style-type: none"> • Journal entries Meaning, Types of Cash Book	25

			<ul style="list-style-type: none"> • Preparation of Simple Cash Book • Preparation of Cash Book with Bank Column • Preparation of Petty Cash Book • Meaning and Purpose • Preparation of Bank Reconciliation Statement. <p>Meaning and types</p> <ul style="list-style-type: none"> • Preparation of Purchase Book, Sales Book, Purchase Return Book and Sales Return Book 	
3.	Module-III Ledger & Trial Balance 10. Ledger 11. Trial Balance and Accounting Errors	34	<ul style="list-style-type: none"> • Meaning and Purpose • Difference between Journal and Ledger • Posting of Journal and Other subsidiary books to ledger • Balancing of ledger accounts <p>Trial Balance : Meaning, Objective and limitations</p> <ul style="list-style-type: none"> • Preparation of Trial Balance • Suspense Account • Types of Accounting Errors and their rectification 	14
4.	Module-IV Depreciation, Provision & Reserves 12. Depreciation 13. Provisions and Reserves	32	<ul style="list-style-type: none"> • Meaning, Causes and Objectives of depreciation • Method of Charging depreciation : - Straight line and Diminishing Balance • Accounting Treatment • Provisions : Meaning and need • Reserves : Meaning and Types • Difference between Provisions and Reserves 	14

5.	Module-V Preparation of Financial Statements 14. Financial Statements (without adjustments) 15. Financial Statements (with adjustments)	48	<ul style="list-style-type: none"> Financial Statements : Meaning and objective Preparation of Trading and Profit and Loss Account of a Sole Trader Preparation of a Balance Sheet of a Sole Trader. Preparation of Trading and Profit and Loss Account and Balance Sheet of a Sole Proprietor with simple adjustments for Closing Stock Outstanding expenses Prepaid Expenses and Depreciation 	20
6.	Module-VI Computers in Accounting 16. Computers in Accounting 17. Introduction to Tally	18	<ul style="list-style-type: none"> Application of Computer in Accounting Comparison of Manual and Computerized Accounting Introduction to Tally Features and important steps for starting Tally. Creation of a company in Tally 	9

Painting

Code No. 225

Introduction

Painting is one of the types of fine art study. An introduction to painting as a medium of visual expression. Emphasis is placed upon the exploration of formal and technical concerns. Basic studies include drawing and will explore a variety of subject matter and media directed toward the organization of the two-dimensional plane.

Rationale

Painting is nothing but skills to express oneself through colour and proportion and it also helps cultivate an aesthetic sense. It further aims to develop the visual sense of the learner and to help him/her appreciate expressive value of line, texture, space, rhythm etc.

Objectives

After completing this course, the learner will be able to:

- explain the visual ideas;
- differentiate between the space division and expressive value of the line;
- distinguish the various styles of art and their salient features;
- work with harmony and contrast of color;
- draw and illustrate with various materials such as pencils, pastels, water and oil colors, ink etc;
- explain the visual aspects of composition, rhythm, texture and tonal gradation.

Scope and job opportunity

This field has a large number of scope of employment, some of these are:

Art Teacher, Illustrator, Printmaker, Designer, Painter, Interior Decoration designer, Graphic designer, Designer etc.

To get the degree in Painting education is not as tough as Engineering or Medical, but it is one of its kind courses.

Eligibility conditions

Age: 14 years

Qualification: Ability to read and write

Medium of instruction: Hindi, English, Gujarati, Odia, Tamil, Telugu, Malayalam, Marathi and Urdu medium

Duration of the course: 1 Year

Weightage

Theory: 30 Marks

Practical: 70 Marks

Tutor Marked Assignments (TMA): 20% Marks of theory

Scheme of studies: Theory (70 hrs), Practical work / apprenticeship (170 hrs), TMA (Self Paced)

Scheme of evaluation

Mode of evaluation	Duration in hours	Marks	
		Distribution	Total
Tutor Marked Assignment	Self paced		6
Theory (One paper)	1½		24
Practical – <u>One Paper</u> of Three Parts + Portfolio Assessment	1+1+1=3		
Part I: Object and Nature Study			
• Composition and Drawing		8	20
• Treatment of Media		8	
• Presentation		4	
Part II: Human and Animal Figure Study			
• Arrangement of forms and including emphasis on the subject		8	20
• Treatment of Media		8	
• Presentation		4	
Part III: Composition			
• Design and Layout		8	20
• Treatment of Media		8	
• Presentation		4	
Portfolio Submission	Self paced		10
Complete work		3	
Quality of work		5	
Presentation		2	
Total			100

Pass criteria: 33% Marks

Course content

S. No.	Modules/Topics	Duration (in hours)	Key Learning Outcomes (Theory)	Key Learning Outcomes (Practical)	Weightage (marks)
1.	Theory Module-I Introduction of Indian Art 1. History and Appreciation of Indian Art from 3000 B.C - 600 A.D 2. History and Appreciation of Art from 7th Century A.D – 12th Century A.D 3. History and appreciation of art from 13 Century A.D - 18 Century A.D 4. Introduction to Indian Folk Art	27	The tradition of history of Indian folk & fine arts goes back probably to 5000 B.C. The Indus Valley Civilization, the first prehistoric example of Indian art provides us with numerous artifacts and artworks of this period. But unfortunately there is a missing link of almost 1000 years, after which the first historical period starts with the Mauryan art form. Through all the periods the Fine Arts and Folk Arts traditions moved hand in hand with complete synthesis. Ancient Indian art was basically religious in nature, influenced by Hinduism, Buddhism and Jainism. Buddhist art, which flourished under the Mauryans (starting from Ashoka's time) and developed through the following periods to reach its peak under the Guptas. While the Northern Indian art shows distinct characteristic features. The Southern part of India also excelled in artistic traditions, especially under the Pallavas, Cholas, Chalukyans and Hoysalas.		12

			While profound influence of Saivism and Vaisnavism gave different dimensions to the Dravidian art and architecture, in the Central Indian in Vesara style we find an interesting blend of South Indian (Dravida) and North Indian (Nagara) style. Beside this, India developed a rich tradition of miniature paintings under the Mughals, Rajput Kings and in the foothills of Punjab, Garhwal and Jammu under the local rulers		
2.	Module -II Introduction of Western Art 5. Renaissance 6. Impressionism and Post Impressionism 7. Cubism Surrealism and Abstract Art	30	To understand contemporary Indian Art it is very relevant to follow the different art movements of the Western world from 16 th Century to 20 th Century. Renaissance in West brought an immense change in the outlook and aesthetics in European art, which were mainly contributed by great High Renaissance artists. The endless research and innovations in the western art continued and the focus kept on moving from realism, representational approach to non-realistic art forms. The technical and aesthetic outcome also changed with “isms” like Cubism, surrealism and abstractionism. The impact of this western art movements are to be noticed		12

			all over International art including India. Modern Indian painters worked under this influence, gradually tried moving towards finding their own identity.		
3.	Module –III Contemporary Indian Art 8. Pioneers of Contemporary Indian Art 9. Contemporary Indian Art	13	<p>Under the British rule in India, art schools were established in the cities of Calcutta, Bombay and Madras to train art students mainly in European style. Raja Ravi Varma from Travancore became most popular during this period. He painted popular mythological scenes in very realistic style of the west. Abanindra Nath Tagore from Bengal, nephew of Legendary Poet RabindraNath Tagore, developed an indigenous style of painting and became the pioneer of the Bengal School. While this movement was spreading all over India, Amrita Shergill, trained in Paris entered the Indian art scene. In her works we find a blend of western technique and Indian theme. Rabindranath Tagore himself started painting in a unique expressionist style. Almost during the same period Jamini rediscovered the beauty of Folk art.</p> <p>This was followed by many young Indian artists with</p>		6

			individual views towards life. While sculptor Prodosh Das Gupta and painter Paritosh Sen contributed towards the formation of the “Calcutta Group”. The “Progressive artist group” was founded due to the efforts of painters F.N. Souza, Raza and others.		
4.	Practical Part I: Object and Nature study	55		It is easy to conceive shapes and forms of objects and Man made or nature by studying these with pencil, colours, etc. It inculcates the habit of sketching and keen observation power in the learner. They should use easily available objects from their home. Like cup, plate, glass, book, pencil box, etc. and tree, mountain, hills, vegetable flower etc. for Nature study.	20

5.	Part II: Human and Animal figure	55		It is very important to understand the basic shapes on which all animate and inanimate object could be visualized. The three basic shapes are (circle, square and triangle) to be arranged to achieve these forms by arranging and rearranging these on the paper both with and without cutout shapes. Human and animal form to be drawn with the help of Basic Geometrical shapes, like:- Square, circle, triangle of different sizes and free hand exercise to be done without the help of geometrical shapes.	20
6.	Part III: Composition	60		Free hand drawing directly	20

				from life & Nature would give a sense of all the elements of a composition. Starting with basic design and various experiments to understand the forms. Use of different colour will bring the sense of composition. The making of collages will be very helpful to understand to textural quality of a composition.	
7.	Portfolio submission	Home Assignment	Portfolio submission (Home Assignment) Part 1 Object and Nature study (Minimum three works) <ul style="list-style-type: none"> • ¼ imperial size paper • One in pencil line drawing • One in colours • One in Pen and ink (Gel Pen, Sketch pen or ball pen) Part 2 Human and animal figure study – (Minimum three weeks) <ul style="list-style-type: none"> • ¼ imperial size paper • One in pencil line 	Learners need to submit portfolios with minimum Ten own works, which includes dating, mounting and maintaining of each work.	10

			<p>drawing for both (human and animal)</p> <ul style="list-style-type: none"> • One with tone in pencil for the both (human and animal) • One in colour drawing of the both (human and animal) <p>Part 3 Composition – (Minimum four works)</p> <ul style="list-style-type: none"> • ½ imperial size paper • One composition with line and colours (Posters or watercolor) • One collage. • One in pastel colours • One in pencil or pen and ink <p>Material to be used : - Pencil (HB - 2 B, 4 B, 6B), any hard paper, marble/glaze papers, wrapping papers, colourful magazine papers and left out cloth pieces to be pasted with strong adhesive and colours.</p>		
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***Students will have to bring their own painting materials, only the drawing sheet, will be provided by NIOS at the time of examination.*

Data Entry Operations

Code No. 229

Introduction

Information technology has grown at a very fast pace which has made familiarization of computers a must for each and every one. Computer education provides learners with the knowledge and skills required to effectively solve problems. Learning Computer and office applications is exciting for learners. Computer literacy and skills are some of the essential soft skills required by almost all companies nowadays.

The syllabus of Data Entry Operations at Secondary level developed by NIOS provides learners an opportunity to practice using computer, operating systems, documents, spreadsheets and powerpoint presentations.

Rationale

Nowadays every organisation is computerised. Government is also promoting digital literacy. So each person should have the basic knowledge of the computer whether he/ she is working in office / banking or teaching in a school or doing e-commerce business or designing a website or developing mobile app.

Keeping in view the importance of data entry operations in recent years, this course has been designed in a manner so as to make the students learn the basic concepts of computer, Operating System, generalized packages viz., Word Processing, Spreadsheet and Presentation software.

Objectives

After completing this course, the learner will be able to:

- define basic components of computer system;
- explain the features of Operating System;
- develop the skills of creating, printing and formatting the documents;
- handle different features of Spreadsheet;
- format spreadsheet and insert charts;
- create PowerPoint presentations.

Scope and job opportunity

Information technology professionals plan, coordinate and implement computer and information systems within an organization. Typically, they work with other managers within the company to determine the computer-related needs of an organization in relation to computer systems, software, servers, computer networking or network security. Information technology (IT) professionals go on to a variety of careers as IT managers, IT project managers, IT directors and, at the highest levels of

business, chief technology officers or chief information officers. Job opportunities for computer information systems managers are keep on increasing. IT professionals, particularly those with specialized technical skills and business management backgrounds, will have the best opportunities for advancement in the field.

Eligibility conditions

Age: 14 years

Qualification: Ability to read and write

Medium of instruction: Hindi, English, Urdu, Marathi, Telugu, Gujarati, Malayalam, Tamil and Odia medium

Duration of the course: 1 Year

Weightage

Theory: 40 Marks

Practical: 60 Marks

Tutor Marked Assignment (TMA): 20% Marks of theory


Scheme of studies: Theory (96 hrs), practical work (144 hrs), TMA- self-paced

Scheme of evaluation: Theory paper 40 marks, practical work 60 marks, internal assessment (TMA) – 8 marks (20% of theory marks)

Pass criteria: 33% marks in each component

Course content

S. No.	Module/ Topics	Duration (in hours Th + Pr)	Module Approach/ Description	Description of practicals	Weightage (marks)
1.	Basics of Computer	10 (10 + 0)	This lesson explains the concept of Computer and list of input devices and output devices connected to the computer, and classification of		5

			computers. This lesson also emphasizes upon the classification of computer languages.		
2.	Operating System	28 (12 + 16)	This lesson aims at explain the features of Windows operating system and file management in Windows. This lesson also explains about install software and hardware.	Create a report on Computer Lab(s) in your class. The report must at least include the following information: a. Number of computers in your class. b. Configuration of at least 2 computers in your school c. Names of various Operating Systems being used Names of various software installed	13
3.	Basics of Word Processing	80 (30 + 50)	Word Processing lessons make the learner to develop the skills of creating editing and printing and formatting the documents.	1. Create a registration form in Word document having the information like Name of the candidate, Father's name, Mother's name, Date of Birth, Postal Address, Sex, Nationality, Educational Qualification, Work Experience, Mobile No. Use Arial font, font size 14 and save this file with name 'First_document' in My documents. Apply the style  to the above table	32
4.	Formatting Documents			2. Open the file "First_document" and perform the following activities a. Make the headings bold.	

				<ul style="list-style-type: none"> b. Change the Text Highlight Color as "Yellow" at the entry of Date of Birth. c. Make the entry at Mother's name as italics. d. Select the whole table and decrease its font size by 3 points. e. Make the line spacing 1.5 (whole document) f. Apply the Center alignment for the whole table. 	
5.	Mail Merge			<ul style="list-style-type: none"> 3. Type a document of at least 1 page on any topic with the following specifications: <ul style="list-style-type: none"> a. Include at least one numbered list and one bulleted list b. Line spacing 2 c. Footer should include Page number and your name. d. Left margin: 1.5", Right margin: 0.5", Top margin: 1", Bottom Margin: 1" e. Insert any relevant picture in your document. 4. With the help of Mail Merge facility, send your birthday invitation letter to your five friends. Design a sample Data Source (in Excel) for this purpose. The data source should have at least 5 fields. (First name, Last name, Address, City, Pin code). Take print out of this Merged Document (invitation letter). 	
6.	Basics of Spreadsheet	80 (30 + 50)	Spreadsheet lessons make	<ul style="list-style-type: none"> 1. Enter the sports department data (having information like 	32

7.	Formatting worksheets																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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9.	Creating Presentation	42 (14 + 28)	This lesson makes the learner to create, edit and format presentation as per the topic given.	<ol style="list-style-type: none"> 1. Create a PowerPoint presentation on “Water Conservation”. Insert slide number and date in your presentation. Your presentation should cover the following information. <ol style="list-style-type: none"> a. What is water conservation b. Insert a relevant picture in your Presentation. c. How to conserve water. 2. Create a PowerPoint presentation on “Good Habits”. Your presentation should cover the following information. <ol style="list-style-type: none"> i. Introduction to Good Habits ii. Insert a relevant picture in your Presentation iii. Apply animation to your slides <p>Print your presentation - 2 slides per page.</p>	18
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