Draft

Syllabus

Secondary Stage (Phase I)
Grade 9

Part 3–Vocational Education, Physical Education and Well-being, Arts Education, and Individuals in Society



Based on National Curriculum Framework for School Education–2023

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

DISCLAIMER

The Draft Syllabus of Grade 9 has been uploaded to support school teachers in their academic planning and preparatory activities before the commencement of the 2026–27 academic session.

The syllabus has been released for all subjects in Grade 9 in three parts as detailed below:

- Part 1: Languages
- Part 2: Science, Mathematics, and Social Science
- Part 3: Individuals in Society, Vocational Education, Arts Education, and Physical Education and Well-being

The syllabi include the core elements aligned with the National Curriculum Framework for School Education (NCF-SE 2023) as given below, and subject-specific aspects aligned with the nature of the subject:

- curricular goals,
- competencies,
- learning activities and/or learning outcomes,
- pedagogical approaches,
- indicative time allocation, and
- assessment orientation.

Languages cut across subject areas, therefore, while NCF–SE 2023 allocates annual hours for languages, specific time allocation in terms of hours for individual themes or chapters has not been specified in the language syllabus, as is done in the syllabi of other subject areas.

In alignment with this competency-based syllabus, the presentation of content in the new NCERT textbooks focuses on experiential learning, cross-curricular linkages, cultural rootedness, values, Indian Knowledge Systems (IKS), holistic assessment, inclusion, and the use of educational technology.

With a view to achieving the goals of multidisciplinary education and the holistic development of students, it is essential to accord equal importance to all subject areas, including Individuals in Society, Vocational Education, Arts Education, and Physical Education and Well-being, and to implement them in both letter and spirit. The subject Individuals in Society will be replaced by Environmental Education in Grade 10. Therefore, the development of competencies in this subject area must be ensured in Grade 9, which will support the progressive building of competencies in Environmental Education at the Grade 10 level.

The new Grade 9 textbooks for all subject areas, as recommended by the NCF-SE 2023 are currently under development and will be made available by March 2026. These textbooks are being developed in alignment with the NEP 2020, NCF-SE 2023, and the draft syllabus prepared by the NCERT.

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Secondary Stage (Phase I)

Grade 9

Part 3 – Vocational Education, Physical Education and Well-being, Arts Education, and Individuals in Society

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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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Syllabus

Secondary Stage (Phase I)
Grade 9
Part 3 – Vocational Education, Physical Education and Well-being, Arts Education, and Individuals in Society

Overview

The National Education Policy (NEP) 2020 in its para 4.1 states, "The curricular and pedagogical structure of school education will be reconfigured to make it responsive and relevant to the developmental needs and interests of learners at different stages of their development, corresponding to the age ranges of 3–8, 8–11, 11–14, and 14–18 years, respectively. The curricular and pedagogical structure, and the curricular framework for school education will therefore be guided by a 5+3+3+4 design, consisting of the Foundational Stage (in two parts, i.e., 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1–2; both together covering ages 3–8), Preparatory Stage (Grades 3–5, covering ages 8–11), Middle Stage (Grades 6–8, covering ages 11–14), and Secondary Stage (Grades 9–12 in two phases, i.e., 9 and 10 in the first, and 11 and 12 in the second, covering ages 14–18) ".

The secondary stage marks a crucial phase in schooling for learners aged 14–18, and Grades 9–10 constitute its first phase. As per the National Curriculum Framework for School Education 2023, in Grades 9 and 10, students continue to engage with all curricular areas studied in the middle stage, while also deepening disciplinary understanding, and strengthening reasoning and argumentation across domains. In addition, Individuals in Society and Environmental Education are introduced as interdisciplinary areas in Grades 9 and 10, respectively, enabling students to apply ethical and moral reasoning to public issues and environmental concerns.

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Content at this stage is expected to build conceptual depth along with familiarity with the methods of inquiry specific to each curricular area. Pedagogy encourages greater independence, self-study, exploration, and meaningful classroom discussions while maintaining a judicious balance between direct instruction and opportunities for seminars, projects, and discovery-based engagements.

The NCF-SE 2023 recommends the assessment design that plays an important role in shifting the focus from mere content retention to conceptual understanding, analysis, synthesis, and fluency in the inquiry-based learning. It also recommends board examinations in Grade 10 to assess competencies defined in the learning standards included in NCF-SE 2023 for each curricular area, with multiple examination cycles and certification. These 'Learning Standards' and the processes associated with them, for example, the 'flow-down' from the 'Aims of Education' to 'Learning Outcomes', are central to NCF-SE 2023—to ensure alignment and integration of the different components of the curriculum design and practice, such that our school education achieves what we have envisioned for our children.

The NCF-SE 2023 proposes the following ten curricular areas for Grades 9 and 10:

1. Language 1
2. Language 2
3. Language 3
4. Mathematics
5. Science
6. Social Science
7. Individuals in Society
8. Vocational Education
9. Arts Education
10. Physical Education and Well-being

In Grade 10, all the above curricular areas will remain the same, except for 'Individuals in Society', which will be replaced by Environmental Education.

Curricular Areas (Grades 9–10)

Below is a concise outline of each area in terms of content, pedagogy, and assessment, based strictly on the NEP 2020 and NCF-SE 2023.

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Languages (Language 1, Language 2, and Language 3)

At the secondary stage, language learning strengthens learners' abilities to use language meaningfully for comprehension, expression, interpretation, and critical engagement with texts. The content includes a balanced selection of literary and non-literary texts drawn from diverse Indian languages and contexts, enabling learners to appreciate linguistic diversity, cultural rootedness, and social relevance. Pedagogical processes emphasise dialogic reading, reflective writing, listening and speaking activities, and contextual use of language through discussion, interpretation and creative expression. Students engage with texts not only as readers but also as meaning-makers who connect textual ideas with their experiences. Assessment focuses on understanding, interpretation, articulation of ideas, communicative clarity, and the ability to analyse and respond to texts in multiple modes, rather than solely relaying on rote memorisation.

Mathematics

The mathematics curriculum at the secondary stage deepens the conceptual understanding and strengthens connections between mathematical ideas, real-life applications, and reasoning. The content includes number systems, algebraic thinking, geometry, measurement, data handling, and emerging domains appropriate to learners' developmental level. Pedagogy encourages exploration, problem-posing, logical reasoning, representation, and verification through activities, such as real-world contexts and collaborative work rather than mechanical procedures. Learners are guided to explain their strategies, compare solution paths, and reflect on underlying concepts. Assessment places emphasis on conceptual clarity, reasoning, representation, application and mathematical communication, while also recognising multiple solution approaches and thought processes.

Science

Science learning at the secondary stage strengthens the scientific understanding by linking observation, experimentation, explanation, and everyday experience. The content spans the key themes in physical, chemical, biological and environmental sciences, enabling learners to recognise patterns, processes and interrelationships in the natural world. Pedagogy emphasises inquiry, investigation, practical work, demonstrations, field-based observations, and opportunities to

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ask questions and construct explanations. Learners are encouraged to connect science with local contexts, technology, the environment, and responsible use of resources. Assessment focuses on conceptual understanding, inquiry processes, interpretation of evidence, reasoning, and the ability to communicate explanations, rather than on the memorisation of facts.

Social Science

The Social Science curriculum develops historical, geographical, economic, civic, and social perspectives that help learners interpret society and public life with sensitivity and critical awareness. The content introduces key themes in history, polity, economy, society, and environment with reference to the Indian and global contexts. Pedagogy foregrounds discussion, interpretation of sources and narratives, case-based learning, mapping activities, and reflective engagement with contemporary issues. Learners are encouraged to relate social processes to their experiences, diversity, and Constitutional values. Assessment focuses on reasoning, interpretation of evidence, articulation of viewpoints, and the ability to connect ideas across themes, rather than the reproduction of information.

Individuals in Society

Individuals in Society enables learners to reflect on personal identity, relationships, emotions, responsibility, and ethical participation in family, community and public spaces. The content draws upon everyday social experiences, concerns of growing-up, interpersonal interactions, dignity, empathy and cooperation, while nurturing respect for diversity and social harmony. Pedagogy is dialogic and reflective, using discussions, real-life situations, collaborative tasks, and experiential activities that allow learners to examine perspectives, express views, and relate personal understanding to wider social concerns. Assessment is primarily formative and reflective, focusing on sensitivity, ethical reasoning, collaborative conduct, and responsible behaviour in authentic contexts rather than factual recall.

Arts Education

Arts Education fosters aesthetic appreciation, imagination, cultural awareness, and creative expression through engagement with visual, performing and literary arts. The content includes exposure to regional and national artistic traditions, local cultural practices,

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and contemporary creative forms. Pedagogy emphasises participation, observation, making and performing, reflection, and appreciation of artistic processes in culturally grounded contexts. Students learn to interpret meaning, recognise forms of expression, and relate artistic practice to personal and community experience. Assessment values process creativity, engagement, reflection, and the ability to appreciate and communicate artistic meaning, rather than product-centered evaluation alone.

Physical Education and Well-being

Physical Education and Well-being promotes holistic development through physical fitness, movement, health awareness, emotional balance, team spirit, and responsible lifestyle choices. The content includes physical activities, games and sports, movement skills, health and safety awareness, and perspectives on well-being. Pedagogy prioritises participation, cooperative play, self-discipline, goal-setting, and reflective awareness of one's physical and emotional state. Learners engage in individual and group activities that nurture resilience, self-confidence, and positive social interaction. Assessment focuses on participation, effort, collaboration, responsible behaviour, and personal progress rather than competitive ranking alone.

Vocational Education

Vocational Education at the secondary stage introduces learners to work-centered knowledge, skills, and values linked to local contexts, livelihoods, and emerging economic opportunities. The content includes awareness of vocational domains, foundational technical skills, safe work practices, and appreciation of the dignity of labour. Pedagogy is experiential and activity-oriented, involving hands-on tasks, community linkages, observation of work processes, and reflective engagement with real-world situations. Assessment is based on performance in tasks, application of skills, problem-solving, collaboration, and responsible work behaviour, with emphasis on authenticity and relevance.

Cross-cutting Themes

Across all Curricular Areas at the secondary stage, the NCF-SE 2023 emphasises learning rooted in India's cultural and civilisational contexts while remaining open to contemporary knowledge and global perspectives. Cultural rootedness

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is expressed through meaningful engagement with India's social, artistic, linguistic, environmental, scientific and historical heritage, encouraging students to understand their experiences, and recognise continuity between local experience and broader national traditions. This orientation also strengthens the values of ethical citizenship, social responsibility, and sensitivity to community life. Inclusion remains a foundational principle across curriculum, pedagogy and assessment, ensuring that learning experiences are accessible, respectful of diversity, and responsive to the varied backgrounds, languages, abilities, and circumstances of learners, thereby supporting equal participation and opportunities. The NCF-SE 2023 further highlights the importance of drawing on Indian Knowledge Systems (IKS) as rich sources of concepts, practices, and worldviews across domains, enabling students to appreciate indigenous intellectual traditions alongside modern disciplinary knowledge and to engage with them through inquiry, reflection, and critical understanding as part of their holistic development in Grades 9 and 10. Besides educational technology, legal literacy, electoral literacy, and financial literacy have also been integrated across the curricular areas.

The syllabus of Grade 9 is divided into three parts. Part 1 contains the syllabus of four languages — Hindi, Urdu, English, and Sanskrit. Part 2 contains the syllabus of three subjects — Mathematics, Science and Social Science. Part 3 contains the syllabus of four curricular areas — Vocational Education, Arts Education, and Physical Education and Well-being, Individuals in Society (will be published soon).

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Vocational Education

Introduction

The National Education Policy (NEP) 2020 emphasises that, "The world is undergoing rapid changes in the knowledge landscape. With various dramatic scientific and technological advances, such as the rise of big data, machine learning, and artificial intelligence, many unskilled jobs worldwide may be taken over by machines, while the need for a skilled workforce, particularly involving mathematics, computer science, and data science, in conjunction with multidisciplinary abilities across the sciences, social sciences, and humanities, will be increasingly in greater demand. With climate change, increasing pollution, and depleting natural resources, there will be a sizeable shift in how we meet the world's energy, water, food, and sanitation needs, again resulting in the need for new skilled labour, particularly in biology, chemistry, physics, agriculture, climate science, and social science".

Further, the National Curriculum Framework for School Education (NCF-SE) 2023 states that, "Vocational education prepares students for different kinds of 'work'. It enables the learning of specific knowledge, capacities and values, such that the students upon finishing school, are ready to work in a vocation of their choice and to deal with the day-to-day practicalities of life ... Schools must provide students with a broad and experiential introduction to different kinds of work and develop a deep and defined set of practical competencies. Students must also learn to value all types of work based on the inherent dignity of all work, and the social hierarchies of work need to be eliminated".

Specific to the secondary stage, the NCF-SE 2023 states that, "In the Secondary Stage of four years, the first two years would be towards consolidating these capacities (that is, those developed in the middle stage) to develop transferable skills that serve students well in any vocation. In the last two years of schooling in the secondary stage, students will be given opportunities to specialise in specific vocations of their choice".

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Framework for Learning in Vocational Education

Core to the approach of Vocational Education is choice and flexibility. To quote the NCF-SE 2023, two kinds of requirements have to be fulfilled. First, the syllabus must not and cannot determine which vocations must be taught and learnt in a particular school or set of schools, because there are too many vocations and too many considerations at the local level. Second, a framework is necessary to educate students for vocational education. This reconciliation is possible with a valid and useful typology of work, which in this NCF-SE 2023 is called 'forms of work':

- The vocations that have some fundamentally common elements are grouped together into the same type.
- They require similar or overlapping capacities and knowledge. New vocations that are created of the same type will continue to require similar capacities and knowledge.

This grouping will help develop a broad base of capacities for productive work from Grades 6–8, with greater specialisation in Grades 9–10 and specialised occupational capacities in Grades 11–12.

Therefore, the NCF-SE 2023 proposes the following framework to cater for the wide variety of work while ensuring that students are exposed to the fundamentals of productive work. This framework comprises three forms of work, requiring similar or overlapping capacities and knowledge:

- **Work with life forms:** This involves developing capacities to do productive work that involves plants and animals.
- **Work with machines and materials:** This involves designing, making or modifying products using materials (including waste) and machines.
- **Work in human services:** This involves interaction with people to understand their needs and requirements. It develops capacities to communicate well, and an understanding of the processes and resources involved in providing a particular service.

Thus, this framework enables the broad and experiential introduction to different kinds of work, and develops a deep and defined set of practical competencies, as well as the values related to work mentioned in the NCF-SE 2023.

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Progression of Vocational Education through the School Stages

The NEP 2020 states that a concerted national effort will be made to ensure universal access and affordable opportunity to all children of the country to obtain quality holistic education—including Vocational Education—from pre-school to Grade 12. As per this perspective of the NEP 2020, pre-vocational capacities have been integrated at the foundational and preparatory stages which will help in the development of vocational skills at middle stage, wherein Vocational Education has been introduced as a mandatory subject. A detail of per-vocational competencies has been given in the following table for understanding the progression of vocational skills across the School Education.

Foundational (3 years–Grade 1)	**Preparatory (Grade 3–5)**	**Middle (Grade 6–8)**	**Secondary Phase 1 (Grade 9–10)**	**Secondary Phase 2 (Grades 11–12)**
Prevocational competencies • Develop 'work skills' (e.g., complete tasks, clear up, use and store simple tools like brushes and materials) • Develop positive attitude towards productive work and *seva*	Prevocational competencies • Create something useful for a specific purpose with their hands, understanding vocations around them, collaborating with others, communication, quantification, etc.	Vocational competencies • Breadth: exposure across forms of work • Develop project-based approach with authentic activities • Develop connections to other subjects 330 hours across Grades 6–8 for all students	Vocational competencies • Breadth and depth across forms of work • Develop transferability of learning • Develop relevant perform capacities, knowledge, values and dispositions • Authentic, hands-on work • Develop connections to other subjects 220 hours across Grades 9 and 10 for all students	Vocational competencies • Depth in a vocation • Develop relevant capacities, knowledge, values, and dispositions • Prepare for specific kind of work over two years through authentic, hands-on work • 400 hours across Grades 11 and 12 for students who opt for a vocational subject

Figure 1: Progression of Vocational Education through school stages

The design in the middle stage is such that students gain exposure to a wide range of vocations through a set of nine projects, across the forms of

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work in Grades 6, 7 and 8, respectively. Thus, the NCF-SE 2023 does not use the phrase 'prevocational' for such learning in the middle stage, while that phrase has been used in other school-education-related documents. Time allocation for Vocational Education in the middle stage, as per the NCF-SE 2023, is 110 hours per year, totalling to 330 hours across the three years.

In the Secondary Stage, Phase 1, students engage more deeply with six vocational areas, one from each form of work in Grades 9 and 10, respectively. Time allocation for Vocational Education in the middle stage, as per the NCF-SE 2023, is 110 hours per year, totalling 220 hours across the three years. In higher grades, focus is on specialisation in a vocation.

The focus in all stages is authentic work, which means that (i) students must be able to get a hands-on practice of work in real-life situations (e.g., actual serving of guests in a canteen or event as opposed to a role-play); (ii) their work must lead to productive outcomes, and (iii) they must do work from end-to-end (for the life cycle of life form or product or end-to-end service).

Nature of Knowledge in Vocational Education

In the context of Vocational Education, the NCF-SE 2023 places capacities at the core of vocational knowledge. These capacities are procedural—'know-how'—in nature and intended to accomplish specific tasks. This procedural knowledge enables further work-focused tasks, both in the world of work and in daily life. These capacities are of both kinds; specific to certain types of vocations and those that are not only useful across vocations but even more broad in life, such as communication, teamwork and collaboration, strong work ethic, critical thinking, and more.

These capacities are further enhanced through knowledge—'know-that'—from other areas. Therefore, knowledge from other curricular areas, including Science, Mathematics, Language, and Social Science, is used where relevant to support the development of vocational knowledge.

Vocational knowledge also includes developing an understanding of specific norms and guidelines for a particular job, along with an understanding of the world of work. For example, rules and

regulations, safety concerns, markets, transportation, and the larger ecosystem of work.

Further, vocational knowledge includes knowing how to work with people in teams, and in organisations. It develops values and dispositions related to work, such as persistence and focus, curiosity and creativity, empathy and sensitivity, and collaboration and teamwork, willingness to do physical work and paying keen attention to detail. They will also develop competencies related to cross-cutting competencies, such as environmental literacy, use of technology, and rootedness in India. These competencies are common across all kinds of work and demonstrated in practice.

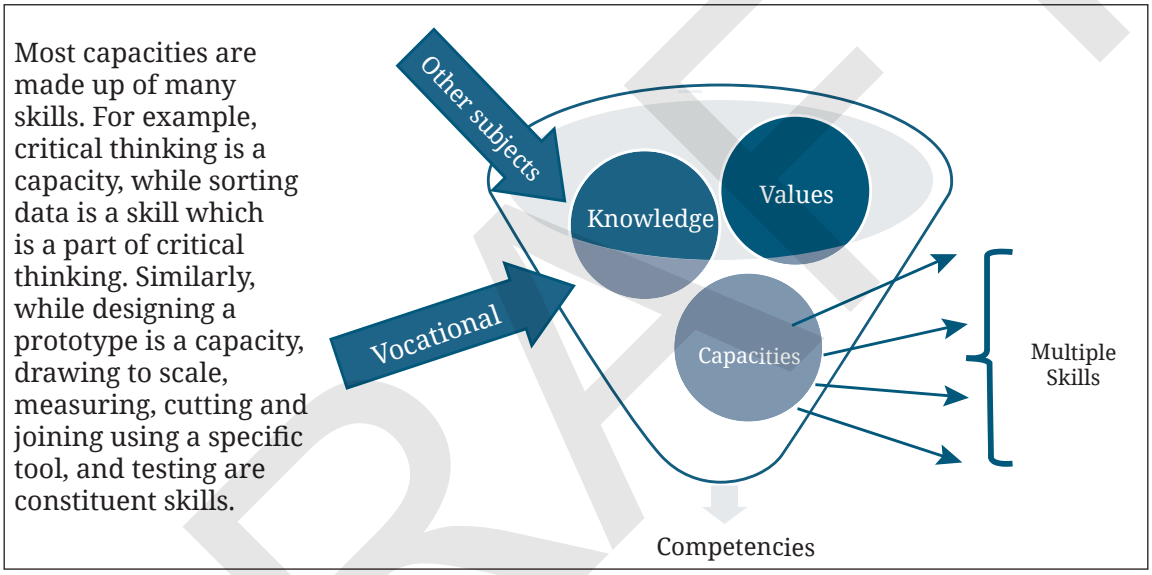

Figure 2: Competencies comprise capacities (made up of many skills), knowledge, values and dispositions

Aims of Vocational Education

In alignment with the aims of school education, the aims of Vocational Education are:

- **Developing and understanding the basic capacities for different forms of work:** Students will develop a broad-based understanding of different forms of work, which will equip them to successfully manage their personal affairs. This will also equip them to identify, create, and initiate business, work and community opportunities.
- **Preparation for specific vocations:** Students will develop capacities to be gainfully employed in one or more specific vocations after leaving school.

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- **Respect for the dignity of labour and all vocations:** Students will develop respect for the dignity of labour through the acquisition of positive attitudes towards work and the workplace.
- **Developing values and dispositions related to work:** Students will develop persistence and focus, curiosity and creativity, empathy and sensitivity, and collaboration and teamwork. They will be willing to do physical work and will pay keen attention to details.

Through these aims, schools will develop vocational knowledge, capacities, and dispositions in students, giving them livelihood opportunities, as well as enabling them to contribute and participate in the economy of the country.

Approach

For Grades 9 and 10, the NCF-SE 2023 describes the focus of Vocational Education as the development of vocational competencies through hands-on experience with tools and techniques, leading to productive outcomes. Only limited theoretical knowledge will be introduced; instead, the NCF-SE 2023 emphasises the importance of cross-curricular linkages between Vocational Education and conceptual knowledge developed in other curricular areas.

Students will progress from the broad-based exposure to a range of vocations in the middle stage to a more in-depth exposure to six vocations over two years. These vocations will be selected so that: (i) students develop basic capacities related to work (since after Grade 10 they may not choose to take up Vocational Education) (ii) to enable them to make informed choices of subjects in Grades 11 and 12, and (iii) work later in life.

The next section describes some key transitions in the approach to Vocational Education that will inform the syllabus.

Key Transitions in the Approach to Vocational Education

Choice and flexibility

As already mentioned on page 12 (Framework for Learning in Vocational Education), choice and flexibility are integral to the implementation of Vocational Education, given that there are too many vocations and too many considerations at the local level.

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Given the diversity of our country and schools, it is impossible to mandate one or two vocations for the entire country or even a state. Our schools are extremely diverse in terms of resource availability and local priorities. Also, students must have access to local experts and sites of work, so that schools can use community resources for learning.

To quote the NCF-SE 2023, "As far as possible, the content, materials, and machinery necessary for developing vocational capacities must be relevant to the local context and be locally available." ... "Students will better connect to the locally contextualised work and will be able to utilise the acquired skills and knowledge in their daily lives. Resource persons and sites for practice will also be easily available.

At the same time, it is imperative that the curricular goals and competencies defined for Grades 9 and 10 be met by all students. This is enabled through the premise of the NCF-SE 2023 that there are some fundamentally common elements across vocations as illustrated below.

Transferability of learning

As mentioned earlier, the dynamic nature of today's world will require students to change multiple jobs during their professional lives. With rapid changes in knowledge and employment landscape, it is important to develop transferable competencies among students.

This is possible through an approach based on the premise that certain competencies cut across vocations. For example, a farmer needs to be able to operate motors and tractors, and someone who maintains and services machines also needs similar capacities. This capacity will also enable a person to work with different kinds of machines, including those that are unfamiliar and may be used in the future. At the same time, competencies related to planning, costing, documentation, etc., will be common across all vocations.

Please note that the focus is on preparing students for different kinds of jobs, including those that may emerge in the future as opposed to focusing on a single job role. For example, in Figure 3, the capacities required for setting up an irrigation system developed in school can be applied to installing a plumbing system in a residential or commercial building, process piping in industrial facilities required to transport material, and installing water and sewer systems, storm drainage as well as water transmission mains. There will be differences, e.g., materials, dimensions of pipes, but the core competencies will be the same. To some extent, vocational knowledge will also be common (e.g., relationship diameter of pipe and water pressure, selection of material of pipes), while values related to work are common across all vocations. Thus, learning related to a specific vocation is transferable across a set of other vocations.

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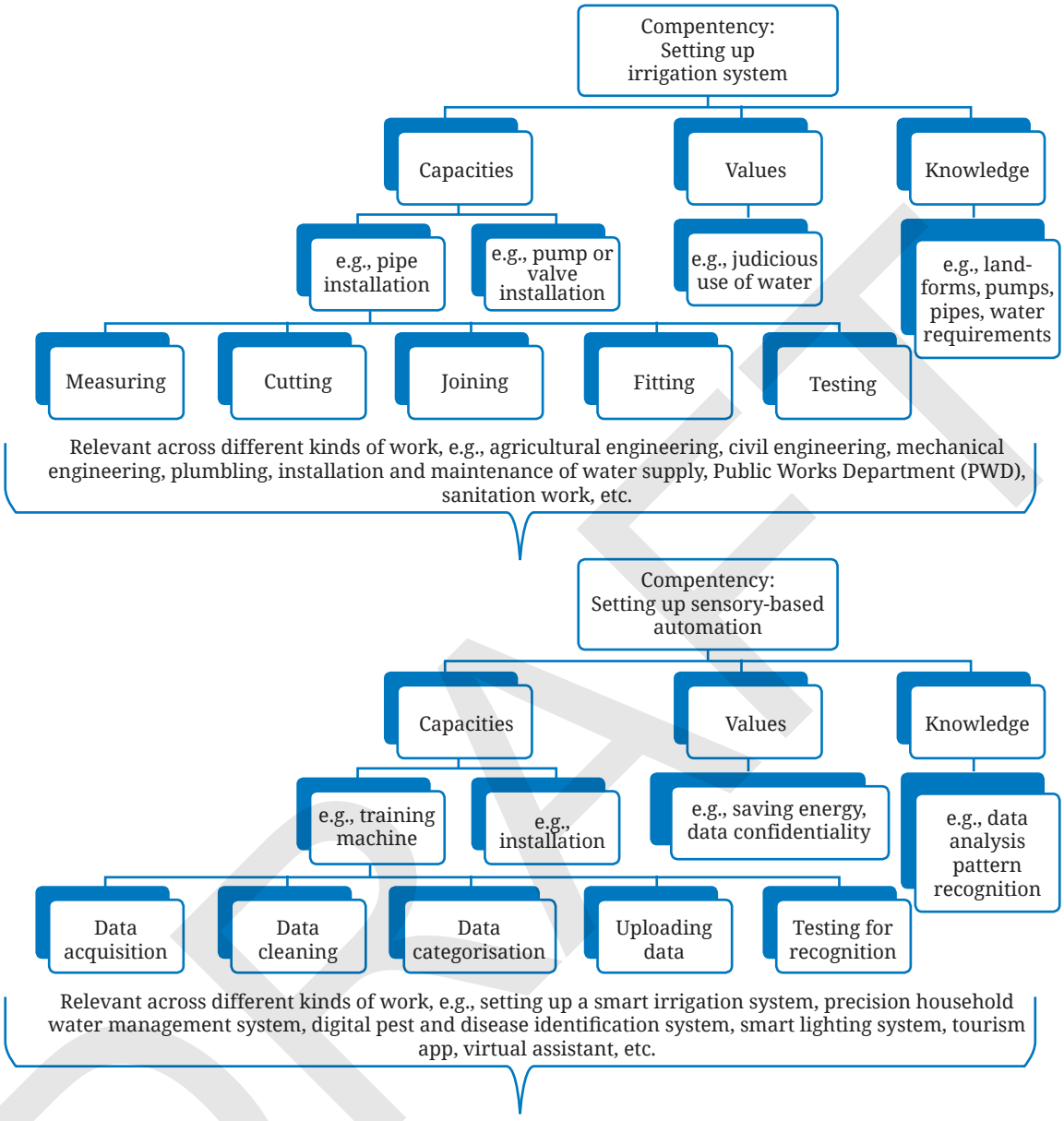

Figure 3: Illustrations of transferability in Vocational Education

As mentioned above, capacities are defined in the NCF-SE 2023 as broader, deeper, and more complex human abilities, while skills are narrower and more focused. Many skills are required to develop a capacity. Most skills, as illustrated in the examples above, are applicable across a range of vocations.

Further, some competencies may be transferable within and across a form of work, while others may not. As illustrated in Figure 4, across life forms there is a necessity to determine the exact amount of water and nutrients as per needs. There is a need for more precise calculations

in precision farming as opposed to backyard poultry and pisciculture. However, the core competency of estimating needs as per specific criteria remains the same. Similarly, there is a difference in creating a prototype across construction and fashion, but skills of measurement and drawing are the same. While the mode of communication across the examples for work in human services remains the same, the presentation varies. At the same time, across the forms of work, the basic capacities for documentation remain the same.

Artificial Intelligence

Artificial intelligence (AI) will be integrated into the syllabus in two ways. First, reference will be provided for the use of AI while developing content related to vocations. For example, if discussing agricultural practices, the use of apps for identification and management of pests and diseases will be included. Similarly, when discussing apparel making, the use of AI for creating 3D models will be included. Second, vocations related to AI or those heavily dependent on AI will be introduced. For example, precision farming, AI and data science, and mechatronics.

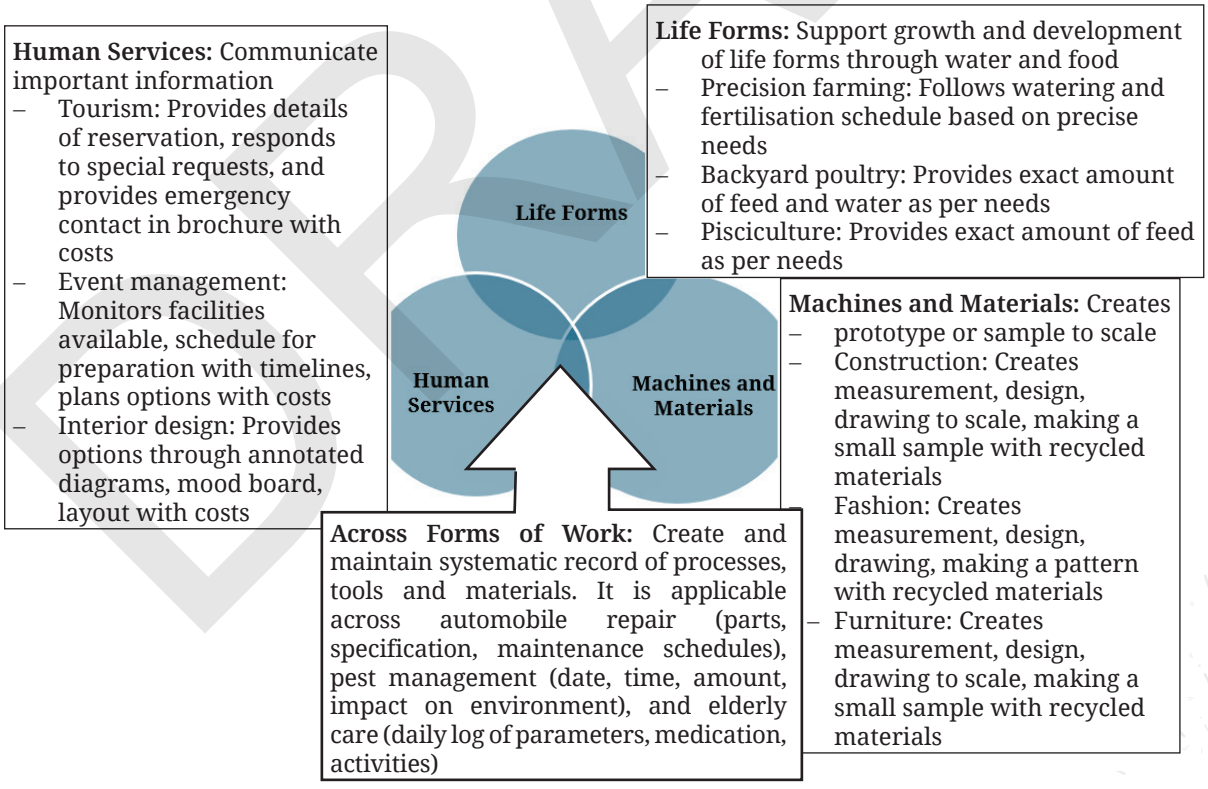

Figure 4: Illustration of transferability within and across forms of work

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Learning Standards

In the Secondary Stage, Grades 9–10, there are three curricular goals for each forms of work. Each curricular goal deals with an overarching component:
CG-1 involves the use of knowledge and skills in the work.
CG-2 involves the values inculcated while working (since they are not always measurable, they need to be observed in students' practices).
CG-3 involves the application of knowledge and skills in home-based tasks.

The following are the curricular goals and competencies to be developed for any form of work:

CG-1 Develops in-depth basic skills and allied knowledge of work and their associated materials/procedures.

C-1.1 Perform procedures competently through required tools/equipment.
C-1.2 Differentiates between effective and non-effective practices in completing the task.

CG-2 Develops essential values while working in a specific vocation.

C-2.1 Develops the following values while engaging in work:

- Attention to detail
- Persistence and focus
- Curiosity and creativity
- Empathy and sensitivity
- Collaboration and teamwork
- Willingness to do physical work

CG-3 Develops basic skills and allied knowledge to run and contribute to the home.

C-3.1 Applies the acquired vocational skills and knowledge in a home setting.

Key Points in Vocational Education in Grades 9 and 10

- Framework comprising three forms of work — Work with Life Forms, Work with Machines and Materials, Work in Human Services.
- In-depth exposure to six vocations over two years across three forms of work.
- Development of vocational competencies comprising capacities, knowledge, and values and dispositions.
- Focus on transferability of learning to prepare students for dynamic nature of work.
- Choice and flexibility to enable decisions related to implementation as close to schools as possible.

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- Cross-curricular linkages for 'know-how' or conceptual knowledge.
- Authentic work with productive outcomes to ensure attainment of competencies.
- Multiple vocations can be used to attain the same competencies.

Development of the Competencies

To enable the above approach, a set of generic learning outcomes and content are provided in this document.

Learning Outcomes

- According to the NCF-SE 2023, "Competencies are attained over a period of time. Therefore, interim markers of learning achievements are needed so that teachers can observe and track learning, and respond to the needs of learners continually. These interim markers are called learning outcomes. Thus, learning outcomes are granular milestones of learning and usually progress in a sequence leading to the attainment of a competency. Learning outcomes enable teachers to plan their content, pedagogy, and assessment towards achieving specific competencies. Curriculum developers and teachers should have the autonomy to define learning outcomes as appropriate to their classroom contexts, while maintaining clear connection to the competencies".
- For Vocational Education, learning outcomes are to be articulated in generic terms since the focus is on transferability of learning that teach students in any vocation.
- Learning outcomes must allow for flexibility based on local considerations, "As far as possible, the content, materials, and machinery necessary for developing vocational capacities must be relevant to the local context and be locally available".

In that case,

- Learning outcomes must indicate the 'interim markers' that will lead to the attainment of competencies.
- These learning outcomes must link back to the NCF-SE 2023.
- Learning outcomes must be articulated in terms that enable assessment. At the same time, it should follow the principle of

transferable skills, along with general disciplines, suitable for multiple vocations choices made by states, boards or schools.

- Learning outcomes must be articulated in generic term, that can be further translated into a range of vocations.
- The learning outcomes in this document are articulated on the basis of a competency framework designed to develop transferable capacities across a range of vocations (please see Annexure 1).

Selection of Vocations

The intent of Vocational Education is to develop a certain set of transferable skills across and within the three forms of work in Grades 9 and 10. At the same time, vocations are positioned as a pedagogical tool for development of these transferable skills. To enable implementation, choice and flexibility are crucial. Therefore, a portfolio of vocations that can develop these must be identified for each form of work.

The following criteria, based on the priorities in the NCF-SE 2023 are necessary. While each criterion is elaborated through questions, examples are given where further explanation may be useful.

Aspirational

- Is this vocation a national priority?
- Future growth or projected growth?
- Does it have scope for learning about emerging areas?

Relevance

- Does it prepare students to deal with the practicalities of daily life?
- Are related concepts being developed through other subjects?
- Are the vocations chosen age-appropriate for Grades 9 and 10 students?

Feasibility of implementation

- Is this vocation applicable in urban or rural areas, or both?
- Is this vocation applicable in various geographical terrains (e.g., plains, coastal, forests, mountains, rural or urban, deserts and dry regions, forests, etc.)?
- Can work with productive outcomes be completed within 30 hours or single academic year?

Inclusion

- Will schools with both minimal and advanced resources be able to take the vocations with productive outcomes?

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- Can accommodations be made for students with disabilities?

Authenticity

- Does the vocation enable hands-on work for all students?
- Does the vocation provide on-site exposure?

Attainment of competencies

- Is the vocation broad enough to offer scope for developing a wide range of competencies?
- Will the vocation enable development of skills that are transferable across a form of work?

Inclusion of cross-cutting themes

- Do the vocations offer the opportunity to integrate sustainable practices?
- Do the vocations offer the opportunity to integrate technology and Artificial Intelligence (AI)?
- Do the vocations offer the opportunity to integrate Indian Knowledge Systems (IKS) or India rootedness?

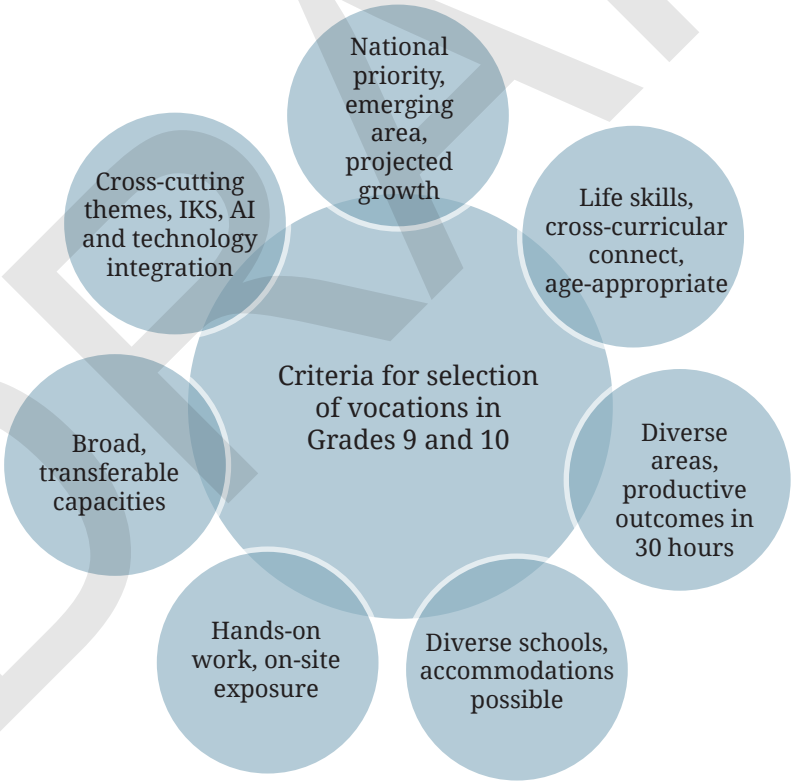

Figure 4: Summary of criteria for the selection of vocations in Grades 9 and 10

This syllabus proposes a portfolio of vocations based on the above criteria. It must be noted that states, boards or schools are not restricted to the vocations listed in this syllabus but can select some other vocation of their choice, following the same process. The portfolio in this document is an example of the range of vocations that should be offered to cater for diversity and varying resources. Schools must be able to offer one (or more) of the vocations in each form of work to ensure the principles articulated in this document are met.

Annexure 2 illustrates vocations for each form of work that schools, boards or states may consider offering in schools, besides the vocations listed in this syllabus.

Details of Syllabus

The following syllabus for Grades 9 and 10 is divided into three forms of work. It is suggested that the textbooks contain three units, one each for Work with Life Forms, Work with Machines and Materials, and Work in Human Services. Further, the first chapter in each unit will introduce the broad vocational area. This chapter will develop essential, common competencies necessary to work in this vocational area. The remaining chapters will be vocation-specific—designed for meeting competencies that are rooted in a specific type of productive work. Therefore, in the syllabus document, two categories are indicated 'Common across vocational area' and 'Vocation-specific'.

The curricular goal, competency and learning outcomes related to values and dispositions will be foundational, and will apply across the entire content and tasks related to the work assigned for students. Therefore, the learning outcomes for CG-2, which relates to values and dispositions, are indicated at the beginning of the tables mapping competencies and learning outcomes for Grades 9 and 10 below.

Since choice and flexibility are necessary, a set of vocational areas and seven types of productive work in each that students can do within these areas are recommended. However, states, school boards and even schools are free to take up any other area and work, provided the competencies are met.

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Grade 9

The curricular goal, competency and learning outcomes related to the development of values and dispositions will be common across all forms of work. Since these Learning Outcomes are foundational, no specific content is mapped to them.

For All Forms of Work

CG-2 Develops essential values or disposition while working across areas	
Competency	**Learning Outcomes**
C-2.1 Develops the following values while engaging in work • Attention to detail • Persistence and focus • Curiosity and creativity • Empathy and sensitivity • Collaboration and teamwork • Willingness to do physical work • Respect for the value of money	Students will be able to: • Keenly observe the usage of tools and materials during demonstration and asks relevant questions • Show care and respect towards people doing physical labour, irrespective of gender • Plan tasks with peers and helps others during difficulty at work • Rework or redo task for improved efficiency • Ask questions about functioning of tools and machines, and gives suggestions for alternative use • Show willingness to do physical work, while enjoying working with tools and materials • Use resources judiciously • Describe life cycle cost
While the curricular goals and competencies will remain the same, the learning outcomes will be different for each form of work, to cater for the nature of each form.	

Work with Life Forms

The table below maps learning outcomes and content against the competencies for work with life forms in Grade 9. These are articulated in generic terms, so that they can be fulfilled through vocations that the state, board or schools may choose.

Themes	Theme Outlines/Key Concepts	Learning Outcomes
Introduction to Vocational Area (Suggestive Instructional hours: 10 hours)	• Understanding the vocational area — contribution, livelihood ecosystems, value chains, employment opportunities • Conditions for plant growth under different geographical conditions	Students will be able to: **CG-1, C-1.1** • Describe the relevance of the vocation — with reference to society, nation and the world • Explore different sources of information and map resources to identify work assigned • Test suitability of growing medium, using appropriate tools and materials for physical observation and chemical testing (including technology or AI, if possible), and makes amendments where relevant

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	• Using meteorological data from a DIY observatory • Testing input materials and making amendments • Quality criteria • Selection of work on the basis of guidelines	• Use meteorological data to take decisions related to work **C-1.2** • Describe quality criteria related to inputs, process and output
Vocation-specific themes (Suggestive Instructional hours: 26 hours)	• Site visit • Developing process chart • Tools and materials: use, storage, safety protocols • Preparation of soil or growing medium, or shelter (as relevant) • Layout of space or shelter • Initiating and nurturing growth • Using nutrient supplement • Protection: pest control, managing disease, physical protection • Meeting water requirements • Harvesting: tools and processes • Layout of space for growing plants • Monitoring and supporting growth • Maintaining records related to costs, and growth and development • Safety protocols related to handling tools and performing tasks • Segregation and disposal of waste • Applying learning outside school setting	Students will be able to: **CG-1, C-1.1** • Develop a process chart based on observation and interaction with experts, and plan to monitor work against milestones • Create and maintain conditions essential for growth and development of plants or animals, based on geographical conditions and local criteria, using appropriate tools and materials (including technology, if possible) • Prepare growing medium as per needs of the plant or animal, using appropriate tools and materials • Initiate growth of plant or animal (e.g., plants seeds, saplings, tubers; introduces spawn to water) as per requirements, using appropriate tools and materials • Set up a simple system for irrigation or providing water (using technology, if possible) as per schedule • Take steps to support development of plants — monitor growth by physical observation and using technology, if possible; provide nutrients and protection from physical harm, pests and diseases using appropriate tools and materials • Harvest, store and package produce using appropriate tools and materials • Maintain records of costing (inputs and cost of 'soft' services including time, human resource, etc.) and expenditure **C-1.2.** • Explore traditional and indigenous materials and methods • Use technology or AI where relevant to optimise work • Apply safety protocols (including cyber safety) as prescribed for tools and materials • Reflect on improvements to optimise processes and use tools and materials • Dispose waste (e.g., crop stubble, leftover growing media) in an environment friendly manner

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		CG-3, C-3.1 • Explain how learnings can be applied outside the school

Work with Machines and Materials

The table below maps learning outcomes and content against the competencies for work with machines and materials in Grade 9. These are articulated in generic terms, so that they can be fulfilled through vocations the state/board/schools may choose.

Theme	Theme Outlines/Key Concepts	Learning Outcomes
Introduction to Vocational Area (Suggestive Instructional Hours: 10)	• Understanding the vocational area contribution, livelihood ecosystems, value chains, and employment opportunities • Properties of materials (wood, plastic, metal, clay, leather, etc.) • Introduction to technical or engineering drawing • Measurement based on technical or engineering drawing • Selection of materials and products to be developed based on the guidelines (including properties of materials) • Selection of work on the basis of guidelines • Quality criteria	**CG-1, C-1.1** Students will be able to: • Describe the relevance of the vocation with reference to society, nation, and the world • Explore different sources of information and map resources to identify work to be done • Determine products to be created based on the properties and availability of materials • Demonstrate the basics of technical or engineering drawing • Demonstrate measurement based on technical or engineering drawing **C-1.2** • Describe the quality criteria related to inputs, process, and output
Vocation-specific themes (Suggestive Instructional Hours: 26)	• Site visit • Developing process chart • Tools and materials: use, storage, and safety protocols • Developing and refining prototypes or practising on a small sample • Estimation of requirements of materials	**CG-1, C-1.1** Students will be able to: • Develop a process chart based on observation and interaction with experts, and plan to monitor work against milestones • Create a detailed 2D sketch of the selected product indicating its design and dimensions, using technology where relevant • Estimate quantities of materials required, using appropriate tools, based on the 2D sketch • Develop, review and refine a prototype using alternative or waste materials or carry out a small part of the work

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	• Testing product and making improvements • Finishing and packing (where relevant) the product • Maintaining records related to costs, and growth and development • Safety protocols related to handling tools and performing tasks • Segregation and disposal of waste • Applying learning outside the school setting	• Follow guidelines and protocols to create the final product • Incorporate changes, as required, in the product based on testing and feedback • Finish and package the product to ensure it is usable and presentable • Maintain records of costing (inputs and cost of 'soft' services including time, manpower, etc.) and expenditure **C-1.2** • Demonstrate optimal usage of tools and material (e.g., reusing waste wood, using waste for packaging) • Demonstrate effective and efficient use of tools (e.g., holding, using, etc.) • Use technology or AI where relevant to optimise work • Apply safety protocols (including cyber safety) to each task, while ensuring the safety of self and others • Dispose waste as per protocols and environmental considerations **CG-3, C-3.1** • Explain how learnings can be applied outside school

Work in Human Services

The table below maps learning outcomes and content against the competencies for work in human services in Grade 9. These are articulated in generic terms, so that they can be fulfilled through vocations the state/board/schools may choose.

Theme	Theme Outlines/Key Concepts	Learning Outcomes
Introduction to Vocational Area (Suggestive Instructional Hours: 10)	• Understanding the vocational area contribution, livelihood ecosystems, value chains, employment opportunities • Suitable environment • Sensitive and empathetic communication with the person(s) to whom service is to be provided • Selecting work on the basis of guidelines • Quality criteria	Students will be able to: **CG-1, C-1.1** • Describe the relevance of the vocation with reference to society, nation, and the world • Explore different sources of information and map resources to identify the work to be done • Demonstrate an understanding of the setting up of a service environment • Demonstrate an understanding of a service mindset **C-1.2** Describe the quality criteria related to inputs, process and output based on observation and expert interaction

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Vocation-specific themes (Suggestive Instructional Hours: 26)	• Site visit • Developing process chart • Tools and materials: use, storage, and safety protocols • Processes of needs identification, including tools used for understanding needs of person(s) to whom service is to be provided (e.g., questionnaire, checklist, etc.) • Designing solutions to meet the needs of the person(s) to whom service is to be provided • Tools used for providing service (e.g., thermometer, blood pressure machine, reading health records and prescriptions, tools for personal hygiene, and tools for maintaining hygienic surroundings) • Costs and billing for services • Process of review of the service provided • Method of documentation for feedback and reflection • Safety protocols related to sensitivity and confidentiality • Segregation and disposal of waste • Service provided by family and community • Providing service outside the school setting	**CG-1, C-1.1** Students will be able to: • Prepare a process chart outlining the key elements of the service to be provided to monitor the work against milestone • Identify the needs of the person(s) for whom service is to be provided through different ways (e.g., questionnaire, interview, etc.) • Reflect on the possible challenges while providing service and possible actions to counter them • Arrange the physical environment as per the comfort of the person(s) to whom service is to be provided • Prepare and finalise a contract for providing service • Establish the norms for communication during service, including active and empathetic listening • Create polite, respectful and responsive environment in the context of the service to be provided • Maintain the records of costing (inputs and cost of 'soft' services including time, manpower, etc.) and expenditure • Track progress against process chart **C-1.2** • Use technology or AI where relevant to optimise work • Follow safety protocols as indicated by the expert or teacher (including cyber safety and confidentiality) • Follow protocol for waste disposal, where relevant **CG-3, C-3.1** • Identify elements of the service received at home, based on learning • Explain how learnings are applied to provide service at home

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Illustrative vocational areas and examples of work within them are given in the table below.

Work with Life Forms	
Agricultural Practices	Crop cultivation, rooftop gardening, mushroom cultivation, aquaponics, aquaculture, precision farming, and backyard poultry
Work with Machines and Materials	
Shaping Materials	Apparel, construction, food processing, furniture making, sheet metal fabrication, handicrafts, and plumbing
Work in Human Services	
Personal and Lifestyle Services	Data-based services, community health services, hospitality, tourism, public information services, event management, and interior design

Schools are free to select vocations as per their choice, resources available, local conditions, changing needs and technologies, and aspirations of students.

Pedagogy or Instructional Methods

The NCF-SE 2023 emphasises the role of 'doing' in Vocational Education to develop knowledge, capacities and values related to Vocational Education through consistent practice and exposure through on-site work. For the work to be meaningful, it must result in productive outcomes and students must be exposed to actual sites of work, to broadly understand the functioning of vocations in the world of work. They must also have opportunities to discuss their experiences and reflect on their learning.

At the same time, the NCF-SE 2023 emphasises that doing productive work without applying conceptual knowledge is mechanical. Therefore, the teacher must judiciously mix theory and practice, with the proportion spent on practical work being much greater. Since developing capacities for productive work requires time, taking up connected tasks leading to a productive outcome—short workshops, short internships, projects-based learning, exposure visits, and similar other strategies—are suitable for Vocational Education since they require a longer duration of engagement.

Pedagogical approaches in Grades 9 and 10 must align with real life. Students must be provided opportunities to learn through real-life

work contexts. Therefore, exposure visits to nearby workplaces to observe and interact with people involved in productive work gives an experiential understanding of the work involved. Given the importance of technology and AI, these tools must be integrated into pedagogy in a meaningful manner, so that students can learn to use them as well as understand their use in optimising work, where relevant.

One of the fundamental principles mentioned in the NEP 2020 is equity and inclusion to ensure that all students can thrive in the education system. In Vocational Education, all students should be given equal access in terms of working with tools and resources. Teachers must ensure that no discrimination takes place towards students that are differently-abled or students from specific genders or socio-economic backgrounds, not only in the school premises but also at external workplaces by other students, external trainers or associated stakeholders.

Schools must coordinate with resource centres having special educators to meet the rehabilitation educational needs of learners with severe or multiple disabilities. In addition to textbooks and manuals in Braille or audio-visual formats, assistive devices and appropriate technology or AI-based tools must be made available to help differently-abled students integrate more easily into classrooms and engage with peers. Accommodations in content and assessment must be made as required.

It must be emphasised that to ensure students are given on-site exposure to industrial or agricultural spaces, schools must develop linkages with local industries, farms, service centres, cooperatives, relevant NGOs, state transport corporations, cottage industries, printing presses, call centres, software design companies, mobile operating companies, law companies, local water or electricity boards, etc. This will enable students to spend part of their time gaining work or practical experience at these facilities as interns while they are still in school.

Assessment

At the outset it must be stated that the focus of Vocational Education in Grades 9 and 10 is to develop skills that are transferable across

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different kinds of work. For example, planning and costing are common across all forms of work. On the other hand, some competencies are common within a form of work, for example, preparation of growing media in work with life forms, prototyping in work with machines and materials, and creating a suitable environment in work in human services.

It must also be noted that there is choice and flexibility in the work students take up. Therefore, in keeping with the approach of NEP 2020, students must be assessed on the basis of the competencies defined in the NCF-SE 2023; further detailed into learning outcomes in this syllabus document.

These competencies further comprise vocational knowledge, capacities, values and dispositions, such as systematic organisation of tasks, knowledge of the use of safety protocols, working in groups, attention to detail, persistence and focus, curiosity and creativity, empathy and sensitivity collaboration and teamwork, as well as specific capacities that are common across vocations.

Given the nature of knowledge of Vocational Education, the primary focus of assessment should be demonstrated performance, observation based on the checklists and rubrics, portfolio, viva-voce related to the process of 'doing'. Self and peer assessment will also play an important role in Vocational Education, based on suitable rubrics and evidence. The role of self-assessment in facilitating learning is significant, and suitable opportunities must be identified and used.

Paper and pencil tests may be included to assess capacities, such as conceptualisation and planning, application of vocational competencies, concept maps, flowcharts, etc., through case- and situation-based questions.

Portfolios maintained by students can be used as the basis of an oral test (viva-voce). A consolidation of teacher observations can also be used for summative assessment, particularly for the assessment of values and dispositions.

Assessment of values and dispositions related to work is critical for meeting the curricular goals for this stage. This must be enabled through observations by the teacher and opportunities for reflection. In this case, self-assessment will play an important role.

Tools for assessment include, but are not limited to, observation by teacher and peers, self-assessment, paper and pencil tests (including

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situations-based questions,), oral, visual or technology-based presentations, viva-voce or questioning, and portfolio review. Students may also be assessed on their experience, the challenges they faced, the efforts to overcome the challenges, and their own assessment of the final product that they created. This can be done through self-reports, reflection journals, and viva-voce.

The NCF-SE 2023 recommends for Vocational Education "75 per cent of weightage in overall certification be given to the demonstration-based assessment, and only 25 per cent to any written examination". Further, the NCF-SE 2023 recommends local assessment with an external examiner.

Two levels of differentiated learning are to be offered in all subjects through two levels of assessments for the same curricular content. The standard level is mandatory for all students, while the advanced level is optional for students who want to learn more about the subject. Students who take up the advanced level will be required to demonstrate multi-concept integration, application of concepts in unknown scenarios, exploration, research, etc.

In case of Vocational Education, the following options are suggested: (i) project to fulfil the needs of the community or school; (ii) internship in a workplace of their choosing, and (iii) participation in events like IGNITE or ATL Marathon to showcase their work.

The table below illustrates the broad areas for assessment in Vocational Education in Grades 9 and 10, as well as the tools that can be used for collecting evidence of learning.

What is to be assessed?	What are the criteria for assessment?	Examples of tools and sources of evidence
Values and dispositions related to work	• Observation and questioning during practice • Dignity of labour for all kinds of work • Collaboration with peers • Efficiency in work • Pursuit of quality • Creativity and problem-solving • Willingness and motivation • Optimal use of all resources	• Teachers' observations • Oral presentation or viva-voce • Self-assessment
Selection, use, and maintenance of tools and equipment	• Selection of appropriate tools for task • Correct usage of tools • Keeping materials and equipment ready for use	• Teachers' observations • Oral presentation or viva-voce • Paper and pencil test • Portfolio

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	• Following safety protocols • Proper storage of tools and materials post usage	
Knowledge to perform tasks	• Conceptual knowledge necessary to do work • Context and relevance of work • Sustainable and/or indigenous practices • Knowledge of procedures and protocols (including safety and documentation) • Planning templates or creating process charts • Mapping and budgeting of resources	• Oral presentation or viva-voce • Paper and pencil test • Portfolio
Performance of tasks	• Sequencing of tasks • Creating appropriate conditions or gathering tools and materials • Estimation of material or need identification • Carrying out tasks using tools and materials • Improvements based on testing or feedback • Monitoring progress against plan • Workplace organisation • Waste management	• Teachers' observations • Portfolio • Oral presentation of the task performance (rationale of performing the task)
Place of vocation in the world of work	• Importance of vocation • Livelihood ecosystem	• Oral presentation or viva-voce • Paper and pencil test • Site visit reports or observation notes
Applying quality criteria	• Identifying criteria for evaluating quality of products • Reflection on processes	• Oral presentation or viva-voce • Paper and pencil test • Portfolio • Self-assessment
Application of vocational competencies at home	• Use of vocational skills and knowledge at home	• Oral presentation or viva-voce • Paper and pencil test • Portfolio

Textbook: NCF-SE 2023 aligned new textbook of Vocational Education for Grade 9 developed by the NCERT.
Middle Stage textbooks for Vocational Education (*Kaushal Bodh* – Grades 6 to 8) published by the NCERT.

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Annexure 1: Competency Framework

The following steps were followed to develop the competency framework that served as the basis for developing learning outcomes:

1. Testing the idea of common competencies—used AI tools across the National Qualifications Register (NQR) website to identify:
    - Skills that are common across the qualification packs aligned to the National Skills Qualification Framework (NSQF) level 3 (equivalent to Grade 10); these are foundational and appear across multiple qualifications (e.g., workplace safety and hygiene, basic employability skills, etc.)
    - Skills that are common across each form of work aligned to the NSQF level 3
2. Putting together a list of vocations based on:
    - Existing NCERT curricula
    - The NQR qualification packs aligned to the NSQF level 3
    - Literature review for emerging areas (e.g., ILO policy briefs, future of jobs report of the World Economic Forum, focus areas in the Union Budget, etc.)
3. The next step was clustering of vocations to make the list more manageable, e.g., jewellery and metal work were clubbed under working with metal.
4. Each cluster of vocations was detailed into the different kinds of tasks involved from end-to-end (e.g., sowing to harvesting seed and their conservation, identification of materials to packaging, and identification of needs to maintaining the records of service).
    - Care was taken to include as many tasks as possible by keeping the exceptions in mind, e.g., microbes or non-timber forest products in life forms, and data as a material.
5. The next step was to define the competencies necessary for doing the tasks.
    - A list of competencies required to do the identified tasks was compiled for each form of work.
    - As many competencies as possible were clubbed and stated in generic terms so that they are applicable across a range of work. For example, soil, water and culture are tested for

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suitability as growing media for plants, fish or aquatic plants and bacteria or fungi, respectively. Related competencies were clubbed under 'test medium for growing life form (e.g., soil, water, and culture) through physical observation and chemical testing'.

- After the first list was compiled for each form of work, competencies that are common across all forms of work were placed in a separate column (including values and dispositions).
- Care was taken to differentiate between knowledge from other curricular areas and vocational knowledge. For example, calculation of selling price is not included in the competencies since this is a part of learning in mathematics, but estimation of selling price considering costs and labour is included.
- Values and dispositions, majorly drawn from the NCF-SE 2023, were seen as foundational to all other competencies.

6. Specific 'industry-ready inputs', such as employability (e.g., planning and scheduling, and reviewing processes) and entrepreneurship (e.g., identifying opportunities, identifying needs, and mapping resources to needs) were identified in addition to those in the qualification packs.
   - These were rearticulated at the levels of Grades 9 and 10 students.
7. The first version of the framework was validated against a framework of 'input-transformation-output'.
   - A few competencies were added, while others were rephrased.
8. The framework was also validated through common broad categories of competencies across all forms of work: demonstrates vocational knowledge; demonstrates procedural knowledge through authentic work; demonstrates knowledge of the world of work; demonstrates financial literacy; demonstrates step-wise planning for doing work; follows safety protocols; applies quality parameters to inputs or products; demonstrates quality in processes, and values and dispositions. This ensured equal emphasis to the various categories in each form of work.

Finally, the framework was mapped to the NSQF and the broad categories of competencies were mapped to the NCF-SE 2023. This formed the basis for developing learning outcomes.

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Work with Life Forms	Work with Machines and Materials	Work with Human Services	Values and dispositions and Common Competencies
Considerations: The entire life cycle of any plant or rearing of animals.	Considerations: Work with most commonly used materials and tools, and work with data and emerging technologies (including AI)	Considerations: Applicable to all services that students can take up at this stage.	Considerations: These will be incorporated in the implementation of the three forms of work.
Students will be able to do the following:			
Input			
Demonstrate vocational knowledge • Describe essential conditions for growth and development of life form • Describe the methods for the multiplication of life form (e.g., plantation, pollination, sexual, and asexual propagation) • Describe quality parameters based on the interaction and field visits (e.g., seed quality, scheduling, organic or chemical fertiliser, and final product)	**Demonstrate vocational knowledge** • Describe the characteristics of material(s) to be used to make product • Describes the transformations possible with the material or describes the possibilities of using data and programming • Describe quality parameters for products-based interaction and field visits • Describe the use of tools, materials and computer programmes for given application	**Demonstrate vocational knowledge** • Describe the meaning and importance of service • Describe the quality parameters for services based on interaction and visits • Describe the components of the service	**Category 1: Values and dispositions in the NCF-SE 2023** C-2.1 Develops the following values while engaging in work: • Attention to detail ▸ Keenly observes the usage of tools and materials during demonstration, and asks relevant questions • Persistence and focus ▸ Rework or redo task for improved efficiency • Curiosity and creativity ▸ Asks questions about the functioning of tools and machines, use of materials, and gives suggestions for alternative use • Empathy and sensitivity ▸ Shows care and respect towards people doing physical labour, irrespective of gender • Collaboration and teamwork

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Demonstrate procedural knowledge through authentic work • Identify the medium for growing life form as per need of life form (e.g., soil, water, culture) • Identify the tools or equipment and materials required to complete the task • Develop process chart based on the interaction with experts and field visits	**Demonstrate procedural knowledge through authentic work** • Demonstrate conceptual understanding of product through a sketch or drawing or computer-aided design (CAD) • Estimate the quantities of materials required • Identify the tools required to complete the task. Develop a process chart based on interaction with experts and field visits	**Demonstrate procedural knowledge through authentic work** • Demonstrate etiquette and protocols related to the selected domain • Identify the tools or equipment and materials required to complete the task • Develop process chart based on the interaction with experts and field visits	▸ Plans tasks with peers and helps others during difficulty at work • Willingness to do physical work ▸ Shows willingness to do physical work while enjoying working with tools and materials • Demonstrate respect for the value of money ▸ Uses resources judiciously ▸ Describes life cycle cost
Apply quality parameters to inputs • Select appropriate life form based on the locally identified criteria for selection • Test medium for growing life form (e.g., soil, water, and culture) through physical observation and chemical testing	**Apply quality parameters to inputs** • Select raw material based on locally identified criteria for selection • Select tools or programmes as required for the selected application	**Apply quality parameters to inputs** • Select a role model (preferably local) based on the quality parameters	
Demonstrate knowledge of the world of work • Describe livelihood ecosystem related to work • Compare average yield against the national and global standards to inform planning	**Demonstrate knowledge of the world of work** • Describe livelihood ecosystem related to work	**Demonstrate knowledge of the world of work** • Describe livelihood ecosystem related to work	

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Transformation			
Demonstrate vocational knowledge • Identify components (abiotic and biotic) of ecosystems	**Demonstrate vocational knowledge** • Identify what needs to be done with the material keeping in mind its characteristics • Explains the concept and importance of cyber safety	**Demonstrate vocational knowledge** • Map available resources to identify what can be used to provide service	**Category 2: Common vocational competencies across the three forms of work**
Demonstrate procedural knowledge through authentic work • Prepare growing media as per the need of life form • Calculate requirements and apply for nutrients as per the need of life form • Monitor conditions essential for growth • Carry out the necessary operations for integrated management of life forms (e.g., deweeding, fencing, sanitation, pest control, disease management, and irrigation) • Adopt environment friendly practices, where relevant • Identify the relationships in ecosystems • Observe the interactions in ecosystems	**Demonstrate procedural knowledge through authentic work** • Create prototype or sample with accurate or proportionate dimensions • Measure the raw material and prepare as per the prototype • Follow procedures to create the product • Finish the product as per protocol, for an aesthetic look • Write an algorithm for the programme • Use software as required for carrying out the task • Review progress against plan • Demonstrates effective and efficient usage of relevant tools or equipment, as per the requirement • Demonstrate tasks in real-world situation	**Demonstrate procedural knowledge through authentic work** • Create a physical and social environment that is sensitive and welcoming to the customer or client • Identify the specific needs of the customer or client through listening and detailed questioning • Document the exact needs of customer or client • Develop a detailed plan and schedule for providing service based on the needs of client and resources available • Present solution to customer or client and receive feedback • Discuss feedback from the customer or client and negotiate revisions for the solution • Demonstrate tasks in real-world situations	**Input** **Develop detailed stepwise plan with timelines (C-1.1)** • Selects the work to be done based on guidelines • Collects data related to the vocation • Gains knowledge (what and how) related to tasks from different sources **Demonstrates financial literacy** • Estimates the cost of inputs **Transformation** **Demonstrates procedural knowledge through authentic work** Demonstrates using troubleshooting methods in a step-by-step fashion • Integrate using troubleshooting methods in a step-by-step fashion • Integrate ICT or AI where relevant **Demonstrates financial literacy** • Handle money transactions

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• Demonstrate effective and efficient usage of tools or equipment, and materials • Demonstrate the tasks in real-world situation	• Adopts environment friendly practices, where relevant	• Provide the service as per plan • Interact with customer or client as per protocols of service • Observe customer or client and adapt service as required • Develop contingency plan in case of any challenges during the service (e.g., dealing with difficult situations) • Demonstrate effective and efficient usage of relevant tools or equipment, as per the requirement	• Maintain the records of costing (resources including manpower) and expenditure **Follows safety protocols** • Follows protocols of cyber safety or internet safety • Maintains workspaces as per protocol • Demonstrates the safe use of tools and equipment, and materials **Output** • Develop self-awareness and identify vocational interests in future
Follow safety protocols • Read and interpret instructions on labels, manuals, prescriptions, etc. • Follow safety protocols as prescribed	**Follow safety protocols** • Read and interpret instructions on labels, manuals, prescriptions, etc. • Follow safety protocols while demonstrating effective practices • Apply ethical considerations related to the use of data and AI	**Follow safety protocols** • Follow safety protocols as prescribed in the selected service • Apply ethical considerations for selected service	**Demonstrate financial literacy** • Estimate the selling price of product taking into account costs and labour • Estimate the cost of 'soft' services like time, nature of interpersonal interactions, etc.
Demonstrate quality in processes • Review progress against the process chart • Identify measures to improve processes based on self-assessment and feedback from others (peers, experts, and teachers)	**Demonstrate quality in processes** • Review progress against process chart • Check if the programme is aligned with the algorithm	**Demonstrate quality in processes** • Review progress against process chart • Take regular feedback from customer or client • Adopts environment friendly practices, where relevant	

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• Compare indigenous, traditional, and modern approaches			
Demonstrate knowledge of the world of work • Identify connections within the livelihood ecosystem	**Demonstrate knowledge of the world of work** • Identify connections within the livelihood ecosystem	**Demonstrate knowledge of the world of work** • Identify connections within the livelihood ecosystem	
Output			
Demonstrate vocational knowledge • Describe rationale for tasks	**Demonstrate vocational knowledge** • Describe rationale for tasks	**Demonstrate vocational knowledge** • Describe rationale for tasks • Prepare format for customer or client feedback	
Demonstrate procedural knowledge through authentic work • Harvest or collect and store produce • Applies the principles of design using life forms and other elements (if required)	**Demonstrate procedural knowledge through authentic work** • Demonstrate finishing of the product • Test product and get feedback from users to make corrections • Demonstrate packaging the product	**Demonstrate procedural knowledge through authentic work** • Maintain service records for future reference	
Apply quality parameters to output • Reviews tasks for environment friendly practices • Compare product against the identified quality parameters • Identify how to optimise the use of materials and tools, and time (with reference to the process chart)	**Apply quality parameters to output** • Identify how to optimise the use of materials and tools, and time (with reference to the process chart) • Compare product against identified quality parameters	**Apply quality parameters to output** • Get feedback to estimate customer or client satisfaction • Write self-assessment report • Identify how to optimise materials, tools, and time	

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Demonstrate the knowledge of the world of work • Present work done and state its importance	**Demonstrate the knowledge of the world of work** • Present work done and state its importance	**Demonstrate the knowledge of the world of work** • Make a presentation on the importance of the service provided	
Apply learnings outside school and classroom settings • Apply the learnings related to life forms at home and surroundings	**Apply learnings outside school and classroom settings** • Apply the learnings to carry out repair and maintenance at home, and create products for home	**Apply learnings outside school and classroom settings** • Appreciate the service received at home based on learning • Apply the learnings to provide service at home	

Annexure 2: Illustrative List of Vocations

Work with Life Forms	Work with Machines and Materials	Work with Human Services
Soil health, gardening and landscaping, dry and wet land farming, natural farming, precision farming (including hydroponics, aquaponics, aeroponics), dairy farming, piggery, goat farming, sericulture, beekeeping, fishery, aquaculture, care of non-farm animals, tissue culture, pastoral land development, animal, bird, and butterfly census, seed bank creation, waste management, ecosystem management, community-based conservation, biodiversity management, soil health management, urban ecological management, urban farming, mushroom cultivation, aquaponics, non-timber forest produce, pisciculture, and precision farming	Carpentry, wood carving, bamboo products, metal work, jewellery, plumbing, household wiring, electronics, restoration, weaving, working with synthetic materials, maintenance and repair of pumps, motors, household appliances and farm machinery, hardware and mobiles, TV, radio, CCT, drones, optical instruments like telescope and cameras, packaging, synthetic material products, CAD, coding and programming, app and bot development, digital fabrication (3D printing, moulding, casting, CNC cutting), leather products, pottery, renewable energy, machine learning and artificial intelligence, handloom and handicrafts, and sheet metal fabrication	Big data access and analysis, content development, multimedia creation, marketing and advertisement design, elderly care, child care, beauty and wellness, hospitality (cooking, catering, home science), home maintenance (cleaning, making/testing phenyl, basic repairs), social and development sector services, financial services, retail, E-commerce, tourism, event management, data consultant, public services, interior design, print publications, entertainment and cultural services, journalism, sales and marketing, communication and advocacy

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Arts Education

Introduction

Art is everywhere. It allows individuals to express themselves innovatively and imaginatively using a variety of materials, modes, and media. By engaging in artistic practices, people not only create artworks but also learn to experience and respond to various forms of artistic and cultural expression with appreciation and sensitivity. The NCF-SE 2023 broadly classifies the Arts into Visual and Performing Art (Music, Theatre, and Dance and Movement).

The NEP 2020 recommends that all students should continue to engage with every curricular area introduced in the middle stage. accordingly, in the secondary stage (Grades 9 and 10), Arts Education remains a compulsory curricular area. Arts Education aims to cultivate joy in artistic exploration and creation, nurture imagination and creativity, and foster empathy, sensitivity and a sense of cultural belonging. Equal emphasis is placed on the processes of creating and appreciating art.

At this stage, students should develop an understanding of the wide scope of applications in the Visual and Performing Arts. The syllabus focuses on revisiting the fundamental concepts and skills introduced in earlier grades, while also introducing new concepts aligned with the stage-specific competencies. This approach ensures that students acquire essential foundational knowledge before pursuing advanced and specialised study in any art discipline at the Higher Secondary Stage (Grades 11 and 12).

The Learning Standards for Arts Education are structured as Nested Learning Standards. Recognising that schools may require

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time to adequetly meet the learning expectations across all domains, two levels of standards—LS1 and LS2—have been defined.

- **Learning Standards 1 (LS1)** outlines the complete set of curricular goals and competencies for this area. Schools are expected to achieve these standards once they are able to secure the required resources for comprehensive Arts Education.
- **Learning Standards 2 (LS2)** forms a subset of LS1 and represents the minimum standards that all schools must implement, as mandated by the NCF-SE 2023. The LS2 acknowledges that many schools may currently lack adequate infrastructure and teachers across all four art domains—Visual Arts, Music, Theatre, and Dance. However, it is expected that within three years, these essential requirements will be in place, enabling full and effective implementation of the LS1.

Approach

In the secondary stage, students will continue to deepen their knowledge of local as well as wider areas of India's diverse art traditions, along with preliminary exposure to art from around the world. At this stage, the NCF-SE 2023 recommends that students are encouraged to refine their creative thinking, expression and aesthetic sensibilities with particular focus on developing original ideas and reflecting on their aesthetic choices.

Arts Education emphasises the process over the product. The NCF-SE 2023 mentions three processes that are integral to the Arts:

- **Thinking Processes** refer to a wide range of cognitive activities in the Arts. It include generating ideas, understanding the elements of art, inquiring into artistic processes, interpreting artwork, connecting the Arts with other knowledge and experiences.
- **Making Processes** relate to the execution and production of work, utilising the active engagement of mind and body to express ideas and emotions. This involves using a variety of creative tools, instruments, materials and techniques.
- **Appreciation Processes** include exposure to and awareness of diverse art forms and cultural practices. This processes involve responding to artworks, discussing, describing and assessing aesthetic experiences; considering their social and historical contexts, and developing multiple perspectives along with the respect for diverse opinions.

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Approach to learning different Arts Forms for Practice and Theory

Visual Arts	• Visual Arts learning builds upon the student's knowledge of the elements of art and the principles of design. Through regular practice in creating compositions and other artworks, fundamentals concepts, such as perspective, proportion, balance, focus, rhythm and harmony guide students in effectively expressing their ideas and expressions. • An introduction to art history and basic theories, such as *Ṣaḍāṅga* described in ancient treatises like the *Citrasūtra* help students to appreciate the aesthetically rich and continuous heritage of the Indian art traditions. • Exploration and experimentation with materials, tools and techniques also create opportunities for interdisciplinary linkages.
Music	Music education includes singing diverse compositions across classical, folk, tribal and contemporary genres, enabling students to experience the richness of India's musical traditions. Students will explore *ragas*, rhythm patterns and instruments, study the historical evolution of music and its theoretical treatises, and understand how Indian music has gained global recognition through renowned musicians.
Theatre	Theatre builds on the basic aspects of voice, body language and expression, along with costume, make-up and other backstage elements learned in earlier stages. • In practice, students explore the basics of direction, lighting and sound, and how these elements shape a scene's emotion and meaning. They experiment with abstract representation, where a single object or gesture can symbolise a broader idea. Through theoretical study, students will learn how theatre developed from the pre-*Nāṭyaśāstra* period to modern theatre, which uses design, technology, and realistic storytelling techniques. This integration of practice and theory enables learners to think both as artists and storytellers—understanding how every elements, such as light, sound and movement, can express an idea and create an experience that connects people across time.
Dance and Movement	Dance and movement will be learnt through the application of concepts rooted in texts. Teachers are encouraged to ground instruction in regional dance practices, while also introducing students to dance forms from other regions. Various dance practices, major and other traditions will be learnt with emphasis on stylised body movements, emotional expression and the creative use of hand gestures. They are also introduced to analyse and journal the historical development of dance, taking cultural and geographical contexts into account. The interrelation between dance and other art forms is emphasised, and students are encouraged to integrate interdisciplinary concepts in their creative explorations.

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Learning Standards

Learning Standard 1

Visual Arts	
Curricular Goal	**Competency**
CG-1 Develops an understanding of their interest and aptitude in the Arts	**C-1.1** Evaluates interest in Visual Arts forms by considering its scope of practice and application (fine arts, crafts, applied art or design, art research and management)
	C-1.2 Initiates discussions and make efforts to find more information and resources to pursue their interest in the Visual Arts
CG-2 Extends creative practices and artistic expression in different aspects of their life	**C-2.1** Applies the elements and principles of Visual Arts in their artwork, and incorporates these into their routine life
	C-2.2 Analyses the development of visual expression across a series of works
CG-3 Develops their Art practice through the knowledge of a wide range of Indian art forms	**C-3.1** Extends explorations and refines techniques in the Visual Arts through regular practice
	C-3.2 Incorporates ideas and elements from various genres of Indian Visual Arts (traditional, popular, contemporary) into their artwork
CG-4 Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures	**C-4.1** Analyses commonalities and differences among diverse forms of visual arts, cultures, and their aesthetic sensibilities in India and the rest of the world
	C-4.2 Evaluates artwork based on creative expression, artistry, and social context

Music	
Curricular Goal	**Competency**
CG-1 Develops an understanding of their interest and aptitude in the Arts	**C-1.1** Evaluates interest in Music by considering its scope of practice and application (listening, comprehending, performance, composing, production, sound art and design, recording and Music research)
	C-1.2 Initiates discussions and undertake steps to find more information and resources to pursue their interest in Music

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CG-2 Extends creative practices and artistic expression in different aspects of their life	**C-2.1** Applies the elements and principles of Music in their musical works, and incorporates these into their routine life
	C-2.2 Analyses the development of musical expression across a series of musical projects
CG-3 Develops their art practice through the knowledge of a wide range of Indian art forms	**C-3.1** Extends explorations and refines techniques in Music through regular practice and rehearsals
	C-3.2 Incorporates ideas and elements from various genres of Indian Music (traditional, popular, contemporary) into their musical work
CG-4 Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures	**C-4.1** Analyses commonalities and differences among diverse forms of Music, cultures, and their aesthetic sensibilities in India and the rest of the world
	C-4.2 Evaluates musical work based on creative expression, artistry, and social context

Theatre	
Curricular Goal	**Competency**
CG-1 Develops an understanding of their interest and aptitude in the Arts	**C-1.1** Evaluates interest in Dramatic Arts by considering its scope of practice and application (acting, direction and design, story or playwriting, handling backstage responsibilities, research and stage management)
	C-1.2 Initiates discussions and make efforts to find more information and resources for pursuing their interest in Dramatic Arts
CG-2 Extends creative practices and artistic expression in different aspects of their life	**C-2.1** Applies the elements and principles of Drama in their performance, and incorporates these into their routine life
	C-2.2 Analyses the development of Drama process and performance across a series of work
CG-3 Develops their art practice through the knowledge of a wide range of Indian art forms	**C-3.1** Extends explorations and refines techniques in Drama through regular practice and rehearsals
	C-3.2 Incorporates ideas and elements from various genres of Indian Dramatic Arts (traditional, popular, contemporary) into their Drama work

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CG-4 Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures	**C-4.1** Analyses commonalities and differences among diverse forms of Theatre, cultures, and their aesthetic sensibilities in India, and the rest of the world
	C-4.2 Evaluates Drama and Theatre performances based on creative expression, artistry, and social context

Dance and Movement	
Curricular Goal	**Competency**
CG-1 Develops an understanding of their interest and aptitude in the Arts	**C-1.1** Evaluates interest in various forms of Dance and Movement by considering its scope of practice and application (performance, choreography, production, recording, Dance and Movement research and management).
	C-1.2 Initiates discussions and takes steps to find more information and resources to pursue their interest in Dance and Movement.
CG-2 Extends creative practices and artistic expression in different aspects of their life	**C-2.1** Applies the elements and principles of Dance and Movement in their performance, and incorporates these into their routine life
	C-2.2 Analyses the development of expression in Dance and Movement work across a series of Movement projects
CG-3 Develops their art practice through the knowledge of a wide range of Indian art forms	**C-3.1** Extends explorations and refines techniques in Dance and Movement through regular practice and rehearsals
	C-3.2 Incorporates ideas and elements from various genres of Indian Dance and Movement (traditional, popular, contemporary) into their performance
CG-4 Appreciates the commonality, interconnectedness, and diversity of aesthetic sensibilities across Indian and global Art practices and cultures	**C-4.1** Analyses commonalities and differences among diverse forms of Indian Dance and Movement, cultures, and their aesthetic sensibilities
	C-4.2 Evaluates Dance and Movement performances based on creative expression, artistry and social context

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Learning Standard 2

Competency	Curricular Goal
CG-1 Develops capacities in any one form of Visual or Performing Arts, and develops an appreciation for diverse Art practices and traditions in India	**C-1.1** Demonstrates rigour and regularity in art-making processes, rehearsals, and performances or displays at the school level and inter-school events (e.g., regularly practises Drama, Dance or Music and rehearses specific pieces for performance at an event, allocates a few hours each week to practise vocal or instrumental techniques, and rehearses group song with peers)
	C-1.2 Imaginatively applies artistic techniques, tools and materials to express their ideas and feelings, while working in the Visual or Performing Arts (e.g., experiments with a variety of threads, needles, and stitch patterns in embroidery; experiments with an array of materials to create musical instruments)
	C-1.3 Appreciates diverse forms of artistic expression on the basis of artistic qualities and social contexts (e.g., appreciates the different forms of classical dance practised in India)

Syllabus

Syllabus has been designed to develop the curricular goals and respective competencies under LS1 and LS2 as given above. LS2 competencies are given for schools which face challenges regarding the availability of physical and human resources, they may focus on achieving the competencies of LS2. In other cases, where adequate resources are available, the focus should be on achieving LS1. However, States/Uts must ensure that all schools have required resources to achieve LS1.

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Development of the Competencies for Grades 9

Themes/Concepts (Suggestive Instructional Hours)	Chapter Outlines/Key Concepts	Competencies and Learning Outcomes
History of Arts (Common Chapter for all four Art forms) (30 hours)	Common History chapter bringing together all art forms • Time period covers the prehistoric period to the late 11th century CE. • Tangible and intangible cultural heritage • Storytelling traditions from across India • Chronology of important milestones across all art forms • Ancient texts and literary sources that have guided Indian Arts Traditions • Geographical, socio-cultural and political influences on art practices • Art from around the world that shows parallel development and cross-cultural influences • Continuity of historical art traditions and connections with present times	Students will be able to: Interact with peers, teachers, family members, and artists in their community to know more about Arts practices **(LS1: CG-1, C-1.2; LS2: CG-1, C-1.2)** Create artwork, i.e., inspired by the ideas and processes from art history **(LS1: CG-1, C-1.2; LS2: CG-1, C-1.2, C-1.3)** Identify and discuss the evolution of materials, processes and techniques used in various art forms **(LS1: CG-3, C-3.2; LS2: CG-1, C-1.3)** LO: Trace the historical development of visual arts, theatre, music and dance with examples **(LS1: CG-4, C-4.1; LS2: CG-1, C-1.3)** Identify the continuing ideas, practices, and art traditions mentioned in ancient Indian texts and treatises. **(LS1: CG-4, C-4.1; LS2: CG-1, C-1.3)** Discuss and correlate the geographic, social and cultural linkages across art forms that share a common time period. **(LS1: CG-4, C-4.1; LS2: CG-1, C-1.3)** Explain why they find an artwork or performance relevant to their interests, experience, and present social context. **(LS1: CG-4, C-4.2; LS2: CG-1, C-1.3)**
Visual Arts Visual Arts Fundamentals (4 hours/5 periods)	1.1 Introductory discussion Prior knowledge, and learning and experiences in visual arts experiences. 1.2 Visual Journal • Journaling through drawing and collage • Journalling related to other art forms. 1.3 Elements of Visual Arts 1.4 Principles of Visual Design 1.5 Sketching basics	Students will be able to: Journal their interests, observations and experiences through visuals and notes **(LS1: CG-1, C-1.1; LS2: CG-1, C-1.3)** Practise basic Visual Arts processes regularly (e.g., Student spends 10–15 minutes every day to create drawing from observation) **(LS1: CG-2, C- 2.1; LS2: CG-1, C-1.1)**

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Visual Arts Exploration of Materials and Methods (7.5 hours/9 periods)	2.1 Introduction to common materials, mediums and tools in Visual Arts 2.2 Proper use, maintenance, and storage of materials and tools 2.3 Explore sculptural and hand-crafting traditions in India. • Gather information and write about one Indian handcrafting tradition • Create a three-dimensional artwork using its technique, e.g., relief in clay, bamboo crafts, fabric toys, papier-mâché, jute or fibre crafts, etc. 2.4 Colour Theory Exercises • Colour wheel using different mediums • Colour tints, shades and tones • Complementary and Analogous colours 2.3 Perspective • Linear perspective • Aerial perspective • Create an artwork using linear and aerial perspective	Students will be able to: Demonstrate familiarity with the use and maintenance of materials and tools used in Visual Arts **(LS1: CG-3, C-3.1; LS2: CG-1, C-1.2)** Practice colour exercises using a variety of materials and mediums **(LS1: CG-3, C-3.1)** Apply perspective techniques to show spatial depth in their artwork **(LS1: CG-3, C-3.1; LS2: CG-1, C-1.2)** Create a three-dimensional artwork using a hand-crafting technique from any part of India e.g., relief in clay, bamboo crafts, fabric toys, papier-mâché, jute or fibre crafts, etc. **(LS1: CG-3, C-3.2; LS2: CG-1, C-1.2)**
Visual Arts Creative Composition (5 hours/ 6 periods)	3.1 Introduction to Composition • Realistic and Abstract representations • Compositional Layout • Importance of iterations 3.2 Create a 2D Composition (two options) • Create a four-part graphic story or comic strip (in colour) • Thematic painting or collage (choice of genres and themes can vary, such as still life, portrait, landscape, people in indoor or outdoor settings, imaginary composition)	Students will be able to: Create multiple iterations in process of developing their ideas and making artworks **(LS1: CG-3, C-3.1; LS2: CG-1, C-1.2)** Compare multiple iterations of one's artwork to explain how the arrangement of visual elements conveys different meanings and emotions **(LS1: CG-2, C 2.2)**

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Visual Arts Visual Arts Branches (1.6 hours/ 2 periods)	Brief introduction to the different branches of Visual Arts: • Painting • Sculpture • Printmaking • Applied Art and Design disciplines • Heritage crafts	Students will be able to: Expresses their interests in various Visual Arts branches and makes inquiries about visual artists **(LS1: CG-1, C-1.1; LS2: CG-1, C-1.3)**
Music Music, Me and Us (5.8 hours/7 periods)	1.1 Active Listening (10 minutes in every class across both grades) • Listen to a selection of music across various *vidhaas* or genres • Discuss the key identifying features of the *vidhaa* or genre. 1.2 Music and personal expression Activity: Create a personal playlist of songs that are in your memory and connect them to the mood and concept of *navarasa.* 1.3 Exploration of themes in folk music • Examine the lyrics of folk songs to learn more about a a region. • Examine the various themes described in folk music. Activity: Create a piece of music or lyric that expresses a family history, tradition, or practice. • Journal the process of writing the lyrics and setting them to music. Activity: Maintain a journal or log that records ideas, observations from listening and creation activities.	Students will be able to: Describe a musical composition using general vocabulary of Music **(LS1: CG-3, C-3.2; LS2: CG-1, C-1.2)** Describe how music is an integral part of personal and collective expression. **(LS1: CG-1, C-1.1; CG-2, C-2.1; LS2: CG-1, C-1.2)** Describe the emotions expressed or evoked through music. **(LS1: CG-2, C-2.1; LS2: CG-1, C-1.2)** Describe the thematic content and emotions expressed in folk music. Create and sing a piece of music that expresses a family history, tradition, or practice. (**LS1: CG-2, C-2.1; LS2: CG-1, C-1.2)**

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Music The Science of Music (5 hours/6 periods)	1.1 Connections between Physics and Music Revisit how concepts of physics are fundamental to music. Reference to ancient treatises Activity: Experiment with varying the length of a string to manipulate frequency. 1.2 Connections between Biology and Music • Introduce the anatomy and physiology of the human vocal system. Activity: Breathing exercises and vocal warm-ups. 1.3 Connections between Music and Mathematics • Introduce how concepts of pattern-making and Lowest Common Multiple (LCM) are applied in Music. Activity: Recite *konnakol* patterns demonstrating LCM.	Students will be able to: Describe and demonstrate how sound is produced and manipulated. **(LS1: CG-1, C-1.1; CG-2, C-2.1; LS2: CG-1, C-1.2)** Describe the role of the three main subsystems involved in voice production. **(LS1: CG-1, C-1.1; CG-2, C-2.1; LS2: CG-1, C-1.2)** Recognise ways to care for one's voice and demonstrate vocal warm-ups. **(LS1: CG-1, C-1.1; CG-2, C-2.1; LS2: CG-1, C-1.2)** Study how rhythmic patterns are created from various syllables. **(LS1: CG-1, C-1.1; CG-2, C-2.1; LS2: CG-1, C-1.2)** Demonstrate the concept of LCM in *tala*. **(LS1: CG-2, C-2.1; CG-3, C-3.1; LS2: CG-1, C-1.2)**
Music Ragas and Talas (9 hours/ 10.8 periods)	1.1 Revisiting Basic Elements and Swarasthanas of Indian Classical Music 1.2 *Raga* classification system • *Raga jaatis* (*audava, shadava,* and *sampoorna*) • Basic definition of *thaat* and *melakarta* systems Activity: Identify the number of notes in a *raga*. 1.3 Hindustani *raag — alhaiya bilaval*, carnatic *raga,* and *shankarabharanam*. 1.4 Two compositions each in Hindustani and Carnatic Music 1.5 Hindustani *taal — teentaal, jhaptaal* Carnatic *taals — aadi*, *rupaka* Activity: Write a piece of music as per the *taal* cycle. Reflect on the process of writing a lyric and setting it to a *taal*.	Students will be able to: Identify and demonstrate the 12 note positions. Describe the concepts of *raga* classification system with examples. **(LS1: CG-1, C-1.1; CG-3, C-3.1; LS2: CG-1, C-1.3)** Sings the notes of one *raga* each from Hindustani and Carnatic Music. **(LS1: CG-3, C-3.1; LS2: CG-1, C-1.3)** Sings at least two compositions in a *raga* of Carnatic and/or Hindustani Music. **(LS1: CG-3, C-3.1; LS2: CG-1, C-1.1, C-1.3)** Explain and demonstrate two *talas* each of Hindustani and Carnatic Music. **(LS1: CG-3, C-3.1; LS2: CG-1, C-1.3)** Compare a composition before and after setting it to *taal*. **(LS1: CG-2, C-2.1, C-2.2; CG-3, C-3.1, C-3.2; LS2: CG-1, C-1.2)**

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Music Collaborations and Impact of Indian Music on other types of Music around the World (5 hours/ 6 periods)	1.1 Music and migration • Introduction to how migration influences music • Examples of music styles that have resulted from migration (e.g., Chutney, UK Bhangra, etc.) Activity: Building a memory box of songs as an archive of family or community memory. 1.2 Families of musical instruments with similar features across the world • Lute family and Flute family Activity: Examine the similarities and differences between related instruments in terms of their structure and sound.	Students will be able to: Discuss how migration has influenced world and Indian music. **(LS1: CG-4, C-4.1; LS2: CG-1, C-1.3)** Describe the various ways in which musical instruments can be categorised. **(LS1: CG-2, C-2.1; LS2: CG-1, C-1.3)** Identify and group musical instruments into similar families. **(LS1: CG-2, C-2.1; LS2: CG-1, C-1.3)**
Theatre • Create your theatre company • Vision logo team • Research in theatre (5 hours/ 6 periods)	1.1 Creating a theatre company: • Team building and collaboration • Vision of the Theatre Team: Creative thinking behind the name and logo, and defining purpose and goals 1.2 Research in Theatre • Individual or Group Research Activity: Students choose a topic that interests them in the Dramatic Arts. They engage with concepts and tools related to researching Dramatic Arts in society. • Conduct interviews with theatre personnel. • Conduct surveys and field visits • Visits art galleries and watch different performances (such as melas, activity or cultural centres, auditoriums, museums, etc. • Studies selected literature and apply it to the research topic.	Students will be able to: Discuss the ideas and processes that interest them in Dramatic Arts. **(LS1: CG-1, C-1.1; LS2: CG-1, C-1.1)** Create artistic work or projects based on various applications of the Dramatic Arts. **(LS1: CG-1, C-1.2; LS2: CG-1, C-1.1)** Interact with peers, teachers, family members and artists in their community to know more about the scope of the Dramatic Arts, e.g., enquire about access and locations of auditoriums, performers, types of plays, theatre groups, festivals, etc. **(LS1: CG-1, C-1.2; LS2: CG-1, C-1.3)**

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Theatre • Lighting and sound • Basic concepts of design • Lights and sound equipment • Background music and sound effects (3.20 hours/ 4 periods)	Introduction to importance of light and sound in theatre • Lighting equipment, such as Par-can, profile, fresnal lens, patch panel, dimmer, etc. Sound equipment like microphones, amplifiers and speakers • Their functional roles in performance environments. Basic concepts of design: Explore how lighting and sound (stage lighting, background music and sound effects) influence mood, meaning, and emotional tone within a scene.	Students will be able to: Identify differences in approaches and techniques of scene work at each step of the process, e.g., explain how the arrangement of various elements convey different meanings and emotions. **(LS1: CG-2, C-2.1; LS2: CG-1, C1.2)** Experiment with themes and ways of presentation during large collaborative projects targeted towards creating drama. **(LS1: CG-2, C-2.2; LS2: CG-1, C1.2)**
Theatre Direction and Acting • Basic techniques and responsibilities of a director • Schools of acting • Facilitating workshops (6 hours/ 7 periods)	Introduction to styles, techniques, and values related to direction: • Visualising a scene and its techniques • Styles and approaches to direction • Schools of acting in Indian and Western traditions • Facilitating workshops • Leadership, collaboration, and taking responsibility in the production process	Students will be able to: Experiment with themes and projects targeted towards large collaborative productions. **(LS1: CG-2, C-2.1; LS2: CG-1, C-1.2)** Experiment with rehearsal techniques and run-throughs. **(LS1: CG-2, C-2.1; LS2: CG-1, C-1.1)** Demonstrate familiarity with the proper use and maintenance of costumes, props, and stage equipment used for drama **(LS1: CG-3, C-3.1; LS2: CG-1, C-1.2)**
Theatre Stage aesthetics Colours and Symbolism in theatre (2.30 hours/ 3 periods)	1.1 Symbolism: Exploring various icons, indices and symbols through scene-building activities. 1.2 Colours and meaning building: Activities include colour theories in *Natyashastra*, the impact of colours on stage (sets, props, and costumes and their effects) 1.3 Art appreciation: Read different types of literature beyond drama, such as poetry and short stories. Observe various types of drama from classical to folk and modern to build opinions and share thoughts.	Students will be able to: Observe the overall nature and basic elements of art forms, and the variety of genres in Indian dramatic art forms (traditional to contemporary), participate in guided discussions and incorporate elements into one's own artworks. **(LS1: CG-3, C-3.2; CG-4, C-4.1; LS2: C 1.1, 1.3)**

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	1.4 Connect with other art forms: Visit art galleries, museums, auditoriums to watch different performances, interview artists from different disciplines, group discussion, etc., to enhance perspective and approach towards art.	
Dance and Movement Components of Dance (4 hours/ 5 periods)	1.1 Body Geometry: Concepts of *saushthava*, *rekha* and *roopa* 1.2 Revisiting rhythms and tempos 1.3 Introduction to the four *abhinayas* 1.4 Dance in Cinema Activity: Watch a dance sequence from a film and write an entry it 1.5 Dance Project Activity: Watch a dance performance, and write an entry analysing your observations of the performance	Students will be able to: Describe and demonstrate body alignment (*saushtava*) while performing dance movements. **(LS1: CG-3, C-3.1; LS2: CG-1, C-1.1, C-1.2)** Apply basic elements, such as footwork, hand gestures, rhythm, tempo and mood in dance sequences. **(LS1: CG-2 C-2.1; LS2: CG-1, C-1.1, C-1.2)** Describe the classifications of dance (*nṛtta* and *nṛtya*), as well as four *abhinayas* and their application. **(LS1: CG-3, C-3.1; LS2: CG-1, C-1.1)** Identify the dance form and correlates (*nṛtta* and *nṛtya*), *abhinayas*, *rasa*, and rhythm in the performances. **(LS1: CG-4, C-4.2; LS2: CG-1, C-1.3)** Examines the four *abhinayas* through the work of important personalities across diverse art forms. **(LS1: CG-4, C-4.1; LS2: CG-1, C-1.3)**
Dance and Movement Dance as Visual Storytelling (4 hours/ 5 periods)	2.1 *Abhinaya* in various dance traditions 2.2 Performing *abhinaya* Activity: Create performative situations or phrases applying the different *abhinayas*.	Students will be able to: Discuss and compare the different types of *abhinaya,* and incorporate these into the creative practice. **(LS1: CG-3, C-3.2; LS2: CG-1, C-1.2)** Perform movement sequences with different kinds of music and narration, and compare the experiences. **(LS1: CG-2, C-2.2; LS2: CG-1, C-1.2)**
Dance and Movement Cultural Connections through Dance (7.30 hours/ 9 periods)	3.1 Indian dance cultures Activity: Learn and perform the local and regional dance forms. 3.2 Career journeys of artists Activity: Carry out a podcast and interview a peformer, or visit a related institution.	Students will be able to: Interact with art professionals and find what interests them in Dance. **(LS1: CG-1, C-1.2; LS2: CG-1, C-1.2)** Create a dance sequence inspired by the elements of diverse Indian and global dance forms. **(LS1: CG-3, C-3.1, C-3.2; LS2: CG-1.2, 1.3)**

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	3.3 Comparative analysis project on dance stories in India and Southeast Asia Create and perform a short dance performance combining element of the Southeast Asian dance forms, and discuss its similarities and differences	
Dance and Movement Dance: A Journey from Concept to Creation (5 hours/ 6 periods)	4.1 Choreography—rhythm and tempo, distance and space • Create and perform a short choreography incorporating concepts of space, direction, rhythm, and *abhinaya.* 4.2 Discuss the physical, mental and emotional well-being through movement	Students will be able to: Contribute ideas and reflect the collaborative process of dance choreographies. **(LS1: CG-2, C-2.2; LS2: CG-1, C-1.1, 1.2)** Creatively use space and directions in solo and group choreographies. **(LS1: CG-3, C-3.1; LS2: CG-1, C-1.2)**

Pedagogy or Instructional Methods

Arts Education not only develops skills and craft of making and performance, but develops broader arts appreciation and creative thinking capacities. Thus, art classes foster peer learning, encourage students to express themselves freely, exchange ideas, explore techniques in their work, and develop an appreciation of the diversity of art and aesthetics in India and the world.

Experiential Learning

The NCF-SE 2023 emphasises that art must be learnt through performing or making of artwork or performances. Rather than relying merely on explanation, theoretical concepts are learnt through activities, and students must be encouraged to apply them in their artistic expression. Students may be asked to demonstrate their creations and discuss their learning and reflections in groups. They should also be encouraged to reflect on their experiences through regular journaling.

Collaboration

Learning is encouraged through group activities and discussions with peers. Classroom discussions of concepts, artworks and performances, and student work allow them to gain exposure to a

variety of perspectives and aesthetics, and to learn to appreciate and accommodate diverse perspectives.

Interdisciplinarity

Activities have been designed by keeping in mind the meaningful connections of techniques, skills, materials across art forms and other disciplines. These activities promote learners' understanding of the linkages between the visual and performing arts, as well as other disciplines, such as Languages, Social Sciences, Sciences and Physical Education.

Emphasis on Local Culture and Resources

Teachers are encouraged to make use of local resources and local cultures in their teaching. Activities may be modified based on available resources, space and infrastructure. While it is expected that students gain exposure to art and culture from across India and the world, it is essential that they are first made familiar with the art and traditions of their region. Workshops with local artists may provide exposure to new experiences and professions within the arts.

Effective Use of Teaching Learning Materials

Teachers are encouraged to show students relevant artworks and digital material, such as videos, photographs and audio recordings, and conduct classroom discussions and allow time for reflection. Visits to museums, heritage sites, performances, melas, etc., help students learn through exposure to art accessible in their regions.

Inclusivity

Teachers must encourage the participation of and collaboration among all students, regardless of gender, ability, or social background. Students with disabilities must be given equal opportunities and access to participate in all art activities and discussions. Teachers could modify activities to make them inclusive for all students in a class and should focus on what students with disabilities can do independently or with some guidance in order to empower them.

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Visual Arts	**Discussions** • Large group discussions while introducing new concepts • Small group discussions for brainstorming and project work • Individual conversations while making an artwork • Practical activities • Exercises for core skills • Regular sketching and journalling • Theme-based projects that focus on making, completing and presenting artwork • Beyond the textbook: Alternatives and adaptations of textbook activities that can achieve competencies • Exposure visits or workshops • Visits to museums, art institutions, local art centres, melas, etc. • Interactive workshops with invited artists
Music	The five aspects in Music training incorporates: • Listening: Introduces the learner to the different forms of music, styles of rendition, and skills of musicians. Provides exposure to live Music programmes or concerts through multiple media platforms. • Responding: Imbibing different styles of singing, understanding the emotional content, copying, and also creating simultaneously is an essential tenet. • Creating: Tunes, lyrics and rendering in varied styles by combining vocal and instrumental Music is an important aspect. This collaborations have created many styles of compositions. • Presentation Skills: The setting of a stage, rapport with the audience, technical settings and adjustments are essential. • Understanding the linkages of music to dance, drama, language, and also the tangible objects like heritage monuments, drawings and paintings.
Dance and Movement	Threefold Aspect of Dance Education: **1. Seekhya (Learning or Training Methods)** • Textbook instructions are to be followed by the teacher, and theory will be taught from the textbook. Thus, the written material could be taught by any art teacher. • Lessons modules to be provided with videos on DTLM. • The basic pedagogy will focus on imparting the basics movements aided by concepts from dance treatises. • Students may be encouraged to apply concepts with their imagination and creativity. For example, hand gestures can be explored with the learner building their vocabulary and language using the concept of hand gestures as a tool of communication. • Attending workshops and lecture demonstrations will also be a component of the pedagogy.

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	2. Dekhya (Watching, Observing) • The students will be encouraged to attend performances by maestros, and established exponents of Indian and global dance forms. • Observe ritual and community dances that are part of the local culture of the region. **3. Parkhya (Contemplation, Discussion, Writing)** • Students are encouraged to research, journal and foster writing on dance. • Self-review of their dance and movement, and speaking on their personal experiences through dance will be a part of the pedagogy.
Theatre	**Group Activities** • Teamwork and leadership skills in planning • Creative outputs and goals to be presented **Individual work** • Exercises for core skills • Self-analysis and focus on individual interests • Presentations of project works and opinions • Exploratory activities of individual possibilities **Class Activities** • Visits to performances, meeting the cast and crew backstage • Workshops with experienced technicians and artists • In-class work and spontaneous project presentations • Out of class work—meeting people, interviews, surveys

Assessment

Assessments in Arts Education play a crucial role in understanding and nurturing students' creative abilities and artistic growth. The focus is not only on technical skills and knowledge, but includes creative expression, critical thinking, and dispositions, such as commitment, curiosity, collaboration and sensitivity. Assessment in Arts Education should include assessment of learning, assessment as learning and assessment for learning, as recommended in the NCF-SE 2023. They should be continuous, holistic, and competency based.

Formative Assessment

Formative assessment is integrated into daily teaching-learning processes to provide regular feedback and support student learning. Peer and self-assessment need to be considered along with teacher observations, which can be done through:

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- **Classroom activities:** Arts Education focuses on learning new concepts through activities. Learning outcomes are linked to activities that teachers may modify based on the local context. It is recommended that sufficient time is provided for learning through activities, so that students are able to explore their creativity, express themselves freely, and practice new techniques.
- **Discussion circles:** Classroom discussions can be conducted during and after activities to encourage peer learning, reflection and space to express their challenges. Peer assessment can also be done through discussion after the activities.
- **Students' arts journal:** A student's art journal is a space for students to document their observations of everyday life and the aesthetic experiences they encounter through various art forms. Journaling encourages regular practice, consistent reflection of their work, and self-assessment of their progress over the course of the term.

Summative Assessment

In the secondary stage, assessment of learning will comprise of theory and practical examinations. Summative assessment evaluates student learning at the end of a term. This will include the following:

Theory

The theory examination will largely be based on the History of Arts chapter and the first chapter of every art form. It will assess students on their conceptual understanding related to the specific art forms as well as necessary values and dispositions. This can be done through a pen and paper test, or open book examination. The following questions may be used.

- **Objective-type Questions:** Questions will assess understanding and conceptual clarity related to terminology, factual, and general knowledge about various art forms.
- **Short Answer Questions:** Questions will ask students to write short responses related to basic concepts of an art form, apply them in various contexts, and write about the art traditions and practices.
- **Short Essay Questions:** Questions will ask students to describe an artwork or performance, identify techniques, styles and characteristics, and reflect on their experience and write about their interpretation. Students may be asked to reflect on their participation and experience in various artistic events, and field trips to various cultural centres and heritage sites.

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Practical

These require students to demonstrate specific skills and applications of their learning.

- Artefacts created by students can give information about a student's strengths and abilities. These could include artworks, costumes, models, etc.
- Demonstration of core competencies in Music, Dance, Theatre and Visual Arts, accompanied by a portfolio submission for Visual Arts and a Viva Voce for the Performing Arts.
  - Visual Arts: Creating an artwork by applying fundamental visual arts concepts and techniques.
  - Music: Presentation of a song using the various techniques learnt.
  - Dance: Presentation of dance using the various concepts and techniques learnt.
  - Theatre: Perform once of a short play, with the choice of working in a particular department.
- **Portfolios:** A student portfolio is a purposeful collection of their work that showcase efforts, progress, and achievement. It could be a collection of the student's day-to-day work or a collection of their best pieces. In Music, Dance and Theatre, students can write a brief report regarding what they learnt, experienced or presented on a particular day. It becomes a cumulative record of performance, which develops a clear picture of what students know and can do and how they have progressed over the period.
- Participation in any annual programme, assembly, school function or inter-school event.
- Project work based on practical activities and extended explorations.

Textbook: The NCF-SE 2023 aligned new textbook of Arts Education for Grade 9 developed by the NCERT.

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Physical Education and Well-being

Introduction

Physical Education and Well-being is an essential component of holistic education that promotes balanced development of physical, mental, emotional, and social dimensions of learners. In the present era of rapid technological advancement, academic pressure and sedentary lifestyles, the subject plays a critical role in nurturing healthy habits, physical literacy, emotional resilience, and positive social behaviour among students. It prepares learners not only for physical fitness but also for meaningful participation in society as confident, responsible, and ethical individuals.

The scope of Physical Education and Well-being extends beyond sports and physical exercise. It encompasses fitness management, movement skills, emotional regulation, teamwork, leadership, value-based living and holistic well-being. Structured physical activities, games, and reflective practices develop essential life skills, such as self-discipline, perseverance, cooperation, empathy, decision-making, and critical thinking. These skills contribute to the overall well-being, and support lifelong engagement in healthy and active lifestyles.

With increasing societal emphasis on excellence in holistic health, fitness and sports, Physical Education and Well-being addresses contemporary challenges, such as lifestyle-related diseases, mental stress, social inequality, and exclusion. The subject promotes values of fairness, inclusivity, gender equality, respect for diversity, ethical conduct, and social responsibility. It encourages students to develop self-awareness, regulate emotions, and build healthy relationships, thereby contributing to personal and social well-being.

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Nature of the Subject

Physical Education and Well-being is a dynamic, experiential, and value-oriented subject that plays a vital role in the holistic development of learners. It recognises movement as a powerful medium for learning and self-expression.

The subject is interdisciplinary, drawing on knowledge from the biological sciences, psychology, sociology, health sciences, technology, and environmental studies. Learners explore how physical activity influences body systems, mental processes, behaviour and social interactions, connecting theory with practice through active participation, observation and reflection.

Physical Education and Well-being is an inclusive and learner-centric subject, catering to diverse abilities, interests, genders, and cultural backgrounds. It promotes equity, accessibility, and participation for all, including children with disabilities and special needs. Through games and sports, students learn ethical behaviour, fair play, discipline, perseverance, humility in success, and grace in defeat, while also developing confidence, self-esteem, and emotional intelligence essential for personal and academic success.

Physical Education serves as a vehicle for character building, providing opportunities for self-regulation, goal setting, critical thinking, and problem-solving in real-life situations. The pedagogy is learner-centric and inclusive, with learning taking place through direct participation, inquiry, discussion, and reflection. Activity-based learning, project work, discovery-oriented approaches, and collaborative practices enable students to connect theoretical knowledge with real-life experiences.

Nature of Knowledge in this Subject

Knowledge in Physical Education and Well-being is experiential, applied, interdisciplinary, and transformative. Unlike purely theoretical subjects, collaboration in Physical Education is based on learning through movement, practice, thinking about one's actions, and learning with others. Knowledge is constructed through doing, observing, analysing, and reflecting on physical activity experiences, thereby enabling learners to internalise concepts meaningfully and apply them in real-life contexts.

The knowledge acquired is dynamic and evolving, and is continuously influenced by advancements in sports science, health

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research, digital technologies, and changing societal needs. The nature of knowledge encompasses four interconnected dimensions:

- **Conceptual Knowledge:** This includes understanding the principles of health, physical fitness, movement, wellness, nutrition, behaviour, and human body systems. Learners gain insights into growth and development, physiological responses to exercise, injury prevention, mental well-being, and the relationship between physical activity and overall health. Conceptual knowledge provides the scientific and theoretical foundation necessary for informed decision-making regarding lifestyle and fitness.
- **Practical Knowledge:** Practical knowledge is developed through hands-on participation and skill acquisition. It involves learning and refining motor skills, sport-specific techniques, movement patterns, game rules and strategies, and safe practices during physical activity. Students also acquire essential life skills, such as First Aid, Basic Life Support (BLS), Cardiopulmonary Resuscitation (CPR), and safety protocols, enabling them to respond responsibly in emergencies and promote a safe supporting environment.
- **Reflective Knowledge:** Reflective knowledge enables learners to evaluate their physical, emotional, and behavioural responses during and after physical activities. Through self-assessment, fitness tracking and reflective journals, students analyse their strengths, limitations, habits, and attitudes. This dimension also fosters awareness of ethical conduct, fair play, inclusivity, respect, discipline and value formation, supporting character development and emotional intelligence.
- **Social Knowledge:** Social knowledge focuses on understanding the role of physical activity like sports in society. Learners explore how sports contribute to nation-building, cultural identity, community engagement, and global harmony. This includes the responsible and meaningful use of leisure time, the promotion of gender equity and equality, the inclusion of persons with disabilities, accountability, affordability, and the appreciation of diversity. Students also learn about teamwork, leadership, cooperation, and citizenship through shared physical experiences.

Knowledge of Physical Education and Well-being empowers learners to develop lifelong healthy behaviours, ethical values, social

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responsibility, and self-confidence. It supports holistic growth by integrating physical competence with mental awareness, emotional balance, and social sensitivity, preparing students to lead active, healthy, and purposeful lives in a rapidly changing world.

Aims of Physical Education and Well-being

- Promote lifelong health, fitness and well-being by encouraging regular participation in physical activity, and the adoption of healthy lifestyle practices that support physical, mental and emotional balance throughout life.
- Develop fundamental and advanced motor skills, coordination, agility, balance, strength and body awareness, enabling students to perform a wide range of physical activities, sports, yoga, and fitness routines with confidence and competence.
- Foster positive attitude toward physical activity and healthy living by cultivating enjoyment, motivation, self-confidence and appreciation for movement.
- Build social and emotional skills, such as cooperation, empathy, teamwork, leadership, communication, and respect for diversity through collaborative activities and inclusive participation.
- Cultivate character traits including self-discipline, resilience, perseverance and fair play, helping students manage emotions and demonstrate ethical behaviour.
- Enhance mental well-being and emotional regulation through physical activity, and yogic practices of *pranayama*, meditation and relaxation techniques to manage stress, improve concentration, build self-esteem, and develop emotional intelligence.
- Encourage responsible citizenship and value-based behaviour by promoting inclusivity, gender equity, respect for persons with disabilities, environmental awareness, and social responsibility through sports and community engagement.
- Prepare students for career pathways in sports, fitness, wellness, yoga and health-related fields by creating awareness of professional opportunities, developing foundational skills, and nurturing interest in lifelong learning within the physical education and sports ecosystem.

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Connectivity with the NEP 2020 and the NCF-SE 2023

The Physical Education and Well-being curriculum is closely aligned with the vision and principles of the NEP 2020 and the NCF-SE 2023, which advocate holistic, inclusive and competency-based education. The curriculum places well-being, physical literacy, and experiential learning at the core of the educational process, recognising physical health and mental wellness as essential foundations for lifelong learning, holistic health and overall human development.

In accordance with the NEP 2020, the curriculum emphasises learning by doing, joyful participation and real-life application of knowledge. Students engage in diverse physical activities, sports, yoga, and fitness practices that promote physical competence, emotional balance, and social responsibility. The focus shifts from rote learning and excessive competition to competency-based learning, where students demonstrate understanding through performance, reflection, collaboration, and self-assessment.

The curriculum upholds the principles of equity, inclusion, and accessibility as outlined in the NCF-SE 2023. It ensures participation of all learners, irrespective of gender, ability, socio-economic background, or physical limitations. Special emphasis is placed on inclusive practices, disability awareness, gender equity, and culturally rooted physical activities, enabling students to develop empathy, respect for diversity, and ethical awareness.

Consistent with the emphasis of the NEP 2020 on 21st century skills, Physical Education and Well-being fosters critical thinking, creativity, communication, collaboration, leadership and problem-solving through strategic gameplay, teamwork, reflective practices, and project-based learning. The curriculum also integrates technology and data literacy through the use of fitness apps, wearables, performance analysis tools, and basic data handling, preparing learners to engage with modern developments in sports and health sciences.

Overall, Physical Education and Well-being supports the NEP 2020's vision of balanced development of mind, body and emotions, nurturing confident, healthy, socially responsible, and ethically grounded individuals. By promoting lifelong engagement in physical activity and wellness practices, the curriculum contributes meaningfully to the development of active citizens who are capable of contributing positively to society and the nation.

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Approach

Physical Education and Well-being is most effectively learned through an integrated, experiential, and learner-centred approach that combines physical practice with conceptual understanding, reflection, and social interaction. The subject emphasises learning through movement, participation and lived experiences, enabling students to connect knowledge with the real-life application and develop lifelong healthy habits.

- **Practice and Experiential Learning:** Students actively engage in a wide range of physical activities, such as ethno-sports, indigenous games, Olympic sports, yoga, fitness drills, and everyday wellness routines. These experiences allow learners to develop motor skills, physical competence, confidence, and enjoyment of movement. Real-life contexts help students understand the practical relevance of physical activity for health, recreation, and performance.
- **Theory and Conceptual Understanding:** Alongside practical engagement, students learn the scientific principles underlying movement, fitness, health, anatomy, and physiology. Concepts related to body systems, energy expenditure, growth and development, nutrition, and injury prevention are introduced to help learners make informed decisions about physical activity and lifestyle management.
- **Interdisciplinary Connections:** The approach encourages meaningful connections across disciplines. Learners link biology (structure and function of body systems), psychology (stress management, motivation, emotions, and mental health), Information and Communication Technology (ICT) (fitness tracking, data handling, and performance analysis), and social sciences (sports ethics, gender equity, inclusivity, and cultural significance of games).
- **Reflective Learning:** Students maintain wellness journals, fitness logs, and self-evaluation records to monitor progress, identify strengths and areas for improvement, and reflect on emotional and behavioural responses to physical activity. Reflective practices foster self-awareness, critical thinking, and self-regulation.

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- **Collaborative and Inclusive Practice:** The curriculum promotes inclusive participation by adapting activities to suit diverse abilities, interests, and needs, including para sports and inclusive games. Collaborative practices help develop empathy, leadership, communication skills, and respect for diversity.

Learning Standards

Curricular Goals	Competencies	
Learning Standard 1		
CG-1 Demonstrates a high level of competence in the understanding of movement concepts, strategies, and principles, while engaging and performing in physical activities, including sports and dance.	C1.1	Exhibits proficiency in all movement and motor skills required to participate and excel in at least one sport, yoga or any other physical activity (team, dual, individual).
	C1.2	Explains the role of rhythmic drills to improve their game.
	C1.3	Exhibits the ability to use complex movement concepts and principles to develop and refine their games or sports skills.
	C1.4	Exhibits and explains the manipulation of space and equipment in the context of a game.
	C1.5	Applies knowledge and understanding of movements, and skills to develop a physical activity plan for themselves, follow a routine and assess independently.
CG-2 Exhibits sensitivity and learns to manipulate their personal and social behaviour towards themselves and others.	C2.1	Reflects upon their and others' behaviour before, during and after the physical activity in the long term. This may include different but related behaviours, including emotional state of mind, physical fitness, fatigue, fair play, biases, and personal interests.
	C2.2	Articulates the importance of emotional and mental support to others, as well as, improving performance and encouraging others to perform by analysing the behaviour of student when someone is emotionally or physically hurt, and how their support may improve others' performance.
	C2.3	Modifies and creates new games and rules that are more inclusive in nature.
	C2.4	Creates and applies safety rules, protocols for physical activity, and visualises how they can be applied outside the field as well.
	C2.5	Demonstrates fairness and responsible behaviour in tough contexts and situations.
	C2.6	Exhibits modesty after an exceptional performance, accepts defeat gracefully and enjoys the game.

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CG-3 Demonstrates social sensitivity and mental engagement in physical activity and game situations.	C3.1	Designs and uses multiple strategies in a game and can make new strategic moves in challenging game situations (for example, a student's plan A and B, both failed and strategise a plan C during the game).
	C3.2	Understands and deals with their and others' emotions, and the thinking process during the game.
	C3.3	Demonstrates calmness and courage in difficult situations, and is able to calm their teammates.
	C3.4	Regulates the intensity in different situations.
CG-4 Plans personal physical fitness goals independently and monitors them.	C4.1	Sets multiple physical activity and fitness goals, such as improving multiple shots or their overall match performance.
	C4.2	Assesses their progress in terms of efforts, processes, and outcomes.
	C4.3	Prepares, plans, and schedules their exercises and warm-ups in consultation with their teacher to get maximum benefits.
CG-5 Learns about the value of physical activity for health, enjoyment, challenge, expression, and social interaction.	C5.1	Illustrates the role of physical education for positive social interaction, while discussing physical activity throughout history and culture.
	C5.2	Examines the role of physical activity in improving self-confidence and self-esteem.
	C5.3	Appreciates the aesthetic appeal of a performance, such as someone's classy straight drive, a beautiful free kick, an effortless smashing of the ball, a well-placed drop shot, or a speedy smash.
	C5.4	Expresses self through dance, gymnastics, or any physical activity.
CG-6 Assesses their growth and development.	C6.1	Examines the role of different factors which affect growth and development, such as heredity, immediate environment, diet, diseases, state of mind and physical activity.
	C6.2	Analyses the relationship of nutrition, physical activity, and mental health with skeletal health, muscles, strength, endurance, flexibility and agility.
	C6.3	Classifies the common injuries of bones and muscles, and describes the protocol for seeking medical help for themselves and others when needed like providing first-aid in such situations.
	C6.4	Outlines and challenges the societal beliefs and taboos associated with different aspects of growth, and development in the adolescent age.

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CG-7 Learns about tournaments at the international, national, state, district, and block levels.	C7.1	Charts the various tournaments at international, national, state, district and block levels.
	C7.2	Describes the participation criteria and rules of tournaments.
	C7.3	Summarises the support or organisational structures to participate in tournaments.
	C7.4	Explains the different forms and procedures for participating in tournaments.
Learning Standard 2		
CG-1 Demonstrates competence in the understanding of movement concepts, strategies and principles, while engaging in and performing physical activities, including sports.	C1.1	Exhibits all movements and motor skills required to participate and play in at least one sport, yoga or any other physical activity (team, dual, individual).
	C1.2	Exhibits the ability to use complex movement concepts and principles to develop and refine one's game and sports skills.
	C1.3	Applies knowledge and understanding of movements, and skills to develop their own physical activity plan, follows a routine and assesses independently.
CG-2 Exhibits sensitivity and learns to regulate their personal and social behaviour towards themselves and others.	C2.1	Reflects upon their and others' behaviour before, during, and after the physical activity. This may include different but related behaviours, including emotional state of mind, physical fitness, fatigue, fair play, biases, and personal interests.
	C2.2	Articulates the importance of a team member's support to improve performance in the game, by analysing the behaviour of students when someone is emotionally or physically hurt, and how their support may enhance the performance of others.
	C2.3	Modifies and creates new games and rules that are more inclusive in nature.
	C2.4	Creates and applies safety rules and protocols for physical activity and visualises how they can be applied outside the field as well.
	C2.5	Demonstrates fairness and responsible behaviour in tough contexts and situations.
	C2.6	Exhibits modesty after an exceptional performance, accepts defeat gracefully, and enjoys the game.
CG-3 Demonstrates social sensitivity and mental engagement in physical activity and game situations.	C3.1	Designs and executes multiple strategies for the game.
	C3.2	Understands and deals with their and others' emotions, and the thinking process during the game.
	C3.3	Demonstrates calmness and courage in difficult situations, and can calm their teammates.

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CG-4 Learns to connect physical activity with health, enjoyment, challenge, expression, and social interaction.	C4.1	Discusses activities that bring personal satisfaction
	C4.2	Identifies diverse cultures with special reference to dance, physical activity, local games and spaces to interact.
CG-5 Learns about tournaments at the international, national, state, district and block levels.	C5.1	Charts the various tournaments at international, national, state, district and block levels.
	C5.2	Describes the participation criteria and rules of the tournament.
	C5.3	Summarises the support structure or organisational structure to participate in tournaments.
	C5.4	Explains the different forms and procedures for participating in tournaments.

Development of Competencies and Learning Outcomes

Content organisation and learning outcomes for developing competencies in Grade 9.

Units T: Theory P: Practical	Unit Outline/Key Concepts	Learning Outcomes
Unit 1 Development of Physical Culture in India 4 Hours (T: 4 hrs)	• Definition, Meaning, Aims and Objectives of Physical Education • History and Culture of Physical Education and Sports in India • Introduction to Physical Literacy • Career Prospects	Competencies developed in this unit: **C5.1, C5.3, C6.1, C6.2, C4.1, C4.3** Students will be able to: • Explain the meaning and evolution of Physical Education. • Appreciate traditional games and their cultural value. • Identify diverse careers in physical education and sports.
Unit 2 Health, Fitness and Wellness 6 Hours (T: 2 hrs, P: 4 hrs)	• Meaning and Difference Between Health, Physical Fitness and Wellness • Components of Health-related Fitness • Components of Skills-related Fitness • Dimensions of Wellness. • First-Aid, Basic Life Skills (BLS) and CPR	Competencies developed in this unit: **C6.1, C6.2, C1.1, C2.1, C2.4** Students will be able to: • Differentiate between health, fitness, and wellness. • Identify health-related and skills-related fitness components. • Adopt daily routines promoting hygiene and wellness. • Demonstrate First-Aid and CPR.

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Unit 3 Sciences and Sports 10 Hours (T: 6 hrs, P: 4 hrs)	• Introduction to Body Systems • Skeletal System: Types of Bones, Major Joints, and Functions in Movement • Muscular System: Voluntary and Involuntary Muscles • Introduction to Circulatory and Respiratory Systems during Exercise • Growth and Development	Competencies developed in this unit: **C6.1, C6.2, C1.3, C6.3** Students will be able to: • Describe body systems involved in movement. • Relate exercise to physiological changes. • Demonstrate understanding of growth and development stages.
Unit 4 Technology Integration 4 Hours (T: 1 hrs, P: 3 hrs)	• Digital Literacy: Do's and Don'ts, Data Handling and Interpreting Results • Application of Technology in Sports • Wearables in Sports Competitions, Trainings and Projects	Competencies developed in this unit: **C1.5, C1.3, C3.1** Students will be able to: • Use technology to assess fitness and performance. • Interpret data for performance enhancement.
Unit 5 Sports for All 6 Hours (T: 3 hrs, P: 3 hrs)	• Meaning of Inclusiveness in Physical Education and Sports. • Introduction to Disability and Types (intellectual, physical, sensory) • Disability Etiquette and STEP Model • Women's Participation in Sports • Master Athlete • Community Sports and Khelo India Movement and Fit India	Competencies developed in this unit: **C2.3, C2.1, C2.2, C5.1** Students will be able to: • Describe the concept of inclusivity in sports. • Show sensitivity to disabilities and gender equality. • Participate in community sports programmes.
Unit 6 Olympic Movement 6 Hours (T: 2 hrs, P: 4 hrs)	• Olympism: Concept and Olympic Values (Excellence, Friendship and Respect) • Olympic Value Education: Joy of Effort, Fair Play, Respect for Others, Pursuit of Excellence, Balance Among Body, Will and Mind • Ancient and Modern Olympics. • Olympics: Symbols, Motto, Flag, Oath, and Anthem	Competencies developed in this unit: **C5.1, C2.5, C2.6** Students will be able to: • Explain the evolution of the Olympic Movement. • Apply Olympic values in daily life and sports.
Unit 7 Yoga 14 Hours (T: 3 hrs, P: 11 hrs)	• Yoga for Holistic Health and Well-being • Yoga for Health • Adolescent Age and Hormonal Balance • Yoga for Personal Excellence • Memory and Concentration	Competencies developed in this unit: **C1.1, C6.2, C2.2, C3.3, C5.2** Students will be able to: • Demonstrate selected yoga *asanas* and *pranayama*. • Understand yoga's role in holistic health and well-being.

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	• Willpower and Self-Confidence/ Self-Esteem • Leadership and Responsibility • Creativity and Critical Thinking	• Explain yogic practices related to emotional well-being. • Practice yoga and meditation for self-development. • Exhibit improved focus and confidence.
Unit 8 Sports 40 Hours (P: 40 hrs)	• Hockey • Basketball • Judo • Wrestling • Kalaripayattu • Thang Ta • Gatka • Malkambh • Swimming • Archery • Taekwondo • Cricket • Gymnastic • Yogasana	Competencies developed in this unit: **C1.1, C1.3** Students will be able to: Demonstrate fundamental skills of the given sports.

Pedagogy

The pedagogy of Physical Education and Well-being is grounded in the principles of experiential learning, inclusivity, learner agency, and holistic development. It recognises movement as a powerful mode of learning and views the learners as active participants in the construction of knowledge. Teaching-learning processes are designed to promote physical competence, conceptual understanding, emotional intelligence, ethical values, and social responsibility through purposeful engagement and reflection.

Activity-Based and Experiential Pedagogy

Students actively participate in sports practice, games, yoga, fitness drills and structured practical assessments, enabling them to learn by doing. Practical exposure, such as exploring skeletons and torso models in laboratories, practising Cardio Pulmonary Resuscitation (CPR) and first-aid, and conducting fitness tests, helps learners understand anatomical structures, physiological responses, and safety measures in real-life contexts. These experiences strengthen the motor learning, coordination, confidence, and application of concepts.

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Reflective Learning

Students maintain wellness journals, fitness logs, and health-tracking records to document physical activity levels, nutrition habits, sleep patterns, posture, and emotional responses. Guided reflection supports self-awareness, self-regulation, and responsible decision-making, contributing to lifelong well-being.

Interdisciplinary and Project-Based Learning

Physical Education and Well-being is inherently interdisciplinary. Through project-based learning, students integrate concepts from science (anatomy, physiology, body systems, adolescence, force, movement), psychology (motivation, stress management, emotions, mental health), ICT (data logging, performance analysis, digital presentations), and social sciences (ethics, inclusion, gender equity, community well-being and cultural practices). These projects encourage inquiry, research skills, creativity, collaboration, and real-world problem-solving, reinforcing the relevance of Physical Education beyond the playing field.

Collaborative and Social Learning

Collaborative learning is promoted through team games, group challenges, peer coaching, and shared leadership roles. Students learn to communicate effectively, cooperate with diverse peers, resolve conflicts, and support one another emotionally and physically. Cooperative learning experiences foster empathy, leadership, respect, accountability, and social cohesion, preparing learners for responsible participation in community and society.

Inclusive Pedagogy

The curriculum ensures equitable participation for learners with diverse abilities, fitness levels, and socio-cultural backgrounds. Inclusive pedagogy upholds dignity, belongingness, equity, and respect for diversity, aligning physical education with social justice values.

Integration of ICT

The pedagogy integrates digital tools and technology to enhance learning and assessment. Fitness apps, wearables, online platforms, and virtual simulations are used to track physical activity, analyse movement patterns, interpret performance data, and monitor progress. The use of ICT supports data literacy, self-assessment and informed

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decision-making, aligning learning with modern advancements in sports and health sciences.

Community Engagement and Experiential Exposure

Learning is extended beyond the classroom and playground through community engagement initiatives. Students participate in school sports clubs, Fit India programmes, Khelo India activities, local tournaments, interviewing and engaging with sportspersons and sports fraternity, and community fitness drives. Visits to sports academies, stadiums, and sports science laboratories provide real-world exposure and career awareness. Community engagement fosters citizenship, national identity, and a sense of social responsibility. Through this comprehensive pedagogical approach, Physical Education and Well-being ensures joyful, meaningful, and inclusive learning experiences. It empowers learners to develop physical competence, emotional resilience, ethical values and social sensitivity, preparing them for lifelong engagement in health, fitness and well-being.

Teaching Strategies and Instructional Methods

Teaching Strategies and Instructional Methods in Physical Education and Well-being translate pedagogical principles into classroom, and playground practices.

They are designed to be experiential, developmentally appropriate, inclusive, and reflective, ensuring active engagement, skill acquisition, conceptual understanding, and value formation through movement-based learning.

Experiential and Activity-Based Learning (Learning by Doing)

Students learn through direct participation in traditional and indigenous games, sports drills, yoga practices, warm-up and cool-down routines, fitness challenges, and movement-based activities.

Teachers structure activities through demonstrations, repetition and feedback, enabling learners to connect physical performance with concepts of health, fitness, safety, and well-being.

Demonstration and Guided Practice

Teachers demonstrate exercises, sports skills, indigenous movements and yoga postures, providing clear visual and kinaesthetic cues. Students observe, imitate, and practise movements under supervision.

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This strategy supports motor learning, coordination, posture awareness and safety, particularly for beginners.

Inquiry-Based and Discussion-Oriented Learning

Teachers pose guided questions, such as "How does physical activity influence mental well-being?" or "What makes a game inclusive?".

Post-activity discussions help learners analyse performance, effort, emotional responses and learning outcomes, promoting critical thinking, conceptual clarity and reflective awareness.

Physical Literacy-Oriented Learning

Instruction emphasises progressive development of movement skills, fitness components, motivation, confidence, and enjoyment.

Learners are encouraged to explore movement, set achievable fitness goals, and understand the purpose and benefits of physical activity, supporting sustained engagement and healthy lifestyles.

Reflective Practices and Wellness Diary

Students maintain a wellness diary to record physical activity, healthy habits, sleep patterns, hydration, posture, and emotional states. Reflection supports goal setting, habit formation, self-regulation, and responsible health choices.

Collaborative and Cooperative Learning

Group activities, team games, peer coaching, and shared leadership tasks are used to promote cooperation, communication, empathy, and mutual respect.

Collaborative learning strengthens social skills, accountability, leadership, and fair play.

Role Play, Simulation, and Applied Learning

Students engage in role-play by assuming roles, such as coaches, referees, fitness trainers, or health advocates.

These activities develop leadership, communication skills, empathy, decision-making and career awareness, while deepening the understanding of the sports and wellness ecosystem.

Storytelling and Cultural Pedagogy

Storytelling is used to introduce learners to the historical and cultural roots of Physical Education, including traditional games, yoga, and indigenous movement practices.

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These narratives provide context, cultural continuity and meaning to physical practices, linking tradition with contemporary understanding.

Project-Based and Community-Linked Learning

Learners undertake small-scale projects, such as studying local sports traditions, analysing community fitness practices, interviewing sports professionals, or exploring initiatives like Fit India and Khelo India. Community engagement and project work promote research skills, social awareness, citizenship, and real-world application.

Flipped Classroom Approach

Conceptual inputs are accessed through videos, readings, or digital resources outside class, allowing class and playground time to focus on demonstrations, practice, discussion, and application-based learning.

A variety of learning resources are used to support diverse learning needs and enhance experiential learning:

- **Print resources:** Referred textbooks, Teacher's Handbook, and reference books
- **Digital and online resources:** Websites of national and international sports federations, yoga and wellness weblinks, e-learning platforms, videos, and digital content
- **Experiential resources:** Visits to stadiums, sports academies, sports science laboratories, such as Strength and Conditioning Labs, Exercise Physiology Labs, and interaction with sports professionals
- **Community resources:** Participation in school sports clubs, Fit India initiative, Khelo India programme, and local tournaments

Assessment

Assessment in Physical Education and Well-being is continuous, comprehensive, competency-based, and learner-centric. It focuses on assessing not only physical performance but also conceptual understanding, effort, participation, reflection, values, and social behaviour. Assessment practices align with the principles of assessment for learning, assessment as learning, and assessment of learning, as recommended by the NEP 2020.

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Formative Assessment

Formative assessment is integrated into daily teaching-learning processes to provide regular feedback and support students' growth.

- **Classroom oral responses and concept checks:** Short question-answer sessions, quizzes, and discussions are conducted after lessons to assess the understanding of concepts related to health, fitness, body systems, wellness, and sports ethics.
- **Reflection journal or wellness diary:** Students can maintain a wellness diary to document daily physical activity, sleep patterns, posture, hydration, nutritional habits, and emotional states. This will help them assess their self-awareness, consistency, and reflective abilities.
- **Peer and self-assessment:** After games and physical activity sessions, students can assess themselves and their peers based on their participation, cooperation, effort, fair play, and teamwork. This will encourage the values of responsibility, empathy, and honest reflection among them.
- **Case study and discussion-based assessment:** Students can participate in discussions and case studies, such as — How traditional games promote mental health and social well-being?, allowing assessment of critical thinking, communication skills, and application of concepts among them.

Summative Assessment

Summative assessment evaluates the overall learning outcomes at the end of a unit or term. It can be done in three ways:

- **Pen and paper test:** to assess the conceptual clarity related to definitions, principles, terminology, and factual knowledge, comparison of various practices, its benefits and impact on their holistic health and well-being. Application of practices in real-life situations related to wellness, lifestyle choices, injury prevention or ethical behaviour.
- **Project work:** to assess inquiry, research, creativity, collaboration, application of concepts, interdisciplinary learning, and community-based learning. Projects may include field visits, interviews, surveys, reports, presentations, or digital submissions.
- **Demonstration:** Physical education is about health, fitness, well-being and developing basic and advanced skills in sports and games. Measurement of fitness parameters and demonstration

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of various skills is an important part of physical education and well-being competencies. Summative assessment of practical demonstration can be done through the rubrics defined in the textbook at the end of each unit.

Textbook: The NCF-SE 2023 aligned new textbook of Physical Education and Well-being for Grade 9 developed by the NCERT.

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The syllabus of ‘Individuals in Society’ will be published soon.

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