

केन्द्रीय माध्यमिक शिक्षा बोर्ड

(शिक्षा मंत्रालय, भारत सरकार के अधीन एक स्वायत्त संगठन)

CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization Under the Ministry of Education, Govt. of India)

CBSE/SE/2023

Dated: 28.11.2023

NOTIFICATION

In inviting reference to the letter no. D.O. No. 1-7/2023-VE dated 24th November 2023 received from the office of Secretary, Ministry of Education, Govt. of India (copy enclosed), it is to inform that a National Credit Framework has been prepared to provide flexibility and mobility to students. The creditisation was envisaged which involved assigning credit to academic subjects and skill subjects. This creditisation framework also envisions recognition of prior learning, informal and experiential learning, etc. To this end, a High- Level Committee was constituted by the Government of India which formulated a unified credit accumulation & transfer framework for both vocational and general education from school education to higher education. The report of the committee is uploaded on https://www.ugc.gov.in/pdfnews/9028476_Report-of-National-Credit-Framework.pdf.

The NCrF provides academic equivalence between vocational & general education while enabling framework for all State School Boards to develop their detailed implementation guidelines.

A Sub- Committee under the Chairpersonship of CBSE, after detailed consultation with stakeholders, has developed a Framework/ Guidelines (SOP) for implementing / operationalizing National Credit Framework (NCrF) in schools (class 9-12) which is enclosed for reference.

All Heads of Institutions affiliated to CBSE are requested to look into the guidelines (SOP) and send comments/ suggestions latest by 5th December 2023.

Biswajit Saha

(Dr. Biswajit Saha)
Director (Skill Education)

‘शिक्षा सदन’, 17 राऊज़ एवेन्यू, इंस्टीट्यूशनल एरिया, नई दिल्ली-110002
‘Shiksha Sadan’, 17, Rouse Avenue, Institutional Area, New Delhi-110002

संजय कुमार, भा.प्र.से
सचिव

Sanjay Kumar, IAS
Secretary



सत्यमेव जयते



भारत सरकार
शिक्षा मंत्रालय
स्कूल शिक्षा और साक्षरता विभाग
Government of India
Ministry of Education
Department of School Education & Literacy

D.O. No. 1-7/2023-VE

24th November, 2023

As a forward-looking initiative in the education sector, to provide flexibility and mobility to students, creditisation was envisaged which involved assigning credit to academic subjects and other skill subjects. This creditisation framework also envisions recognition of prior learning, informal and experiential learning, etc. To this end, a High-Level Committee was constituted by the Government of India which formulated a unified credit accumulation & transfer framework for both vocational and general education from school education to higher education. The report of the committee is uploaded on https://www.ugc.gov.in/pdfnews/9028476_Report-of-National-Credit-Framework.pdf.

2. The NCrF provides for academic equivalence between vocational & general education while enabling mobility within & between them and its operationalization through the Academic Bank of Credits (ABC).

3. For the School education ecosystem, National Credit Framework (NCrF) will serve as a broad enabling framework for all State School Boards to develop their detailed implementation guidelines.

4. A sub-committee under the chairpersonship of Chairperson CBSE, after detailed consultation with stakeholders, has developed a Framework/Guidelines (SOP) for implementing / operationalising National Credit Framework (NCrF) in schools (Class 9-12) which is enclosed for reference.

5. I would like to request you to get the framework appropriately examined and **send us your comments/suggestions on the SOP** developed. In addition, I would request your comments on the following areas, **in terms of modalities involved in identifying the activities, determining how the activities will be assessed, quantifying the number of credits to be assigned and also deciding as to who would be the assessing/awarding person / teacher / body.**

- NEP 2020 mandates that every student will take a fun course, during Grades 6-8, that gives hands-on experience of sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities as per the local skilling ecosystem and needs.
- Creditization of non-academic activities like participation in NSS/NCC/Olympiads/Sports activities/Arts activities etc. could also be incorporated in the SoP.

Contd...2/-

124 'सी' विंग, शास्त्री भवन, नई दिल्ली-110001
124 'C' Wing, Shastri Bhawan, New Delhi-110001
Telephone: +91-11-23382587, +91-11-23381104 Fax : +91-11-23387589
E-mail: secy.sel@nic.in

Sanjay (S.E.)
✓

6. We will shortly be holding a technical workshop in the matter, details of which will be conveyed in due course. I look forward to your valuable feedback on the above and would request that the same may please be sent to us by 30th November 2023. This will enable us to have focused deliberations in the workshop resulting in fruitful outcomes.

Yours sincerely,

Sd/-

(Sanjay Kumar)

Encl: As above

To,

Additional Chief Secretary/Principal Secretary/Secretary (School Education) of all States and UTs - with a request to forward the above guidelines to all State Education Boards.

✓ **Copy to:**

1. Chairperson, Central Board of Secondary Education, Shiksha Kendra, 2, Community Centre, Preet Vihar, Delhi – 110092.
2. Commissioner, Kendriya Vidyalaya Sangathan, 18, Institutional Area, Shaheed Jeet Singh Marg, New Delhi - 110 016.
3. Chairperson, National Institute of Open Schooling, A- 31, Institutional Area, NH-24, Sector-62, NOIDA, Uttar Pradesh.
4. Director, NCERT, Sri Aurobindo Marg, New Delhi-110016.
5. Chairman, University Grants Commission (UGC), Bahadur Shah Zafar Marg, New Delhi – 110002.
6. Chairman, NCVET, Ministry of Skill Development and Entrepreneurship, Kaushal Bhawan, Chanakyapuri, New Delhi - 110023.

24/11/2023
(Sanjay Kumar)

Framework/ Guidelines for implementing National Credit Framework (NCrF) in schools

Context:

The National Education Policy (NEP) 2020 envisions a transformational shift in the education system of India. The Policy focuses on developing conceptual understanding and critical skills among students. For this purpose, school education is imagined as a flexible, multi-disciplinary endeavour, rooted in the country's ethos that would create self-sufficient learners capable of meeting the challenges of the 21st century.

The fundamental guiding principles of structuring education as espoused by NEP 2020 are:

- recognizing, identifying, and fostering the unique capabilities of each student,
- flexibility, so that learners have the ability to choose their learning trajectories and programmes,
- no hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc.
- multidisciplinary and a holistic education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- emphasis on conceptual understanding rather than rote learning and learning-for-exams;
- creativity and critical thinking to encourage logical decision-making and innovation;
- ethics and human & constitutional values
- promoting multilingualism and the power of language in teaching and learning;
- life skills such as communication, cooperation, teamwork, and resilience;

(NEP 2020, Page 5)

The policy has conceptualised *imaginative and flexible curricular structures (that) will enable creative combination of disciplines for study.*

(NEP 2020, Page 37)

To address this, a High-level Inter-Ministerial committee on National Credit Accumulation and Transfer Framework was constituted and has presented its report as the *National Credit Framework (NCrF)*.

Key Principles from the NCrF:

The NCrF is the framework formulated for a unified credit accumulation and transfer for all forms of education in India.

This framework will allow students to earn credits towards by demonstrating their knowledge and skills in a variety of subjects and activities.

The framework is designed to be "enabling" rather than regulatory, leveraging the existing strengths and resources of regulatory bodies and autonomous institutions like universities, state school boards, state technical boards, and NIOS.

This approach enables NCrF to work in tandem with other regulatory and curricular changes happening in the educational system.

The NCrF recognizes the pervasiveness and benefits of online and distance learning and incorporates these modes of education as well.

The key premise of this framework:

- The total Notional Learning Hours for assignment of credits across school education, higher education and vocational education /skilling have been agreed to be 1200 Hrs per year for which the students/ learners shall be awarded 40 Credits.
- For the purpose of credit calculations under National Credit Framework (NCrF), 30 notional learning hours will be counted as one Credit.
- The students may take additional courses/ programs/subjects/projects beyond 40 credits to get additional credits for the same.
- The total learning hours can be creditised, subject to assessment, and may include class room teaching/ learning, laboratory work/ innovation labs/ class projects/ assignments/ tutorials; sports and games, yoga, physical activities, performing arts, music, handicraft work, social work, NCC, bagless days; examinations/ class tests/ quizzes/ assessments; vocational education, training and skilling, minor/ major project work/ field visits in skill education as well as on the job training (OJT)/ internship/ apprenticeship/ Experiential learning including relevant experience and professional levels acquired etc.

- This would close the gap in achievement of learning outcomes by shifting the classroom education to competency and learning outcome-based education and learning.
- The assessment is thus mandatory for earning credits for all types of learning and progression to the next assessment band.

For school education, the following would be applicable:

Academic Band/ Hours of Learning per year	Academic Grade/ Levels- School Education & Higher Education	Vocational Education Long Term Trg/ Short Term Trg (LTT/STT)	National Credit Framework (NCrF) Credit levels	Credits Earned/ year	Credit Points Earned	Assessment Stage and equivalence
2 year- Senior Secondary (1200 Hrs/yr)	Class XII	10 th +2-Yr NTC/NAC/CITS, NSQF Level 4 STT	4.0	40	160	Class XII (CBSE/ School Boards/ NIOS)
	Class XI	10 th +1-Yr NTC/NAC/CITS, NSQF Level 3.5 STT	3.5	40	140	Class XI (CBSE/ School Boards/ NIOS)
2 Year- Secondary (1200 Hrs/yr)	Class X	8 th +2-Yr NTC/NAC, NSQF Level 3 STT	3.0	40	120	Class X (CBSE/School Boards/ NIOS)
	Class IX	8 th +1-Yr NTC/NAC, NSQF Level 2.5 STT	2.5	40	100	Class IX (CBSE/ School Boards/ NIOS)
3 year- Middle (1200 Hrs/yr)	Class VIII	NSQF Level 2 STT	2.0	40	80	Class VIII (thru School Boards/ NIOS)
	Class VII		1.67	40	67	
	Class VI		1.33	40	53	
3 year- Preparatory (1000 Hrs/yr)	Class V	NSQF Level 1 STT	1.0	33	33	Class V (thru School Boards/ NIOS)
	Class IV		0.8	33	26.4	
	Class III		0.6	33	19.8	
5 year- Foundational (800 Hrs/yr)	Class II		0.4	27	10.8	
	Class I		0.2	27	5.4	
	Pre-School (3 years)		0.1×3	27 × 3 =81	8.1	

For the present launching phase for classes IX to XII, the following would be applicable:

Academic Band/ Hours of Learning per year	Academic Grade/ Levels- School Education & Higher Education	Vocational Education Long Term Trg/ Short Term Trg (LTT/STT)	National Credit Framework (NCrF) Credit levels	Credits Earned/year	Credit Points Earned	Assessment Stage and equivalence
2 year-Senior Secondary (1200 Hrs/yr)	Class XII	10 th +2-Yr NTC/NAC/CITS, NSQF Level 4 STT	4.0	40	160	Class XII (CBSE/School Boards/NIOS)
	Class XI	10 th +1-Yr NTC/NAC/CITS, NSQF Level 3.5 STT	3.5	40	140	Class XI (CBSE/School Boards/ NIOS)
2 Year-Secondary (1200 Hrs/yr)	Class X	8 th +2-Yr NTC/NAC, NSQF Level 3 STT	3.0	40	120	Class X (CBSE/School Boards/NIOS)
	Class IX	8 th +1-Yr NTC/NAC, NSQF Level 2.5 STT	2.5	40	100	Class IX (CBSE/School Boards/NIOS)

Following guidelines may be followed by the respective State Boards for implementing the National Credit Framework (NCrF) in schools:

1. Attendance of students must be made mandatory. Minimum attendance in a session may be fixed (suggested - at least 75%).
2. The hours allocated to each academic year and credits earned per year may be fixed.

{As per NCrF, total Notional Learning Hours for assignment of credits across school education, higher education and vocational education/skilling have been agreed to be 1200 Hrs per year for which the students/ learners shall be awarded 40 credits i.e., 30 Notional Learning Hours will be counted as one credit.}

3. Credits will be calculated in the following manner:
 - i. One credit is equivalent to one hour of teaching [lecture or tutorial] or two hours of practical work/field work per week. Accordingly, one Credit would mean equivalent of 15 hrs of theory or 30 hrs of workshop/ lab work.
 - ii. For internship/field work, the credit weightage for equivalent hours is 50% of that for lectures/tutorials.
4. The scheme of studies for classes IX – XII must be redesigned/ updated and should mention the credits and hours against each subject/component of assessment.
5. As per the scheme of studies of the respective Board, the no. of hours per subject may be fixed and accordingly credits to be earned per subject need to be fixed.
6. The curriculum of each subject must be divided as per the hours allotted. Each chapter may then be allotted Notional Hours accordingly. After the release of the National Curriculum Framework (NCF), hours may be allocated to each topic/ concept of the chapter.
7. Each school period is usually of 45 minutes. Total learning hours per subject in school is approx. 160 hours and minimum 40-50 hours per subject is earmarked for project work, peer learning, self-study etc. Thus, totalling to 210 hours.
8. The credits shall be reflected in the Marks Statement/Grade Card for final examinations, alongwith Marks and Grades

9. The credits earned shall be deposited in the Academic Bank of Credit of a student which will be linked with the DigiLocker of the student.
10. Credits can only be earned in full or No credit, i.e., student can earn full credits upon passing a subject after assessment or No credit for not passing a subject.
11. Credits earned shall be independent of marks obtained.

Implementing NCrF in CBSE schools:

The following steps have been planned by CBSE for operationalizing NCrF in its affiliated schools:

- i. CBSE is planning/ proposing to introduce NCrF in its affiliated schools from the present session i.e., 2023-2024.
- ii. It is proposed that NCrF shall be introduced in classes **IX and XI** from the present session, i.e., 2023-2024 onwards and NCrF shall be made applicable/introduced in classes X & XII from the next session, i.e., 2024-2025 onwards.
- iii. Each subject is worth 7 credits and has been allocated 210 notional hours in a session.
- iv. Hours have been allotted to each chapter and further bifurcated into hours for theory and practicals
- v. **For class IX (Existing Scheme + NCrF):**
 - a. As per the existing scheme of studies of CBSE applicable in class IX (and X), a student has to pass in 5 subjects (2 languages + 3 main subjects) to be declared 'PASS'.
 - b. 210 hours/periods have been allotted per subject. Thus, 1050 hours have been allotted to five compulsory subjects. 150 hours have been allotted to subjects of Internal Assessment, viz., Health & Physical Education, Work Experience and Art Education, which have been allotted 60, 30 & 60 hours, respectively.
 - c. Each subject has been allotted 7 credits (@ 1 credit per 30 hours) whereas the subjects of Internal Assessment, viz., Health & Physical Education, Work Experience and Art Education, have been allotted 2, 1 & 2 credits, respectively.
 - d. Thus, a student passing class IX with 5 subjects, will be eligible for earning 40 credits.
 - e. In case a student opts for 6 or 7 subjects, the credits of 6th or 7th subject shall only be counted, if the student has been declared 'PASS' as per the passing criteria of the Board.

f. Students passing class IX with 6/7 subjects will be eligible for earning 47/54 credits, respectively.

g. The allocation of credits for different subjects will be as follows:

	Subjects	Hours	Marks	Credits
Compulsory Subjects	Language 1	210	100	7
	Language 2	210	100	7
	Mathematics -Standard/ Basic	210	100	7
	Science	210	100	7
	Social Science	210	100	7
Internal Assessment	Health & Physical Education and Work Experience	90		3
	Art Education	60		2
Optional	Skill Subject/ Language 3/ Any other subject		100	7
	Language 3/ Skill subject/ Any other subject		100	7
	TOTAL			40 - 54 credits

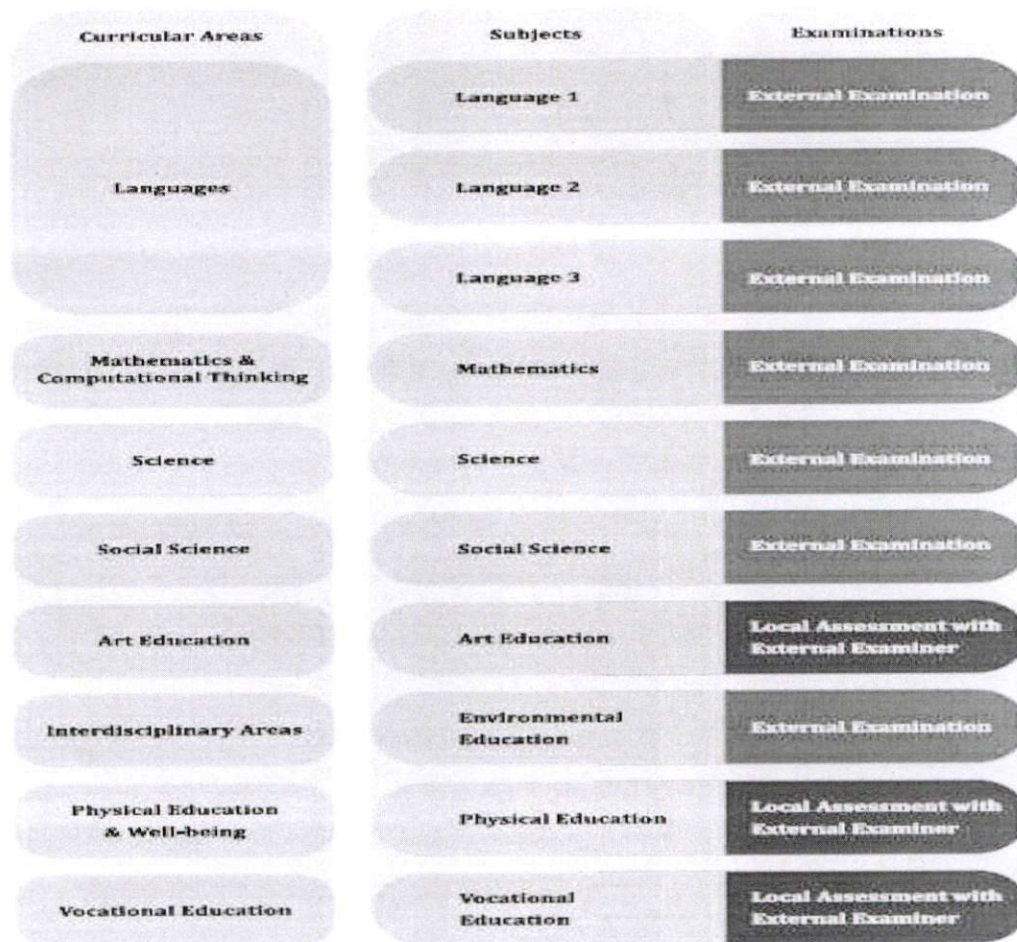
vi. Sample curriculum of some Skill subjects (with allotment of hours to the units) is annexed.

vii. Sample marks statement for class IX:

Subject code	Subject Name	Theory	Practical	Marks	Grade	Credits
184	English Lang. & Lit.	056	019	075	C1	7
002	Hindi - Course A	058	019	077	B2	7
041	Mathematics - Standard	046	018	064	B2	7
086	Science	052	019	071	B1	7
087	Social Science	057	020	077	B2	7
	Health & Physical Education and Work Experience	--	--	--		2
	Art Education	--	--	--		1
	Total Credits earned					40

viii. For class IX (Proposed Scheme + NCeF):

- a. As per NCF-SE, a student of class IX/X shall have to study:
 1. 3 languages (R1, R2, R3 – at least two of which are native to India.
 2. 7 subjects — Mathematics and Computational Thinking, Social Science, Science, Art Education, Physical Education and Well-being, Vocational Education, and Interdisciplinary Areas.
- b. Thus, a student has to pass in each of the 10 subjects (3 languages + 7 subjects) to be declared 'PASS'.
- c. Total hours allotted to class IX/X as per NCeF is 1,200. The proposed distribution of Hours/periods is as follows:
 1. 120 hours/periods have been allotted to each of the three languages as well as to the Interdisciplinary Areas (Environmental Education).
 2. 150 hours/periods each have been allotted to Mathematics & Computational Thinking, Social Science, Science and Vocational Education.
 3. 60 hours/periods each have been allotted to Art Education and Physical Education & Well-being
- d. Each subject has been allotted credits @ 1 credit per 30 hours
- e. Thus, a student passing class IX with 10 subjects, will be eligible for earning 40 credits.
- f. Scheme of studies proposed in class IX-X as per NCF-SE is as follows:



g. The allocation of credits for different subjects will be as follows:

Curricular areas	Subjects	Hours	Marks	Credits	Mode of Exam as per NCF-SE	
Languages	Language 1	120	100	4	External Examination	
	Language 2	120	100	4		
	Language 3	120	100	4		
Mathematics and Computational Thinking	Mathematics (Standard/ Basic)	150	100	5		
Science	Science	150	100	5		
Social Science	Social Science	150	100	5		
Interdisciplinary Areas	Environmental Education	120	100	4		
Vocational Education	Skill Subject	150	100	5		Local Assessment (Internal) with External Examiner
Physical education & Well-being	Physical Education	60		2		
Art Education	Art Education	60		2		
	TOTAL	1,200		40		

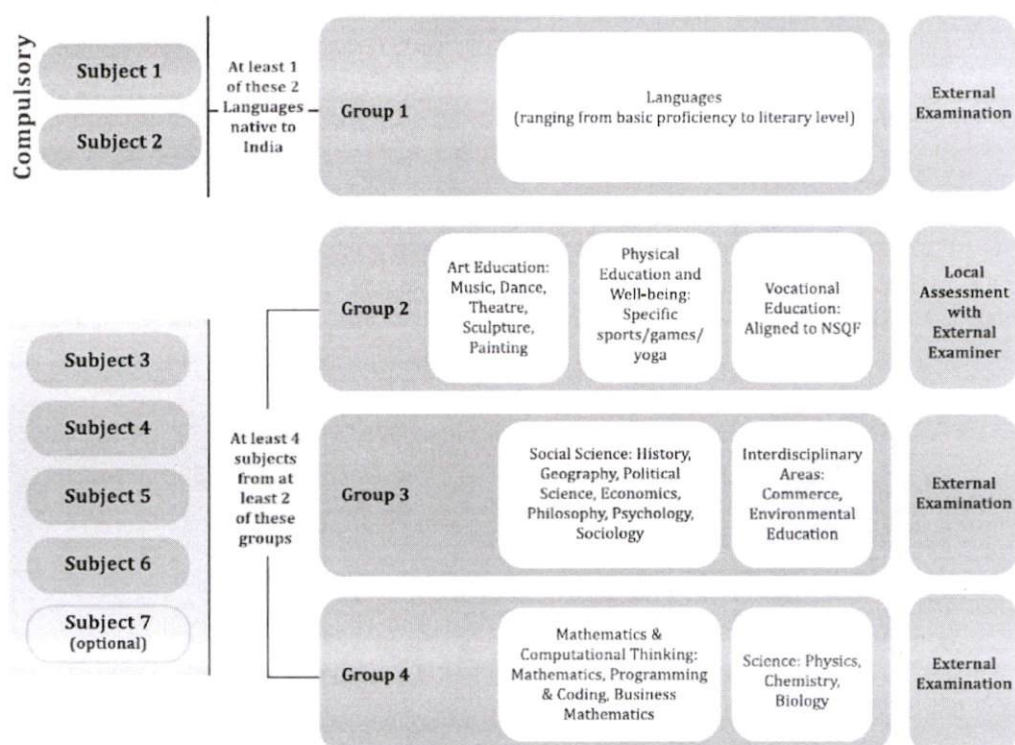
ix. For Class XI (Existing Scheme + NCrF):

- a. As per existing scheme of studies of CBSE applicable in class XI (and XII), a student has to pass in 5 subjects (1 language (core) + 4 main Subjects/Electives to be declared 'PASS' and eligible for earning the credits.
- b. 210 hours/periods have been allotted per subject. Thus, 1050 hours have been allotted to five compulsory subjects. 150 hours have been allotted to subjects of Internal Assessment, viz., Health & Physical Education, Work Experience, and General Studies, which have been allotted 60, 30 & 60 hours, respectively.
- c. Each subject has been allotted 7 credits (@ 1 credit per 30 hours) whereas the subjects of Internal assessment, viz., Health & Physical Education, Work Experience, and General Studies, have been allotted 2, 1 & 2 credits, respectively.
- d. Thus, a student passing class XI with 5 subjects, will be eligible for earning 40 credits.
- e. In case a student opts for 6 subjects, the credits of 6th subject shall only be counted, if the student has been declared 'PASS', as per the passing criteria of the Board.
- f. Students passing class XI with 7 subjects will be eligible for earning 47 credits.
- g. Thus, the allocation of credits for different subjects will be as follows:

Curricular Areas	Subjects	Hours	Marks	Credits
Compulsory Subjects	Subject 1- Language 1	180	100	6
	Subject 2 - Language 2	180	100	6
	Subject 3	210	100	7
	Subject 4	210	100	7
	Subject 5	210	100	7
	Subject 6	210	100	7
Optional	Subject 7	210*	100	7
	TOTAL	1,200		40 - 47 credits

x. For Class XI (Proposed Scheme + NCeF):

- a. As per NCF-SE, a student of class XI/XII shall have to study:
 1. 2 languages (from Group 1, at least one of which is native to India).
 2. 4 subjects (with an optional fifth subject) from at least two of the remaining groups i.e., Group 2, 3 & 4)
- b. Thus, a student has to pass in each of the 6 subjects (2 languages + 4 subjects) to be declared 'PASS'.
- c. Total hours allotted to class XI/XII as per NCeF is 1,200. The proposed distribution of Hours/periods is as follows:
 1. 180 hours/periods have been allotted to each of the two languages (subject 1 & 2)
 2. 210 hours/periods each have been allotted to remaining 4 subjects (subjects 3 to 6)
- d. Each subject has been allotted credits @ 1 credit per 30 hours
- e. Thus, a student passing class 6 with 10 subjects, will be eligible for earning 40 credits.
- f. The scheme of studies as mentioned in NCF-SE for Class XI/XII is as follows:



g. The allocation of credits for different subjects will be as follows:

	Subjects	Hours	Marks	Credits
Compulsory Subjects	Subject 1 - Language 1	180	100	6
	Subject 2 - Language 2	180	100	6
	Subject 3	210	100	7
	Subject 4	210	100	7
	Subject 5	210	100	7
	Subject 6	210	100	7
Optional	Subject 7	210*	100	7
	TOTAL	1,200		40 - 47 credits

h. Students passing class XI with 7 subjects will be eligible for earning 47 credits.

xi. Awarding of Grades:

- a. Grades will be awarded in each scholastic subject.
- b. For awarding the grades, the Board will put all the passed students in a rank order and will award the grades as follows:

Grade	Octile
A-1	Top 1/8th of the passed candidates
A-2	Next 1/8th of the passed candidates
B-1	Next 1/8th of the passed candidates
B-2	Next 1/8th of the passed candidates
C-1	Next 1/8th of the passed candidates
C-2	Next 1/8th of the passed candidates
D-1	Next 1/8th of the passed candidates
D-2	Next 1/8th of the passed candidates
E*	Essential Repeat

Sample Curriculum with hours for class IX

Subject: Retail (Subject Code 401)

Total Marks: 100 (Theory-50 + Practical-50)

Total Credits to be earned: 7

	UNITS	NO. OF HOURS		MAX. MARKS
PART A	EMPLOYABILITY SKILLS			
	Unit 1: Communication Skills-I	15		2
	Unit 2: Self-management Skills-I	10		2
	Unit 3 ICT Skills-I	15		2
	Unit 4: Entrepreneurial Skills-I	10		2
	Unit 5: Green Skills-I	10		2
	Total	60		10
PART B	SUBJECT SPECIFIC SKILLS	THEORY	PRACTICAL	
	Unit 1: Introduction to Retail	24	16	10
	Unit 2: Receiving and Storage of Goods	24	16	10
	Unit 3: Stock Levels in Storage	24	16	10
	Unit 4: Customer Service	18	12	10
	Total	90	60	40
PART C	PRACTICAL & PROJECT WORK			
	Practical File			15
	Practical Examination + Viva voce			20
	Project Work / Field Visit / Student Portfolio (Any one has to be done) + Viva Voce			15
	Total			50
	GRAND TOTAL	210		100

Subject: Information Technology (Subject Code - 402)

Total Marks: 100 (Theory-50 + Practical-50)

Total Credits to be earned: 7

	UNITS	NO. OF HOURS		MAX. MARKS
Part A	Employability Skills			
	Unit 1: Communication Skills-I	15		2
	Unit 2: Self-management Skills-I	10		2
	Unit 3 ICT Skills-I	15		2
	Unit 4: Entrepreneurial Skills-I	10		2
	Unit 5: Green Skills-I	10		2
	Total	60		10
Part B	Subject Specific Skills		Theory	Practical
	Unit 1: Introduction to IT- ITeS industry	4	3	4
	Unit 2: Data Entry & Keyboarding Skills	8	6	6
	Unit 3: Digital Documentation	23	14	10
	Unit 4: Electronic Spreadsheet	30	22	10
	Unit 5: Digital Presentation	25	15	10
	Total	90	60	40
Part C	Practical Work			
	Practical Examination			15
	Written Test			10
	Viva Voce			10
	Total			35
Part D	Project Work/ Field Visit			
	Practical File/ Student Portfolio			10
	Viva Voce			05
	Total			15
	Grand Total	210		100

DATA SCIENCE (SUBJECT CODE - 419)
 Total Marks: 100 (Theory-50 + Practical-50)
 Total Credits to be earned: 7

	UNITS	NO. OF HOURS		MAX. MARKS
PART A	Employability skills			
	Unit 1: Communication Skills-I	15		2
	Unit 2: Self-management Skills-I	10		2
	Unit 3 ICT Skills-I	15		2
	Unit 4: Entrepreneurial Skills-I	10		2
	Unit 5: Green Skills-I	10		2
	TOTAL	60		10
PART B	Subject specific skills	Theory	Practical	
	Unit 1: Introduction	31	15	8
	Unit 2: Arranging and Collecting Data	31	15	8
	Unit 3: Data Visualizations - Part 1	22	25	20
	Unit 4: Ethics in Data Science	6	5	4
	TOTAL	90	60	40
PART C	PRACTICAL WORK / PROJECT WORK			
	Practical File/ Student Portfolio			20
	Practical Examination			20
	Viva Voce			10
	TOTAL			50
	GRAND TOTAL	210		100

Sample Curriculum with hours for class XI

RETAIL (SUBJECT CODE - 801)

Total Marks: 100 (Theory-60 + Practical-40)

Total Credits to be earned: 7

	UNITS	NO. OF HOURS		MAX. MARKS
PART A	EMPLOYABILITY SKILLS			
	Unit 1: Communication Skills – III	15		2
	Unit 2: Self-Management Skills – III	10		2
	Unit 3: ICT Skills – III	15		2
	Unit 4: Entrepreneurial Skills– III	10		2
	Unit 5: Green Skills – III	10		2
	Total	60		10
PART B	SUBJECT SPECIFIC SKILLS	THEORY	PRACTICAL	
	Unit 1: Fundamentals of Retailing	18	12	8
	Unit 2: Process of Credit Application	16	10	7
	Unit 3: Mechanism for Customers to Choose Right Products	18	12	10
	Unit 4: Specialist Support to Customers	19	13	12
	Unit 5: Health and Safety Management	19	13	13
	Total	90	60	50
PART C	PRACTICAL & PROJECT WORK			
	Practical File			10
	Practical Examination + Viva voce			20
	Project Work / Field Visit / Student Portfolio (Any one has to be done) + Viva Voce			10
	Total			40
	GRAND TOTAL	210		100

LIBRARY & INFORMATION SCIENCES (SUBJECT CODE 836)

Total Marks: 100 (Theory-60 + Practical-40)

Total Credits to be earned: 7

	UNITS	NO. OF HOURS		MAX. MARKS
PART A	EMPLOYABILITY SKILLS			
	Unit 1: Communication Skills – III	15		2
	Unit 2: Self-Management Skills – III	10		2
	Unit 3: ICT Skills – III	15		2
	Unit 4: Entrepreneurial Skills– III	10		2
	Unit 5: Green Skills – III	10		2
	Total	60		10
PART B	SUBJECT SPECIFIC SKILLS	THEORY	PRACTICAL	
	Chapter 1: Library, Information and Society – Role and its implications	20	14	12
	Chapter 2: Organization of Library Resources: Basics	30	18	13
	Chapter 3: Reference and Information Sources	20	14	12
	Chapter 4: Computer Applications in Libraries: Basics	20	14	13
	Total	90	60	50
PART C	PRACTICAL & PROJECT WORK			
	Practical File			10
	Practical Examination + Viva voce			20
	Project Work / Field Visit / Student Portfolio (Any one has to be done) + Viva Voce			10
	Total			40
	GRAND TOTAL	210		100

BANKING (SUBJECT CODE 811)

Total Marks: 100 (Theory-60 + Practical-40)

Total Credits to be earned: 7

	UNITS	NO. OF HOURS		MAX. MARKS
Part A	EMPLOYABILITY SKILLS			
	Unit 1: Communication Skills - III	15		2
	Unit 2: Self-Management Skills - III	10		2
	Unit 3: ICT Skills - III	15		2
	Unit 4: Entrepreneurial Skills- III	10		2
	Unit 5: Green Skills - III	10		2
	Total	60		10
Part B	SUBJECT SPECIFIC SKILLS	THEORY	PRACTICAL	
	Unit 1: Introduction	15	10	05
	Unit 2: Banker & customer	25	15	10
	Unit 3: Employment of Bank Funds	25	20	20
	Unit 4: Negotiable Instruments	25	15	15
	Total	90	60	50
Part C	PRACTICAL WORK			
	Project			10
	Viva			05
	Practical File			15
	Demonstration of skill competency via Lab Activities			10
	Total			40
	GRAND TOTAL	210		100