

# CBSE सीबीएसई

## Students Global Aptitude Index छात्र सार्वभौम अभिक्षमता दर्शिका

Activities Manual 2014  
गतिविधि मैनुअल 2014



केन्द्रीय माध्यमिक शिक्षा बोर्ड  
CENTRAL BOARD OF SECONDARY EDUCATION

**Fourth Reprint: June 2014 (Revised Edition)**

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## Foreword

After four consecutive successful editions of CBSE SGAI, preparation for the fifth edition of Students Global Aptitude Index (SGAI) is underway. SGAI 2014 will be tentatively held in the month of November 2014 in the affiliated schools worldwide. CBSE has earned the distinction of being the first board in the country to successfully initiate a much needed facility for class X students. Even though it is optional right now, approximately 6 Lac students from about 10,000 affiliated schools of CBSE and Himachal Pradesh Board have already benefited from these assessments.

Right academic choices in life have an importance in early adolescence when the different career paths open for a student. Given the fact that maximum CBSE affiliated schools do not have any source of aptitude testing other than CBSE SGAI so far, SGAI facilitates class X students in making right academic choices that may lead to effective career planning and opportunity later in life.

The Board is constantly engaged in modifying the tool and advocacy materials. Activities mentioned in this Manual are intended to help a student to know '**SELF**' and provide a sense of planning for right academic choices leading to appropriate future career.

The activities mentioned in this manual are time tested in explaining the purpose and relevance of SGAI and should be conducted during the orientation programmes/ advocacy meetings. I hope and anticipate that all the schools will make full use of this manual and share it with the counsellors or designated teachers who in turn have to take forward these activities with students of classes IX / X and parents during PTMs.

Activities Manual 2014 has been revised by the Editing Committee under the supervision of the Advisory Panel. I am thankful to both the groups for their concerted efforts in this regard.

I also express my gratitude to the dedicated effort of the Smt. Rama Sharma, PRO & Project Director and her team for producing this manual well in time for use of the stakeholders. Feedback from the users is highly solicited and will be valuable to the Board.

**VINEET JOSHI**  
**CHAIRMAN, CBSE**



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# **A BRIEF INTRODUCTION TO APTITUDE**

## **APTITUDE**

Aptitude is a combination of native of acquired characteristics that are indicative of the ability of an individual to learn or to develop proficiency in some particular area if appropriate training is provided.

## **APTITUDE AND ABILITY**

Aptitude and Ability sound alike, but are vastly different. An individual may develop different abilities in his life to complete tasks but not an aptitude for it. Aptitude refers to possessing more of a natural talent for a task, even if that talent is not yet fully developed.

## **APTITUDE TESTING**

Aptitude Testing is a student-friendly, universally accepted mode of rating capabilities for particular field. Aptitude tests are known to be reliable predictors of future scholastic achievement. Aptitude tests are beneficial for a number of reasons:

## **BENEFITS OF APTITUDE TESTS**

Main benefits of aptitude tests are:

- Aptitude tests may highlight potential talent, which in some cases may not be even known to individual themselves.
- The results of the tests help the individual to set up a career plan, by clearly identifying his/ her skills, strengths and weaknesses.
- They also assist individuals in making future educational choices. It's much better to be aware beforehand about the interest and aptitude that one possesses beforehand to make academic choices.

## **CBSE STUDENT'S GLOBAL APTITUDE INDEX (SGAI)**

**CBSE STUDENT'S GLOBAL APTITUDE INDEX (SGAI)** is a test specifically designed to assess the student's aptitude, interest and motivation at the end of class X, it is called "Global" because it helps in mapping various aptitudes, interests and motivation to provide a holistic or 'global' assessment. Unlike the conventional Aptitude Tests, the CBSE SGAI attempts to indicate academic orientations at +2 level. CBSE SGAI has been customized to suit the Indian context and variety of student population in CBSE affiliated Private, Government and Aided Schools. CBSE SGAI assessment tool has been pre-tested.

This assessment should be taken by a student at the end of class X, when the concept of career starts developing in young minds and every student is to make right academic choice for class XI.

**CBSE SGAI is an optional activity.** Any interested student studying in class X in a CBSE affiliated school can register for CBSE SGAI through his/ her school. However, it is advisable for the benefit of a student to take this assessment as it enables a student to gain insight into his/ her aptitude, interest and motivation, which may help him/ her to make right academic choices in Class XI.

**The CBSE SGAI does not require any preparation.** It is a simple assessment based on basic knowledge which requires students to provide their spontaneous responses to the questions/ statements. There is no negative marking or pass/ fail in this assessment.

There is no time limit however the entire CBSE-SGAI can be completed in approximately 1 to 1<sup>1/2</sup> hours, along with other formalities such as booklet distribution and collection etc.

Schools that register or opt for SGAI conduct the assessment on designated date individually as self-centers.

There are hardly any pre-requisites for taking this simple test. However it is very important for a student to be mentally prepared and take the test with all

sincerity as the environmental stimulus and motivation level of the student may impact assessment or result.

The board has prepared support material for teacher, students and parents to educate and popularize the concept.

**The most important benefit of CBSE SGAI** for the student is realization & understanding of his/ her aptitude and interest in certain areas. This may help a student to make realistic decisions while making academic choices in class XI.

**The reliability of aptitude tests** is known to be high. Still parents and students should not use this assessment alone. SGAI score along with student's assessment from other sources help the students and parents in making realistic decisions about their future academic choices. SGAI is only a facilitator.

CBSE SGAI should not be taken as the sole indicator or the final word on the academic choice; however, it will help in indicating the aptitude based on their responses. In case of mismatch it is advisable to seek professional help from a school Counsellor or a career Counsellor.

SGAI is meant for larger population including Parents, Teachers and Students to initiate an ongoing dialogue on right academic choices and effective career planning. Parents are important decision makers in a student's life.

## **IDENTIFYING POTENTIAL ABILITIES OR APTITUDES**

Everyone possesses some unique set of abilities but a very few people know about it in his / her early life. Abilities are often regarded as capabilities with which a person is born. Ability indicates a combination of talents, habits and strengths that an individual now has and which enables him/ her to do something in an area or activity. There are two types of abilities potential ability or aptitude and learned ability or skill.

Aptitude refers to homogeneous segment of potential abilities and tries to predict the degree of attainment of proficiency or success under appropriate conditions. For example, one may have low ability to drive a car but may have high potential ability or aptitude for driving. It means that his/ her chances of being a successful driver are good with the help of training.

Knowing potential ability or aptitude always helps in making use of the opportunities in fruitful way. However, in the absence of favorable opportunities or due practice in the early life the identified aptitude may vanish without developing. Therefore, knowing one's potential ability and developing necessary skill can open up a new world of opportunities. One may have many potential abilities which can be developed as skills.

***“IF YOU CAN DREAM IT, YOU CAN DO IT!”*** - Walt Disney



## DEVELOPING SKILLS

Skill is learned through a systematic and co-ordinated pattern of mental and/ or physical activity. There is a range of skills that are learnt or developed over a period of time. They could be technical skills such as computer, language, gardening or cooking and personal skills like communication, leadership or management skills. Sometimes it is important to have these skills as they enhance career prospects. Computer skills are required today for practically every job. Those who want to



join the travel or airline business would benefit from learning a foreign language. Communication skills are important whether you are a teacher, computer programmer, manager or doctor.

One can develop some of the skills through daily activities. Students who participate in debate shows in school improved communication skills. Working together with classmates on a school activity can help to develop leadership and management skills, while designing costumes and sets for a school concert can refine your creative skills.

While talking about developing requisite career related skills and abilities it is essential to understand the importance of life skills that enable individuals to deal effectively with the demands and challenges of life.

### CORE LIFE SKILLS

**Self Awareness:** This enables the students to understand their own weaknesses and strengths. Being aware of the good points about oneself helps the Student to build a sense of self esteem and self confidence. Being aware of their weaknesses will enable them to learn more. This also helps them to utilize the opportunities available to them in relation to their ability and make correct career choices.

**Empathy:** Being empathetic means that one has the ability to imagine oneself in the shoes of someone else i.e. a friend, parent or others and experience their emotions. One can understand their concerns, worries, fears, and needs and

how they feel and how they work, thereby enhancing their understanding of their world of work.

**Critical thinking:** This is an ability to analyze information and experience in an objective manner. It can help us recognize and assess the factors that influence our attributes and behavior, such as media and peer pressure influences, and how that can have an impact on ones career decision making.

**Creative thinking:** This contributes to both problem solving and decision making by enabling us to explore the alternatives and various consequences of actions or lack of actions. It helps us to respond adaptively and with flexibility to situations in daily life, including professional life, even if no problem is identified or no decision is made.

**Decision making:** This skill is required for choosing the best amongst the various alternatives in life situations. The situation may not really be the problem; but may require a choice to be made. This skill enables one to weigh the pros and cons of alternatives and choose the best option available and accept responsibility for the consequences of the decisions both personal and professional.

**Problem solving:** The process of problem solving involves various steps. It also involves clearly identifying the problem, exploring the available alternatives and deciding on the best possible solution.

**Effective communication:** The essential components of communication skills are listening and speaking skills. Body language is as important as the spoken words and may even have more impact.

**Interpersonal relationship:** This skill is the ability to establish positive relations, which help us to relate in positive ways with the people we interact with. This may mean being able to make and keep good and friendly relationships with family members, friends and people at work place which are important sources of social relationship.

**Coping with stress and emotions:** This involves recognizing emotions within us and others. Being aware of how emotions and stress influence behavior and being able to respond appropriately, in all our social circles.

## DEVELOPING ACTION PLAN

An action plan is a blueprint for success. The foundation on which an individual can build vision- a picture of the success one aspires for. To construct a career action plan one needs to have a clear understanding of one's real self.

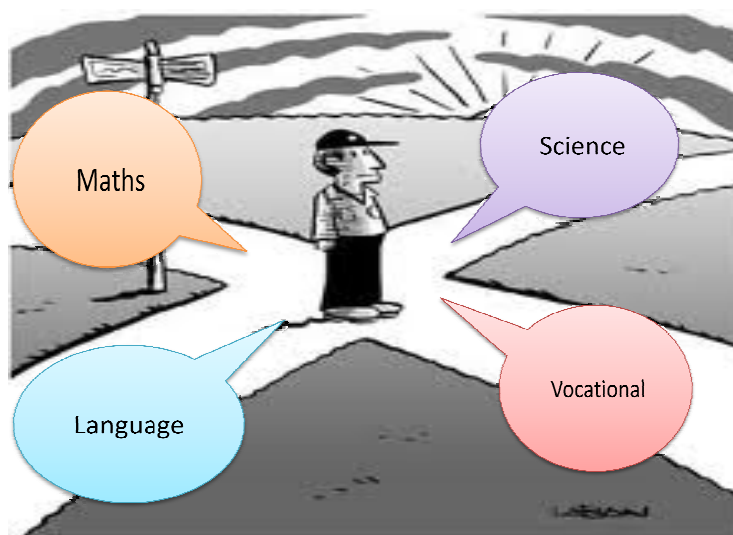


### **'SELF' AWARENESS**

To start with a SELF AWARENESS EXERCISE can be done as student activity.

Academic choice is an important milestone as it forms a road map for Career Action Plan for an adolescent standing at the crossroad of life. An adolescent at this stage also goes through physical, emotional and cognitive changes.

### **Students are at crossroads of life**



It is good to make an assessment of one's academic worth. Spread across the table your academic progress reports for a minimum period of 5 years. The highs and the lows, consistencies and incidental spurts or plunges will give an insight into chances for success in an academic area.

The students can mark themselves in the following categories under the headings given below:-

<b>S. No.</b>	<b>SUBJECT OPTIONS</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>AVERAGE</b>
<b>1.</b>	<b>Subjects in school:</b> a. English b. Maths c. Science Biology Chemistry Physics d. Social studies History Civics Geography e. Hindi f. Third language Sanskrit German French Spanish (any other)			
<b>2.</b>	<b>Interest Areas</b> a. Musical pursuits- Instrumental/Vocal b. Art pursuits- drawing, painting etc. c. Dramatics –acting d. Writing e. Reading books, newspaper/ current affairs f. Information on Law/ legislations/ public service	<b>Interested</b>	<b>Not interested</b>	

	g. Business/ trade/ commerce h. Taking care of people/ nursing/ medicine i. Pets/ taking care of pets j. Food/ cooking/ housekeeping k. Finance/stocks and shares l. Computer: hardware/ software m. Gardening n. Police/Defense/Detective work o. Advising/ Teaching people p. Others			
<b>3.</b>	<b>Skills</b>	<b>EXCELLENT</b>	<b>GOOD</b>	<b>AVERAGE</b>
A	Decision making			
B	Time management			
C	Inter personal skills			
D	Creative skills			
E	Artistic skills			
F	Leadership skills			
G	Communication			

Good academic planning envisages a match between requirements for a job, aptitude, interest, personality and expectations. Awareness of “true” motivation, aspiration, strengths, dislikes, limitations and weaknesses are essential. This awareness must be as specific as possible. It must be backed by actual achievements and behavior if required, supplemented by certain test results. The test results however are often used loosely for giving judgment on suitability of academic options. Students and parents should be cautious against the singular use of testing results for academic or career decision making.



# EFFECTIVE PLANNING

**Effective planning involves an understanding of the following:**

- The importance of a plan
- The various factors affecting an academic choice



**Materials:** Flipcharts, marker pens, case studies cards with alphabets on it, white board markers.

Activity	Topic	Methodology	Duration
<b>Activity 1</b>	The importance of an effective plan	Brainstorming, Group Discussion.	45 minutes
<b>Activity 2</b>	Identifying the various factors affecting academic choice leading to career.	Power point presentation	60 minutes
		Case studies and group discussion	

- **Activity 1- Understanding the importance of an effective plan for navigating academic choices.**

**Objective: to emphasize the need and importance of planning for academic development**

**Steps:**

1. The teacher divides the students into 5 groups and allots each group one of the topics.
2. The groups are asked to discuss among themselves and prepare a plan for the topics allotted.
3. They are given 10 minutes to discuss and 3 to 4 minutes for presentation.

### Topics:

- Farewell party
  - School fete
  - Visit to a picnic spot
  - Preparation for a family wedding
  - A trip to a museum
4. After the allotted discussion time a group leader is invited from each group to make the presentation.
5. Once each group has made their presentation, the teacher can initiate a discussion on the following on the following issues.
- A. What happens if you don't plan for these occasions?
  - B. Can you enjoy it the way you would have liked to?
  - C. Is planning actually very important in life. ?
  - D. Can we relate academic planning to career planning?
6. Wrap up the discussion by highlighting the need for planning with the help of the points given below:

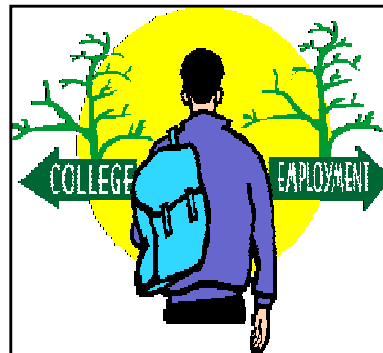
### Key Messages:

- a) All these activities are simple and regular things which happen to us yet we plan them carefully and well in advance.
- b) So planning is essential for everything in life, from cooking for the day to planning a festival or any event in life, significant or not significant. So, you have to plan all the activities. Likewise when one starts thinking about one's career ....one needs to plan seriously for it.
- c) Academic choice is very important in one's life which requires a great deal of thinking and planning. *Emphasize on the fact that decision should be made after a lot of thinking and careful planning.*

➤ **Activity 2- Identifying Factors affecting academic choices leading to career**

**Steps:**

1. The teacher has to divide the students into 6-8 groups depending upon the class size and give each group one of the following case studies.
2. The students are asked to read and discuss the case study within their group and find answer for the following questions for their specific case studies:



- How did the person choose a career?
  - Was it thoroughly planned?
  - What were the consequences of his/her planning?
  - State the reasons due to which he/she succeeded or failed in planning?
3. The groups would be given 10 minutes for discussion. Then each case study is discussed with the entire class on the basis of the answers to the questions allotted.
  4. Finally the teacher highlights the various factors that emerge through the discussions that have a major impact on the choices made by the students.

**Case study -1**

Kamla completed her class XII standard with distinction in science group (PCM). She wanted to be an engineer. She lived in a village where there were no adequate facilities. There was only one Arts and Science College near her village .Being influenced by her friends she got admission in the nearby college in B.A Public administration. Her first year result showed poor performance and she was unhappy about it.

**Note for the facilitator**

*Random career choice, based on proximity of College and friends is a disadvantage.*

## Case study -2

Raju is studying BA journalism II year. His father guided him to study journalism and become newspaper reporter like him. But Raju is a calm and quiet person and does not like to mingle with people.

Therefore he scored very less in the practical when compared to his class mates. Now Raju thinks –“Did I make the right decision”?

**(Note:** Raju’s father not considering Raju’s aptitude and personality and made him choose a career which was totally opposite to his introvert personality)

### **Note for the Facilitator**

- *Not considering one’s interest, aptitude and personality can be a disadvantage.*
- *Strategies that target parents and community to increase their involvement in making the youth decisive can promote sound career decisions.*

## Case study-3

Amar has a great passion to join the Armed forces. In his school he was selected as the best NCC cadet. He is the only son on his well to do business family. His parents were very affectionate and cared for him. He completed his class XII and applied for NDA (National defense Academy) exam. His parents become aware about Amar’s keenness to join the services when they saw the hall ticket for the NDA exam. They were totally upset. When they had a talk with Amar about this and justified their concerns, Amar sacrificed his desire of becoming defense personnel and took charge of family business. He was distressed with the decision he took because of parental pressure.

### **Note for the Facilitator**

*Going into family business under parental pressure is a disadvantage.*

### Case study -4

Jagan was interested in photography when he was in class XI. Soon he got opportunities to take photos at functions of his friends and relatives as he was skilled in that. This fetched him good money. His parents on one hand wanted him to be a graduate and on the other hand feared that he would dropout from school and become a photographer as he was passionate about it. They communicated both their desire and fear. Jagan planned his career accordingly and chose B.Sc. Visual Communication after his class XII. The parents were convinced with his decision and he was also happy.

#### **Note for the Facilitator**

*Considering personal preference is an advantage.*

### Case study-5

Randhir was interested in becoming a film director and at the same time was interested in taking up a regular course .He completed class XII; joined a regular B. Sc. course and utilized his spare time in enhancing his skills required for direction .He got his degree and then assisted in the direction of three movies. Later he directed a movie of his own. Now he is a known successful director.

#### **Note for the facilitator**

*Considering one's ability/talent is an advantage.*



### Case study -6

Rita was interested in becoming a doctor like her aunt. She gathered information from her aunt and other relevant sources about the courses for pursuing this career. After completing her class X, she chose the science group, worked hard and got 92% marks in her class XII. She got into a good medical college, completed her MBBS, specialized in psychiatry and is now a very successful Psychiatrist.

#### **Note for the facilitator**

*Planning before time is an advantage.*

### Case study -7

Sarla is always interested in helping the poor and downtrodden sections of the society. This has been her nature since childhood. When she was in class X there were no proper roads in her village. When the road repair started, Sarla enquired about it. She understood that because of the Collector's intervention the village had a newly laid road. Inspired by this incident Sarla decided to become an IAS officer and was appointed as a Collector of a District. Now successful in her service she is working with enthusiasm having complete job satisfaction.

#### **Note for the facilitator**

*Focusing on Job satisfaction is an advantage.*

**Key messages:**

- Some students do not begin to explore 'real' future possibilities until after high school.
- Some students do not seriously consider options in alternative choices.
- Informed decision-making leads to job satisfaction.
- The cultural and social context of family and community were found to be instrumental in how youth learn about careers and influential in the choice process.

# DECISION-MAKING

## FACETS OF DECISION- MAKING

- Decision-making is a process.
- Decision-making is a skill that should be taught.
- The purpose is to help one organize one's thinking around the factors important in choosing an option.
- It's important to assess one's style of decision-making to help overcome obstacles that might inhibit the process.
- Students should not make a final decision lightly.

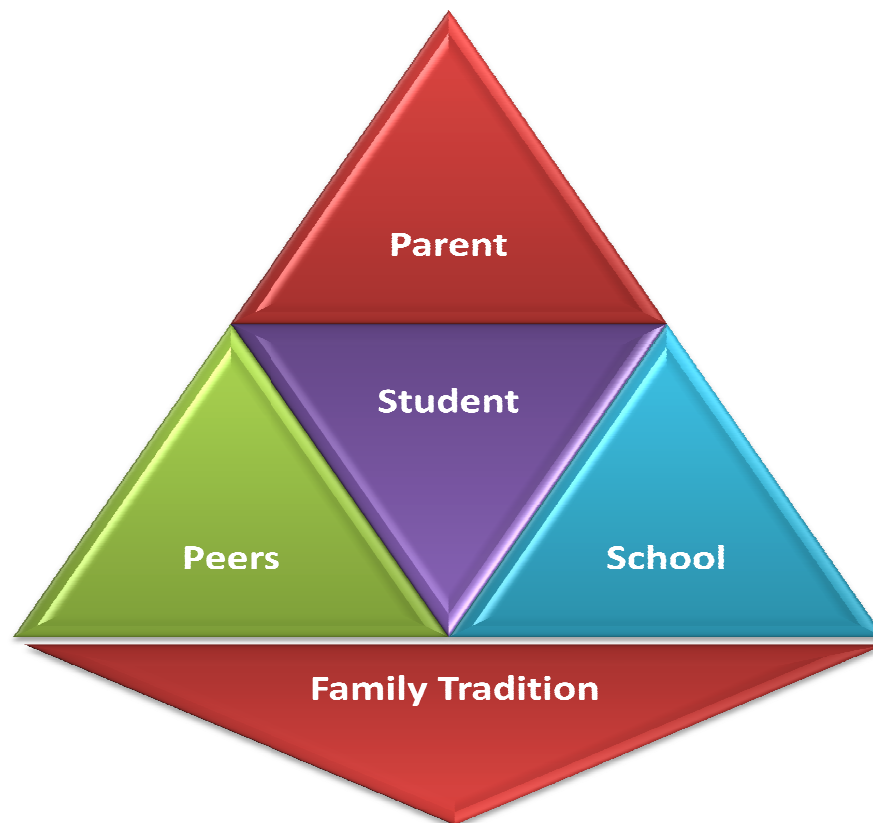


When developing academic plan, it is important to be aware of the context in which academic and professional decision-making occur. Academic decision-making is not simply matching a person to a subject. There are many influences that impact on a person's academic decisions. The following table lists these influences.

Individual variables	Environmental variables
Self – concept	Family
Health	Peers
Values	Community groups
Gender	Media
Interests	Socio-economic status
Skills	Political scenario
Age	Educational institutions
Beliefs	Geographical locations
Aptitudes	Employment market

Physical attributes Knowledge	Workplace Globalization Cultural trends Time perspective Changes over time
----------------------------------	--

**Decision of an adolescent is often influenced by...**



Selection of a suitable academic area needs meticulous care, thought and proper planning, keeping in mind one's goals, and expectations from that option. Before deciding on the choice of an academic area, you should have a clear notion of your, aptitude, interest, ambition, scope and qualifications.

**"Most people don't plan to fail; they fail to plan."** (Unknown)

## ACTIVITIES TO ENHANCE DECISION MAKING SKILLS

**Objective:** To understand step by step, the process of decision making

### ***P.O.W.E.R. Model***

<b>P= Problem</b>
<b>Step 1:</b> Stop and state (or identify) the problem.
<b>O= Options</b>
<b>Step 2:</b> Think of different things you can do and use them. The more options you have, the better.
<b>W = Weigh</b>
<b>Step 3:</b> Look at the good things and weigh them against the bad things of every option you thought of, to solve your problem. The things you value should guide you in your decision making.
<b>E =Elect</b>
<b>Step 4:</b> choose the best option, talk to a person you respect, then take the best action. Elect the option which contains what is important to you (values).
<b>R = Reflect</b>
<b>Step 5:</b> Think or reflect about what happened because of your decision.

### **Activity:**

1. Ask the students about the key factors that affect Decision Making, e.g., correct information, Motivation, Peer-Pressure, Culture/Traditions, etc.
2. Ask the students to form pairs. Tell them to think of a situation in which they had to make a decision.
3. In addition, randomly give the following situations to some of the student pairs:



## **SUGGESTED SITUATIONS FOR STUDENTS**

- a) You are not doing well in a particular subject. This disturbs you a lot. Now how would you manage this situation?
- b) Your friends have joined an institute for coaching. You also wish to go along, but your parents object to this. How would you respond to this situation?
- c) You have your exam the next day and tonight you have a plan to study at your friend's house late night but your parents do not permit you to do so. What would you do?
- d) You have always dreamt of being a fashion designer but for your parent a fashion designer is synonyms to a tailor. How would you respond?

4. Ask them to respond to these situations using the steps in the POWER Model.
5. Ask for some of the pairs to present their use of the POWER Model to the rest of the class.
6. Generate a discussion by asking the rest of the class to suggest other feasible, and possibly better, options.
7. Highlight that in the same situation, different people take different decisions leading to different results.

Now tell them that they have to come to a consensus and repeat the activity as a group. Ask the group representative the following questions to simulate group learning.

## **QUESTIONS FOR STUDENTS**

- How did your group arrive at a consensus?
- Were the options of all the group members same?
- Did you change your options from the ones that you had marked in the individual exercise? Why?/Why not?
- How much influence did your friends have on the decision you made?
- Do you feel satisfied with the group's decision? Why? /Why not?

8. Inform the students that in the next activity they would learn the method of taking a decision.
9. Use the slide below to recapitulate and highlight the key messages.

**Key Message**

- Decision Making is when one has choice and must choose the best one or when one is trying to make up his/her mind on what one wants and what is best.
- There are many ways to solve a problem.
- It is important to be able to think of as many options as possible-even if they may not be very practical.
- It is important to analyze the information before taking a decision.
- Environmental factors such as Peer Pressure often influence our decision.
- It is important to evaluate the consequences for each of the options and only then take the decision.
- If there is a problem in obtaining right information regarding a decision, you should take the help of a trusted adult.

**Activity: How to make well informed decisions**

**Objective:** To enable the students to review the Decision-Making process and practice better Decision-Making.

**Steps:**

1. Initiate the activity by giving out the handout.
2. Ask student to recall how they dealt with a difficult decision or addressed a major problem in their lives. The aim is to see whether the students can identify the key steps they take (and have taken) when deciding what choices they should make around a difficult decision.

### **Steps in Decision Making Process**

- Define the Problem: Find out what causes the problem and why it occurs.
  - Consider the Alternatives: Find more than one way to solve problem.
  - Consider the consequences of each Alternative: For each alternative found think about how it can affect you, your family, your friends or other people. When considering the consequences, it is important to consider your personal values and beliefs.
  - Choose the best Alternative.
  - Implement the Decision: Put the decision you chose into action.
3. Write the suggested steps and fill in the missing gaps. Explain the POWER model to them.

#### **Key Message:**

- It is important to analyze the information before taking a decision.
- It is important to evaluate the consequences for each of the options and only then take the decision.
- If there is a problem in obtaining right information regarding a decision, you should take help of a trusted adult.
- Decision-making is strongly influenced by our self-esteem.
- With a positive self-esteem one is able to think independently and make wise decisions.
- Factors which influence our decision making process are peers, family, society, culture, education, attitudes, traditions, experiences, knowledge, religion, government and social conflicts.

**Handout**  
**'Making -Informed Decisions'**  
 The three C's to good decision making

1. Challenge (or decision) you are facing.....  
 .....  
 .....  
 .....

2. Choices you have:

Choice 1.....  
 Choice 2.....  
 Choice 3.....

3 Consequences of each/mentioned choice:

Positive	Negative

Your decision is: .....  
 Major reason is: .....

# NEED FOR GUIDANCE

## ADOLESCENTS NEED GUIDANCE

“Adolescents haven’t had the experience of an adult actually listening to what they have to say. Just knowing that they are important enough to be noticed and heard goes a long way in helping them solve their problems.”



The changes in how adolescents think, reason, and understand can be even more dramatic than their obvious physical changes. From the concrete, black-and-white thinkers they appear to be one day, suddenly it seems adolescents become able to think abstractly and in shades of grey. They are now able to analyze situations logically in terms of cause and effect and to entertain hypothetical situations and use symbols, such as in metaphors, imaginatively.

Despite their rapidly developing capacity for higher-level thinking, most adolescents still need guidance from adults to develop their potential for rational decision making. Stereotypes, adolescents prefer to confer with their parents or other trusted adults in making important decisions about such things as attending college, finding a job, or handling finances. Adults can use this openness as an opportunity to model effective decision making or to guide adolescents as they grapple with difficult decisions.

The teacher must provide possible opportunities for self-study and self-expression to these adolescents. The teacher can allow the students to participate in the planning of the class and school activities. These youngsters are mature enough to shoulder responsibilities.

Moreover educators have noticed that rules and regulations framed with the assistance of the students can be easily enforced and they are really obeyed. It is also noticed that they themselves come up with certain disciplinary actions. It works wonders and the administration is in an advantageous position in this regard. This type of democratic function with the student body helps them to be better quality leaders in the future.

At each stage of development, guidance is required and if given systematically and scientifically it will help the individual. For this, the core life skills are required in Counsellors/ teachers Counsellors for effective guidance to students.

It is important for schools to identify teachers in the beginning of academic year having certain skills to provide Guidance to the students in case there is no trained counsellor.

As students would look up to these teachers, they also need to have understanding about certain other skills that would indirectly encourage students to come to her/him.

### **EFFECTIVE GUIDANCE TIPS FOR COUNSELLOR/ TEACHER**

#### **a) Listen and clarify**

Teachers should demonstrate good listening skills by not only understanding what a person is trying to say, but also to allow her/him an opportunity to express herself/himself. As they will need to act upon the statements and desires of the student, they need to listen clearly to know exactly what the student is looking for with regard to educational and/or vocational opportunities. It would also include attending to non-verbal communication, and the ability to ask questions about non-verbal communications. Also, they can make use of clarifying statements to check upon any misunderstanding.

#### **b) Ask open-ended questions**

This is a good way to start and continue a discussion. Open-ended questions start with. How, why and what ("How does this affect us?" Why is it an issue?" What can we do to change this situation?") This would encourage discussions and help students in getting clarity about their own thoughts and wishes.

#### **c) Being non-judgemental**

Teacher also needs to learn about not making judgments on behalf of the person being helped. Although they would have their own values, these should not be imposed on the students and thus teachers must retain the ability to listen to and accept the views of students.



## **Confidentiality**

Teachers also show complete discretion, never revealing what others say or do within the guidance context. Confidentiality is paramount in such talks, especially if demanded by student.

## **Non-verbal facilitation skills**

- Make eye contact with the student. Poor eye contact can be readily misinterpreted by the student as lack of interest and can inhibit open communication group.
- React to what they say by nodding, smiling and generally showing you are listening.

## **Verbal Facilitation Skills**

- Formulate your questions to encourage open discussion.
- Use open-ended questions such as: “What do you think about...? Why...? How....?”
- After one of the students makes a statement, ask the others if they agree/ disagree, if you are conducting group sessions. Encourage the students to answer each other’s questions. In that way, everyone can learn to listen and to show respect for each other.
- Ask the students to paraphrase or repeat something in their own words to check if they understand it. You should also frequently paraphrase important points made by the students to reinforce them.
- Regularly summarize the discussion. Ask the student if they disagree with anything and help them to draw conclusions.
- Share personal experiences to reinforce the student’s views or opinions.
- Modeling appropriate behaviors and techniques for dealing with problems
- Affirming positive results and encouraging the student
- Offering alternative choices
- Identify and understand clients’ personal characteristics related to academic areas.

## **Note for Counsellors/ Teacher Counsellors**

Since the Counsellor or the teacher will be responsible for providing students with information about potential job fields and educational pursuits, it is important for them to have knowledge about the job market. The teacher can enhance their/ own knowledge about this by regularly reading newspapers and magazines and collecting information about various academic courses, colleges/ institutions and careers.

## **Career Corners**

Teachers could make this information available to all students by either making pamphlets, catalogs or even setting up career corner. The place where children and teacher's confidentiality could be maintained along with availability of information, these items would help students in formulating good decisions with regard to their future steps relating to education or vocation.

## **Activity 1: Teacher as an Effective Counsellor**

Give an introduction. We have already looked into the skills that are required to guide adolescent in academic areas. Practice those skills.

### **Step 1:**

Divide the participants into groups of 3 persons and tell them they have to do a role play where

- One is a teacher Counsellor
- One is a student seeking guidance, and
- One is an observer to check all the skills are being used.

### **Note:**

- A. The observer has to note what guidance skills are being used the most.
- B. The teacher Counsellor to check their comfort level while guiding the child.

### **Step 2:**

Repeat the process by switching the role of all the persons in the group, seeing that each member of the group has played a part of a Teacher, Counsellor, Student and an observer.

### **Step 3:**

Summarise the session by asking the participants how did they feel in each role, how difficult or easy was it to become a teacher Counsellor and if they can develop on their skills with practice.

## **Activity 2: Setting up a Career Corner: Tips for Facilitator**

### **Step 1:**

**Ask the participants to brainstorm on the following:**

- What is a career corner?
- What is the need for a career corner?
- What are the requirements for setting up a career corner?

### **Step 2:**

**Sum up the whole session mentioning the following:-**

#### **Setting up a Career Corner**

- A place where children and teacher's confidentiality could be maintained.
- Staff Availability.
- Budget.
- Materials – information related books.
- Equipments – computer to browse through websites for information.

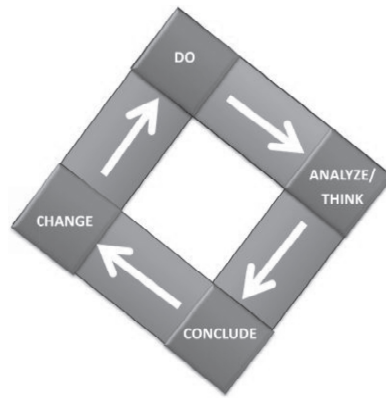
#### **Building rapport with Adolescents**

- **Engage adolescents with non-threatening questions.** Choosing only one or two questions at a given time, ask adolescents questions that help them to define their identities. For example, whom do you admire? What feel proud of (even if just a little)?

- **Listen and be non-judgemental (and listen more than you speak).** This enables the adolescent to realize that you value his or her opinions, and thus to trust you more (Forgatch & Patterson, 1989).
- **Ask open-ended questions.** Ask questions that require more than a yes or no response; this helps the adolescent think through ideas and options (Hill & O'Brien, 1999).
- **Avoid "why" questions.** "Why?" questions tend to put people on the defensive (Plutchik, 2000). Try to rephrase your questions to get at that the adolescent was thinking rather than the reason for something the adolescent has said or done. for example, instead of asking. "Why did you say that?" say instead: "You seemed to be rally trying to get across a point when you did that. Can you tell me more about what you meant? sad. Let you responses reflect his or her mood. Reflecting someone's mood helps the individual feel understood (Forgatch & Patterson, 1989).
- **Casually model rational decision-making strategies.** Discuss how you once arrived at a decision. Explain, for example, how you (or someone you know well) defined the problem, generated options, anticipated positive and negative consequences, made the decision, and evaluated the outcome. Keep in mind that the adolescent has a relatively short attention span, so be brief. Choose a topic that is relevant to adolescents (e.g., deciding how to deal with an interpersonal conflict, identifying strategies for earning money for college) (Keating, 1990).
- **Discuss ethical and moral problems that are in the news.** Encourage the adolescent to think through the issues out loud. Without challenging his or her point of view, wonder aloud about how others might differ in their perspective on the issue and what might influence these differences (Santilli & Hudson, 1992).

- **Encourage Experiential Learning**

- ✓ Involve adolescents in activities that help them reflect on and analyze their experiences.
- ✓ Motivate adolescents to change old behaviors and adopt new behaviors.
- ✓ Promote participation in the learning process that is based on relationships of respect between the facilitator and participants.





# CAREER PLANNING

To earn a living each one of us needs to pursue a career. How does one select the right career? It is a question of great importance because every person spends a major part of their life in pursuing his or her career. It is a decision affecting one's life time so it needs to be taken very seriously. In today fast changing technology driven world though with limitless option and opportunities, career selection is a complicated affair. As a student one needs to begin some basic career orientation programmes. Various factors influence one's career choice .Parental aspiration, media influence; personal interest and many more such factors contribute to one's career selection.



The process of career planning stretches through the secondary and senior secondary years at school. It essentially requires an adequate understanding of oneself in terms of academic potentials, attributes, talents, interests, personality, values, expectations and resources. This basic understanding helps in deciding suitable options. It has been observed that when planned routes to a career or optional careers are chalked out during school years, keeping in mind all attributes, preparation to enter a course and career are adequately motivated and effective. This motivation stirs the young through preparation, study, competition and self-confidence.

## Changes in Qualifications for Jobs

- Unlike the past, today jobs are specialized and require training. For example, earlier a student who completed graduation with a first class could easily get a job; today those who have specialization in have a better edge.
- Job density has increased with people from smaller towns migrating to bigger cities for jobs and education.

- Globalization has increased the standards of education and career profiles, therefore students have standards to adhere to, for studies abroad.
- Multinational companies are opening in India and are looking for well trained employable individuals. if you choose a career sensibly you will do well and will be picked up by any good organization.

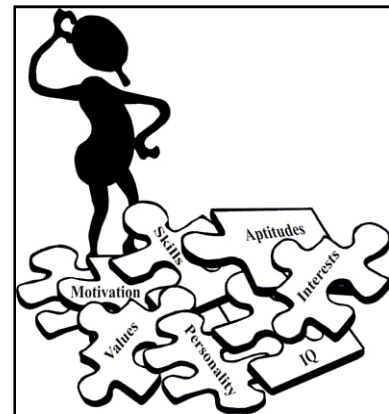
### **What to do?**

The amount of options has increased, so has the confusion. Hence we need to plan a career effectively and be updated with the changes so that we can grow with newer careers. We need to be informed about our choices and then plan our next step.

This can be done by understanding the major trends that affect jobs, which will enable to make better career decisions. The trends may be short or long term.

## **CAREER PLANNING**

Some people complain perpetually about work. It may be worthwhile investigating, why is it so? Essentially because they take up jobs without taking themselves into consideration i.e. without assessing their aptitudes, interests and personality. They may take up courses and career for only some superfluous reasons, e.g. under their friends influence, or to suit their parents desires or take the easiest available opportunity. When the reasons are not at all related to self knowledge and personal needs, choices tend to be distorted.



The ultimate consequence of a poor choice in career results in dissatisfaction and frustration. Dissatisfaction leads to unhappiness, boredom, stress and physiological threats. Work is a major source of personal identity. It is also wrong to presume that there is only one kind of work a person can do over a whole life time. Certain highly gifted people do have one pre-dominant talent and interest, which is expressed through work over a lifetime. But most of us have a range and combination of talents that equip us for a variety of jobs.

Thus good career planning envisages a match between requirements for a job, aptitude, interest, personality and expectations. Awareness of “true” motivation, aspiration, strengths, dislikes, limitations and weakness are essential. This awareness must be as specific as possible. It must be backed by actual achievements and behavior if required, supplemented by certain test results. The test results however are often used loosely for giving judgment on suitability of career options. Students and parents should be cautions against the singular use of testing results for career decision making.

When choosing a career, one also has to consider what one expects from the job-power, money, status, discipline, command or challenge. Interest in the job is absolutely vital for growth in any profession.

### **Key Message:**

### **Four important factors while choosing right career**

There are four areas which need to be looked at for the purpose of choosing right career:

#### **1. Aptitude**

APTITUDE is a combination of native or acquired characteristics that are indicative of the ability of an individual to learn or to develop proficiency in some particular area if appropriate training is provided.

It is associated with an individual's mental abilities. Howard Gardner's Theory of Multiple Intelligence says each one of us is intelligent in different areas. One may be good at using words, one at numbers, another at music, while still another be good at sports and so on. When we choose a career which makes the most use of our natural inborn intelligence, then we perform well in that area.

#### **2. Interest**

It is a behaviour orientation towards certain situations, activities, experiences or objects. It is an expression of likes and dislikes of an individual. Identifying your areas of interest is important to ensure that you are happy at your work place. When we are interested in our work least outside intervention is required. When you enjoy what you are doing, work becomes fun.

### **3. Motivation**

Motivation refers to an internal state which initiates goal oriented behaviour. This refers to the driving forces that encourage you from within to perform at your best, beyond money and status. Your motivators may be different from your friend's and finding your motivators correctly is an integral part of your planning.

### **4. Personality**

No two people are ever the same. Some are quiet, some talkative, some are risk takers, some are fast at making decisions, some think slow but go deep and analyze, some are influenced by their emotions in making decisions, some are more logical.... etc. this is the essence of an individual's personality and it has a great bearing on a person's career. In fact most parents and students tend to ignore this important area while choosing a career. When a person is unhappy or dissatisfied with his career, the personality mismatch is often the cause.

# PARENTAL ROLE IN ACADEMIC AND CAREER GUIDANCE

Preparing one's child for the world of work is a critical part of parenting- like a bird showing its off- spring how to catch worms. Parental efforts to help/ promote the child's academic choices will be part of parental legacy to him or her.



**Parents can have the greatest influence over their children's academic choices.**

- You have the best knowledge of your child's interests and abilities.
- You have the strongest interest in their well-being and success.
- You spend a great deal of time with them and can help to cultivate a variety of profession/ career considerations.
- You are one of their first role models. You can instill a positive view of all kinds of work and career planning later in life.

## **Home is the first workplace**

- Share responsibilities and make decisions that develop work skills at an early age.
- Resolve problems and work as a team to develop important work skills.
- Let your child plan meals for a week.
- Let your child set up and organize a family outing.
- Let your child work with another family member on a project.
- Discuss with your child how a problem situation was resolved.
- Be a role model - children learn by example.



But why there is a difference between parents and adolescents academic choices? How parents can communicate effectively with adolescents on their academic concerns? Activity to trap parental concerns is as follow:

Activity	Topic	Methodology	Duration
Activity 1	Difference between parents and adolescents academic choices	Case study analysis, Group Discussion	30 minutes
Activity 2	Effective Communication skills for parents	Role Plays, Group Discussion	60 minutes

**Activity 1: Difference between academic preferences of parents and adolescents.**

**Objectives:**

- To bring clarity about how parents and adolescents consider factors while making an academic choice.
- To help parents understand ways of communicating with adolescents.

**Steps:**

1. Divide the participants into four groups. Assign one topic to each group.
  - **Group1.** Factors considered by parents while making a academic choice for their adolescent son/daughters.
  - **Group2.** Factors considered by adolescents while making a academic choice for themselves.
  - **Group3.** What academic parents generally opt for their children?
  - **Group4.** What academic adolescents generally opt for themselves?
2. Let the groups discuss and prepare their presentations in 15 minutes.
3. Invite the groups to do their presentations one by one and let the other groups ask questions or seek clarifications.
4. Highlight the main points of each presentation.

***Factors considered by parents while making an academic choice for their adolescent son/daughters.***

- Social Economic Status
- Parental Education/ Employment
- Expenditure involved
- Proximity of the institution and safety of their ward
- later placements
- Opinions of friends, neighbors and media.
- Current trends

***Factors considered by adolescents while making a career choice for themselves.***

- Marks
- Peer Influence
- Societal Influence
- Status
- Financial and other benefits
- Challenges involved
- Current trends

**ACADEMIC CHOICE AFFECTS FUTURE CAREER**

***What do parents generally opt for their wards career in the long run?***

- Traditional careers like doctors, engineers, civil services etc.

***What careers adolescents generally opt for them?***

- Pilot
- Media and communication
- Fashion Designing and Technology
- Fine arts etc.

5. Ask the group which option is better out of the following two and why?

- Adolescents choosing their own career
- Parents choosing a career for their adolescent sons/daughters

6. Now asks the participants – ‘if parents and adolescents together make a career choice – will it be the best option’?
7. Discuss the ideal process to be followed in helping an adolescent choose an appropriate career option, by taking input from each group.

**Collate their inputs on the board and emphasize the key points for Parents.**

**Key Message:**

- Talk to the adolescents about their likes/dislikes
- Don't reject, allow them to express themselves
- Through indirect questioning find out what he/she actually knows about the Career-path, Qualifications required, Salary, Prospective employers, etc.
- Encourage him/her to meet people in that field and genuinely support him/her in that process
- Parents should also get information about the Academic Areas and Careers
- Open dialogue between parents and children about Academic Areas and Careers would help your child.
- Parents and child, together need to explore available options.

**Activity 2: Effective Communication Tips**

**Objective:**

- To understand the need for communicating openly and effectively with adolescents.
- To practice way of healthy communication.

**Steps:**

1. Divide the participants into small groups. Provide each group one situation given below and ask the participants to prepare a role play on it.
2. Give 15 minutes to participants to prepare their role plays.

**Situation 1**

17 year old Rahul is a student of class XII; He does not want to go the engineering coaching. He is keen on landscape and photography and asked his parents to introduce him to cinematographers. But parents have a feeling that the son is not on the right track he perhaps needs counseling to come out of his rigid thinking.

**Situation 2**

15 year old Gita worked as a house maid for the last two months. When she was asked about her education, she says "I want to study but my mother said that I will not gain anything by studying, At least by working I can get some money to save for my marriage".

**Situation 3**

17 year old Mohit, the only son after five sisters in the family, aspires to go for higher studies abroad. Parents are worried about the expenditure and the distance. They have been discouraging him from applying elsewhere.

**Situation 4**

Kamal has been having difficulty in studies since early childhood. He had scored only 45% in his X with difficulty. He has passed Grade V in Key board training. He wants to take up music composition. Parents feel that he is not making a financially viable choice.

**Situation 5**

15 year old Rahul wants to go for training to become a pilot. His father is a doctor and wants him to do MBBS so that he can join his nursing home.

### Situation 6

Shobha is doing her first year MBBS, but is not keen on pursuing the course. She wants to have a career in music. Her parents are not keen on the change as all her cousin have either done or are doing their MBBS.

3. Invite the groups to present their role plays. Initiate a discussion on
  - The reasons behind difference of opinion between parents and children's decisions and the causes behind it.
  - The negative effects these conflicts have on parent-child relationship leading to tensions and stress within the family.
  - Factors that influence parents' decisions while making a career choice for their wards
  - Parents not being aware or not accepting the strengths and weaknesses of their wards.
  - Parents concerned about the welfare or their apprehensions of sending a child to an institution about which they are not aware/are too far off/are in big cities and parents feel their sons/daughters will get spoilt over there.
  - Financial constraints.
4. Discuss the various ways of promoting healthy communication between parents and adolescents

Do's	Don'ts
Accept adolescents as individuals and recognize that they are entitled to make their choices.	Don't treat them as Child new incapable of making the right decision for themselves
Accept that their choice can be different from yours	Don't thrust your opinions/aspirations unfulfilled dreams on you adolescents.
Help them to analyze their strengths and weaknesses	Don't ridicule the adolescents by repeatedly pointing out their weaknesses especially in public.

Genuinely help them to explore the different career options.	Don't ridicule the adolescent in public on their choices.
Be an empathetic patient listener. Practice active listening.	Don't reject their views, opinions.
Look for more information on the career option chosen by your son/daughter to make yourself comfortable with his/her choice.	Don't say NO to their choices, without having enough information about it.

Addressing the needs and concerns of adolescents will help them develop into healthy and empowered adolescents and they will be able to contribute their best to the society and Family.

### **ACADEMIC ORIENTATION OF GIRLS: SPECIAL FOCUS**

Gender equality should prevail where girls won't have to expect less. Disparity or inequality leads to discriminatory practices both at home and in the world outside. Girls lack a sense of personal fulfillment, economic independence and decision making skills. In our Indian society, though a large number of both urban and rural women have taken up paid jobs it is men who are usually considered the breadwinners of the family.



Parents are the most influential factors in shaping the attitudes of their daughters towards their future life in terms of home vs. academic orientation. Academic orientation is one of the most important variables influencing the development of women.

- In the process of socialization, parents act as important agents of the society in transmitting the cultural values to the child.
- Parents directly and indirectly convey their beliefs and specific preferences to their daughters
- The decision to opt for one of either traditional or male dominated professions is also shaped by the socialization practices of the parents



**Key messages:**

- Addressing the needs and concerns of adolescents will help them develop into healthy and empowered adolescents and they will be able to contribute their best to the society and Family.
- Effective Communication is a tool for healthy Interpersonal relationships, to be an effective communicator; we must learn to communicate assertively.
- It is through the academic choices that the individual gives a concrete shape to his self concept.
- Foundations of self-concept are laid in the parent-child interactions during the process of socialization.
- In order to promote favorable self-concept among children, parents should not only set healthy role models of their own behavior, but they must provide opportunities for exploratory experiences so that the child is able to develop her abilities and talents.

# INTRODUCING OPTICAL MARK RECOGNITION (OMR)

In offline assessment, Optical Mark Recognition or Reading (OMR) sheet is the A-4 size paper document printed with timer in black and bubbles in Red/ Magenta/ Blue/ Green colour, on a single sheet or both sides. These forms are optimized for computer scanning. OMR technology is simple, safe, fast and most accurate and reasonable method. In online assessment, answers are selected online (Computer based) by clicking choices on the displayed sheet.

CBSE SGAI OMR Sample Sheet						ओ.एम.आर.सं० / OMR No.	Side 2
						012345	
<b>विद्यार्थी का नाम :</b> <b>Name of the Student (in capital letters) :</b>						<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
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<b>नोट: उचित गोले नीले या काले बॉल प्वाइंट पेन से गहरा करें।</b> <b>Note: Darken the appropriate circle with Blue / Black Ball Point Pen.</b>							
<b>पिता का व्यवसाय</b> <b>Occupation of Father</b> स्व-नियुक्त Self Employed <input type="radio"/> नियुक्त Employed <input type="radio"/> अन्य Others <input type="radio"/>		<b>माता का व्यवसाय</b> <b>Occupation of Mother</b> गृहणी Housewife <input type="radio"/> कार्यरत Working <input type="radio"/> अन्य Others <input type="radio"/>		<b>लिंग:</b> <b>Gender:</b> पुरुष Male <input type="radio"/> महिला Female <input type="radio"/>		<b>परिवार का प्रकार:</b> <b>Family Type:</b> एकल Nuclear <input type="radio"/> संयुक्त Joint <input type="radio"/>	
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केवल लड़कियाँ Girls only <input type="radio"/> केवल लड़के Boys Only <input type="radio"/> दोनों (लड़के एवं लड़कियाँ) Both (Boys & Girls) <input type="radio"/>		सरकारी Government <input type="radio"/> स्वतंत्र Independent <input type="radio"/> अन्य Others <input type="radio"/>		आवासीय Residential <input type="radio"/> गैर आवासीय Non-Residential <input type="radio"/> दोनों Both <input type="radio"/>			
<b>नोट: ओ.एम.आर. शीट को भरने से पहले कृप्या पिछले (पृष्ठ-1) पर दिये निर्देशों को ध्यान पूर्वक पढ़ लें।</b> <b>Note: Please read the instructions given overleaf (side-1) carefully before filling the OMR answer sheet.</b>							
<b>प्रथम भाग/Part I</b>							
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<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>							
(For example A/1/14/20005/0101)							
<input type="text"/> <b>विद्यार्थी के हस्ताक्षर</b> <b>Signature of the Student</b>		<input type="text"/> <b>निरीक्षक के हस्ताक्षर</b> <b>Signature of the Invigilator</b>		<input type="text"/> <b>प्रधानाचार्य के हस्ताक्षर मोहर सहित</b> <b>Signature of the Principal with Seal</b>			

**In offline assessment, the method of marking answer on OMR Sheet is indicated below:**

- Mark the answers with blue/ black ball point pen only. Pencil is NOT TO BE USED.
- Each question is followed by options such as (a), (b), (c), (d), or (Y) (N) (Yes/ No).
- Select one answer and darken the bubble. For the answer of a multiple choice question, fill the entire bubble as shown below:

Correct (✓)



Incorrect (X)



- Do not darken more than one bubble so that right answers can be captured.
- Do not put any mark on the OMR answer sheet other than responses.
- Do not fold the OMR answer sheet so that it can be read.
- Do not tamper the 'Bar Code' printed on the OMR sheet.
- Use of fluid or eraser is not allowed as it hampers reading of answers accurately.

**In online assessment, answers are selected online (Computer based) by clicking choices on the displayed sheet.**