

GOA BOARD OF SECONDARY AND HIGHER SECONDARY EDUCATION

(A Corporate Statutory Body Constituted by an Act of the State Legislature)

ALTO BETIM – GOA 403 521

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GBSHSE/ACAD/BOS/10/

Date: 25th August 2010

CIRCULAR No. 29

To,
The Heads of all Secondary Schools and
Higher Secondary School,
within the jurisdiction of this Board.

Sub:- Scheme of subjects and concessions for Specially Abled Children

Sir / Madam,

In past this Board had circulated information on several concession extended to students with different types of disabilities.

The Board has reviewed and revised the same alongwith additional concessions in the choice of the subjects to the students with different types of disabilities and the same are being circulated herewith. Accordingly, the concessions will come into force from the S.S.C. and H.S.S.C. Examination of March/April 2011.

As far as the options of offering the subjects are concerned the Board has at present syllabi for only 09 subjects viz. **Electrical Group** 1. Domestic Wiring 2. Maintenance and Repair of Domestic Electrical Appliances 3. Electronics.

Home Science Group 1. Cookery 2. Garment Cutting and Sewing **Agriculture Group** 1. Horticulture 2. Floriculture 3. Mushroom Cultivation 4. Vegetable Cultivation and therefore the school will have to select the option from these subjects for Std. IX students only for the current academic year 2010 – 11. In the meantime syllabi in more subjects are being formulated and will be notified as soon as the same is ready.

This circular supercedes all the past circulars issued by this Board from time to time.

Sd/-
Secretary

To,
The Heads of all:
1. Recognized Secondary/Higher Secondary Schools
2. Zonal Officers North/South/Central Education
2. All section Heads.

Complimentary Copy to:-

The Director of Education, Panaji.

ANNEXURE - I

GOA BOARD OF SECONDARY AND HIGHER SECONDARY EDUCATION

Scheme for students with various disabilities

1. Introduction

- 1.1. The Govt. of India has passed three major legislations related to disability. They are:
 - 1.1.1. Rehabilitation Council of India Act (1992)
 - 1.1.2. Persons with Disability Act (1995)
 - 1.1.3. National Trust Act(1999)
- 1.2. The Govt. of India is also a signatory to UN Convention on the rights of persons with disabilities (UNCRPD) which was signed and ratified and has come into force from May 2008.
- 1.3. The purpose of these acts is to bring all persons with disability in the main stream. Although there are special as well as integrated schools for disabled children to meet the education needs, it is necessary to further facilitate the integration of the disabled in the main stream courses in order to provide education of the same standard and quality as received by other children and as well as to uphold their human dignity and to provide equal opportunities to people with disabilities.

2. Policy of Goa Board

- 2.1. It is the responsibility of the various state governments to implement the provisions of these legislations formulated at the national level as well as commitments at the International level. The Goa University, the Goa Board of Secondary and Higher Secondary Education and the Department of Education have, over the years, been extending a number of facilities and concessions to students with various disabilities. Efforts have been made to formalise these into documents. While these and other concessions given by different States and Boards have been studied and included in this document, there is need for a more fundamental change in our approach towards the education of persons with disabilities, keeping in mind the basic psychological tenets of Individual Difference and Multiple Intelligence as well as adopting emerging trends in the educational set-up, curriculum transaction and assessment.
- 2.2. Two groups are visualised within different levels of disability
 - 2.2.1. those below 40% disability
 - 2.2.2. those with and above 40% disability
- 2.3. Those with physical disability below 40% would follow the regular course of studies with extended time and amanuensis, where required and recommended. Those with all forms of mental disability below 40% would also follow the regular course of studies with all the concessions including amanuensis. The extent of concessions will be decided by the Board on a case by case basis on the recommendation of the school and a competent medical officer.
- 2.4. Those with any form of disability 40% and above, would have the following options:
 - 2.4.1. pursue the regular course with the concessions available, be assessed and be certified together with the other students in the format of the Board

- 2.4.2. select the courses of study from the Scheme described under **5.00** and **6.00**, be assessed and certified accordingly.
 - 2.4.3. Students at the higher end of the above 40% disability group could opt for an Individualized Educational Plan (IEP). The curriculum will be prepared for each student with more complex disabilities to be certified by a team consisting of a Clinical Psychologist and Special Educator supported by relevant medical certification.
 - 2.4.4. The IEP is the valid document of progress for the concerned students containing the following areas of information:
 - 2.4.4.1. Description of the individualised curriculum for academics and skills
 - 2.4.4.2. Specific Objectives
 - 2.4.4.3. Teaching Learning Strategies
 - 2.4.4.4. Assessment procedures
 - 2.4.5. These candidates would be assessed primarily through continuous evaluation, the format for which would be drawn up carefully by the concerned BOS. These candidates would be certified differently by the Board stating the level of disability, the subjects selected, the mode of assessment and the level of performance (preferably grading).
- 2.5.** Students with disabilities would be facilitated, wherever required, by
- 2.5.1. Decreasing writing load by setting objective type question, use of Cloze method, etc.
 - 2.5.2. Allowing verbal responses for children with writing difficulties.
 - 2.5.3. Overlooking directional mistakes in maps in geography
 - 2.5.4. Awarding marks for the method employed in mathematics pardoning the errors in calculation arising out of writing numbers in the wrong order
 - 2.5.5. Evaluating the content of answer rather than the syntax or structure, spelling errors
 - 2.5.6. Permitting all forms of readable writing
 - 2.5.7. Restricting long descriptive answers and allowing point-form writing
 - 2.5.8. Permitting students to show knowledge with demonstration.
 - 2.5.9. Giving extra credit for participation in Red Cross and Value Education Class.
- 2.6.** It needs to be emphasised here that it is the joint responsibility of parents, teachers and the school
- 2.6.1. to have proper diagnosis of any disability at an early stage. For this purpose, all teachers need to be informed about the various types and characteristics of disabilities; they need to develop keen observation of these characteristics. In view of this need, the Teacher Training Programmes should necessarily include a module on special education. Similarly, for the existing teachers, orientation programmes should be organised
 - 2.6.2. to decide with the child, the course of study he/she would undertake within the options provided by the Board
 - 2.6.3. to recommend to the Board other courses of study (together with the syllabi, if possible) that an individual child could take

3. List of Disabilities

3.1. A comprehensive list of disabilities includes the following (in alphabetical order)

- 3.1.1. Autism
- 3.1.2. Blindness/Visually impaired and Low vision
- 3.1.3. Hearing impairment
- 3.1.4. Learning disability
- 3.1.5. Loco motor disability, including cerebral palsy
- 3.1.6. Mental illness
- 3.1.7. Mental retardation/Mentally challenged
- 3.1.8. Multiple disability
- 3.1.9. Slow learners

3.2. The definitions for these conditions are as follows

- 3.2.1. **Autism** is a neurological condition typically appearing in the first three years of life that affects a person's ability to communicate, understand relationships and relate to others, often associated with unusual or stereotypical rituals or behaviours, and may or may not be accompanied by intellectual impairment. Children with Autism (CWA) face many challenges in the education system. This is due to the characteristics of autism which are briefly outlined below.
 - 3.2.1.1. Difficulties in Communication: CWA have extreme difficulty in understanding and processing spoken language. Because language is abstract, CWA have difficulty in following teaching in class since most of the teaching is through the spoken word.
 - 3.2.1.2. Difficulties in Motor Skills: CWA often have accompanying motor difficulties which result in difficulty in writing.
 - 3.2.1.3. Problems in Organization and Sequencing: When CWA are confronted with huge bodies of information they are overwhelmed. They are unable to break down the information and study it in the most effective way possible.
- 3.2.2. **Blindness / visual impairment** (blindness and difficulty in seeing – which can be mild, moderate, severe and profound as well as various other visual impairments) refer to conditions where a person suffers from any of the following:
 - 3.2.2.1. Total absence of sight
 - 3.2.2.2. Visual acuity not exceeding 3/60 or 10/200 (Snellen) in the better eye with best correcting lenses
 - 3.2.2.3. Limitation of field of vision subtending an angle of 10 degree or worse;
 - 3.2.2.4. Hemianopsia (Blindness of one half of the Visual field)
 - 3.2.2.5. Xerophthalmia (Dry eyes or nutritious blindness)
 - 3.2.2.6. Trachoma (Begins like “red eye with red watery sore eye”)
- 3.2.3. **Low vision** means impairment of vision of less than 6/18 to 4/60 with best correction in the better eye or impairment of field of vision in any one of the following categories

- 3.2.3.1. Reduction of field less than 50 degrees
- 3.2.3.2. Hemianopia with macular involvement
- 3.2.3.3. Altitudinal defect involving lower fields means a person with impairment of visual functioning even after treatment or standard refractive correction but who uses or is potentially capable of using vision for the planning or execution of a task with appropriate assistive device
- 3.2.4. **Hearing impairment** means sensori-neural hearing loss of forty five decibels (dBHL) or more in the better ear in conversational range of frequencies and the binaural loss of forty percent, or Word Recognition Score of forty percent or less. Different children have varied hearing loss which can be mild, moderate, severe or profound and various other hearing impairments
 - 3.2.4.1. Mutism, (child refuses to speak)
 - 3.2.4.2. Tinnitus, (ringing noises in the ears)
 - 3.2.4.3. Echolalia, (automatic involuntary repetition of heard phrases)
 - 3.2.4.4. Dyarthria (group of motor speech impairments which stem from neuromotor damage)
- 3.2.5. **Learning disability** means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. These children have normal intelligence however they have difficulty in learning. Due to the neurological dysfunction of the Brain there is break in the process of learning in one or more of the five senses. Learning disability includes children with conditions such as
 - 3.2.5.1. dyslexia (reading disability),
 - 3.2.5.2. dysgraphia (writing disability)
 - 3.2.5.3. dyscalculia (math disability).
 - 3.2.5.4. dyspraxia (motor disability)
 - 3.2.5.5. Language disorders
- 3.2.6. **Loco motor disability** means disability of the bones and/or joints muscles leading to substantial restriction of the movement of the limbs or any form of cerebral palsy. Disabilities could also result from leprosy and polio.
 - 3.2.6.1. Cerebral palsy means a group of non-progressive conditions of a person characterized by abnormal motor control posture resulting from brain insult or injuries occurring in the pre-natal, peri-natal or infant periods of development
 - 3.2.6.2. Erb's Palsy (arm paralysis from birth injury)
 - 3.2.6.3. Athetosis (one of the forms of Cerebral Palsy characterised by withering, shaking, involuntary movement of the head limbs or the body)
 - 3.2.6.4. Spastic (Characterized by highly tensed contractions of muscle groups which may be flaccid, hypo kinetic, mixed)
 - 3.2.6.5. Arthrogyposi (multiple contractures from birth)
 - 3.2.6.6. Ataxia (loss of ability to perform gross motor co ordinations)
 - 3.2.6.7. Atrophy (withering, shrinking in size)
 - 3.2.6.8. Muscular Dystrophy (a disease of unknown origin characterized by progressive deterioration in muscle functioning and also withering of the muscles)

- 3.2.6.9. Multiple Sclerosis (a deteriorating muscular disability produced by over growth of connective tissues surrounding the nerve track)
- 3.2.6.10. Myasthenia (muscular weakness)
- 3.2.6.11. Lathyrism (is a disease that paralyses the lower limbs of a person for life, particularly men between the ages of 5 and above)
- 3.2.6.12. Children who stay small or have weak bones (Rickets, Brittle bone diseases, dwarfism)
- 3.2.6.13. Juvenile Arthritis (Joint Painful Contractures of the joint pain),
- 3.2.6.14. Spinal Curve and other back bone deformities
- 3.2.6.15. Potts Disease (tuberculosis of the back bone),
- 3.2.6.16. Spina Bifida (Babies born with defect over their back bone).

3.3. Mental illness means any mental disorder other than mental retardation especially early onset of psychotic disorders;

3.4. Mental retardation/mentally challenged means a condition of arrested or incomplete development of mind of a person which is characterized by sub-normality of intelligence, with an intelligence quotient of below 70, as measured on any standardised tests of intelligence.

3.5. Multiple disability means a combination of two or more disabilities as listed above

- 3.5.1. Deaf-blindness is combination of hearing and visual impairments, that creates such severe communication, and other developmental and educational needs that can not be accommodated in special education programmes meant solely for children with deafness or children with blindness.

3.6. Slow Learner means a condition of borderline intelligence, with an intelligence quotient of 70-84 as measured on any standardised tests of intelligence.

4. Concessions

4.1. All the students with special needs who wish to avail of the concessions in the scheme of subject provided by Goa Board of Secondary and Higher Secondary Education will need prior approval of the Board, six months in advance of the appearance at the public examination. They should submit a Certificate of Disability from the Goa Medical College and the recommendation of the institution where studying.

- 4.1.1. Children with disabilities of bona fide foreign nationals residing in India or non resident Indians who seeks admission to IX, X, XI and XII shall be allowed to offer, French/Portuguese or other languages under private study as first, second or third language with prior, approval of the Board.
- 4.1.2. It is imperative that the child who seeks admission with concessions in classes IX, X, XI and XII should be assessed in the school by a Team consisting of a Clinical Psychologist and Special Educator supported by medical documents.
- 4.1.3. Concessions for Examination shall be availed with prior approval of the Board's Secretary. The candidate shall produce a letter of approval by the Board for availing such facilities before the authorities during conduct of examination, as and when required by competent authorities

- 4.1.4. Supervision charges will be borne by the Board
- 4.1.5. The Chairman of the Board can condone a further 15% in attendance for valid medical grounds on a case to case basis. The recommendation of the head of the institute should invariably accompany such applications from candidates.

4.2. Readers/Writers

- 4.2.1. At the request of the candidate, and on the recommendation of the school team consisting of a Clinical Psychologist and Special Educator, deserving candidates shall be allowed to make use of the writers / readers or both.
- 4.2.2. The educational qualification of such writer/reader shall necessarily be a student studying one standard less than the examination for which the candidate is appearing & shall be a student of an institution recognized by the Board.
- 4.2.3. Before the examination commences an undertaking shall be obtained from the writer/reader to the effect that there will be no misuse of the concession and that the writer will write nothing but what is dictated by the candidate.
- 4.2.4. The Writer should seek prior approval from the Board. Remuneration will be as decided by the Board.
- 4.2.5. The choice of selection and appointment of the writer/reader shall rest with the conductor only and not with the candidate. The person selected as writer./reader shall enjoy the fullest confidence of the conductor or the Deputy conductor concerned.
- 4.2.6. A writer shall not be allowed in subjects that require / consist of practical work.
- 4.2.7. A separate sitting arrangement shall be made by the conductor for the candidate who is allowed a writer / reader to avoid disturbance to other candidates. In such cases, the conductor shall report to the Boards office, the following details of the Writer.
 - 4.2.7.1. Full name of the candidate
 - 4.2.7.2. Seat number of the candidate
 - 4.2.7.3. Name of the school.
 - 4.2.7.4. Grounds on which writer was allowed.
 - 4.2.7.5. Name of the writer
 - 4.2.7.6. Educational qualification of the writer
 - 4.2.7.7. Full address of the writer
 - 4.2.7.8. Subjects papers, in which the writer was provided.
- 4.3. Candidates are permitted the use of augmentative and assistive communication devices such as calculator, computers, typewriters etc. when recommended by the school and approved by the Board.

4.4. Blind/Visually Impaired Candidates:

- 4.4.1 These candidates on their request shall be allowed to use Typewriters/Braille Machine/Computers provided that such candidates shall make their own arrangement of the necessary machines. These candidates using the Typewriters/Braille machines shall be accommodated in a separate block.

- 4.4.2 These candidates shall be allowed to use templates for drawing diagrams and shall make their own arrangements of necessary templates.
- 4.4.3 These candidates shall be exempted from performing practical in Science and marks secured in theory shall be increased proportionally or shall be given an oral examination.
- 4.4.4 These candidates will be given nearest examination centre of their choice.
- 4.4.5 They will be given extra 30 minutes to solve the question paper or/and will be provided a writer/reader, as the case may be, at the time of examination.
- 4.4.6 These candidates will be exempted from drawing figures, maps etc. and the marks for these will be proportionately increased or providing alternate type questions
- 4.4.7 Separate question papers in enlarged print or Braille shall be provided when requested well in advance

4.5 Hearing Impaired Candidates

- 4.5.1 These candidates shall not be exempted from performing practicals. However practicals involving sound or reflection of sound will not be included for them.
- 4.5.2 These candidates will be given nearest examination centre of their choice.
- 4.5.3 These candidates shall be given extra 30 minutes to solve the question paper.
- 4.5.4 Deaf and dumb candidates may be granted 20% of marks received by them additionally provided a certificate is forward by the Goa Medical College and the application of the candidate is recommended by the Head of the Institute.

4.6 Cerebral Palsy/Spastic Candidates

- 4.6.1 In case of these candidates, who on advice of the competent authority are unable to study the subject “Health and Physical Education”, shall seek condonation from the Board. On the merits of each case, the Board shall condone the requirements for appearing for this school assessment subject. Provided that the candidate makes such a request to the Board through the head of the Secondary School along with a medical certificate to that effect from the competent authority.
- 4.6.2 These candidates will be allowed to give oral examination instead of practical examination in Science. These candidates shall be exempted from drawing figures, maps etc. and marks secured in theory shall be proportionately increased.
- 4.6.3 The seating arrangements for these candidates shall be made at nearest center. The parents/Guardians shall however, arrange to provide typewriters, tables, chairs suitable for these students without any extra charge to the Board.
- 4.6.4 These candidates shall be given 1 hour extra time to solve the question paper.
- 4.6.5 These candidates shall be permitted to type or write the answers script or they shall be permitted to provide a writer for full paper or part of the paper incase the candidate feels tired or exhausted while typing or writing the paper.

4.7 Physically Disabled (Upper Limbs Only)

- 4.7.1 Candidates who, on advice of the competent authority, are unable to study the subject “Health and Physical Education” shall seek condonation from the Board.

On the merits of each case, Board shall condone the requirements for appearing for this school assessment subject. The candidate should make such a request to the Board through the head of the Secondary/Higher Secondary School along with a medical certificate to this effect from the competent authority. If the candidates are exempted from drawing figures maps etc, the marks for it will be proportionately increased.

- 4.7.2 These candidates will be given nearest examination centre of their choice and convenient seating arrangement.
- 4.7.3 These candidates may be exempted from drawing figures, maps etc. and the marks for these will be increased proportionately.
- 4.7.4 These candidates will be given extra 30 minutes to solve the question paper and will be provided a writer at the time of the examination if necessary. The supervision charges will be borne by the Board.

4.8 Physically Disabled (Lower Limbs only with no brain damage)

- 4.8.1 In case a child is only physically disabled example (lower limb deformities) and has no brain damage, then they may be given extra time while answering the Regular Goa Board Syllabus.
- 4.8.2 Candidates who, on advice of the competent authority, are unable to study the subject "Health and Physical Education" shall seek condonation from the Board. On the merits of each case, Board shall condone the requirements for appearing for this school assessment subject. The candidate should make such a request to the Board through the head of the Secondary/Higher Secondary School along with a medical certificate to this effect from the competent authority.
- 4.8.3 Candidates with lower limbs disabilities may be given seating arrangements at a convenient place
- 4.8.4 These candidates will be given nearest examination center of their choice.

4.9 Specific Learning Disabilities/Slow Learners

- 4.9.1 Dyslexia (Reading & Language): These candidates have difficulty in reading, spellings, writing and expressive language.
 - 4.9.1.1 Candidates will be provided a reader/Writer.
 - 4.9.1.2 Extra 30 minutes time to solve the question paper.
- 4.9.2 Dysgraphia (Writing): These are candidates having learning disability resulting from difficulty in expressing thought in writing and graphing.
 - 4.9.2.1 Candidates may be provided with a Reader/Writer.
 - 4.9.2.2 Extra 30 minutes time to solve the question paper.
- 4.9.3 Dyscalculia (Maths): These are the candidates having difficulty in learning or comprehending mathematics.
 - 4.9.3.1 Permission may be given to use reader/writer.
 - 4.9.3.2 Use of simple calculator mathematical tables may be allowed.
 - 4.9.3.3 Extra 30 minutes time to solve the Mathematics question paper.

4.10 Autism Spectrum Disorder (For children mainstreamed in the regular classroom)

- 4.10.1 Use of writer may be allowed

4.10.2 Use of augmentative and assistive technology

4.10.3 60 minutes extra time to answer examination.

4.11 Temporary Disabilities

4.11.1 A writer or a reader would be allowed

4.11.2 A written application along with medical certificate and doctor's recommendation should be handed over to the Chairman/Secretary of the Goa Board, who shall decide the case on merit.

4.11.3 In case of disabilities during the exams, the conductor shall decide case on merit in consultation with Chairman/Secretary with utmost urgency.

5. Scheme of Subjects for students with disability (ref. 2.4.2) - SSC

5.1 SSC Examination: students shall offer

5.1.1 Group A

1. **First Language:** Any one of the following:

- a) English
- b) Konkani
- c) Marathi
- d) Urdu

2. **Second Language:** Any one of the following but other than that offered as a first language:

- a) Hindi
- b) English (in case 1st language is Marathi, Konkani or Urdu)
- c) Hindi + Konkani
- d) Hindi + Marathi
- e) Hindi + Sanskrit
- f) Hindi + Arabic

Or a subject from Annexures 1& 2

3. **Third Language:** Any one of the following other than that chosen as first or second languages even if it is composite:-

- a) English
- b) Konkani
- c) Marathi
- d) Sanskrit
- e) French
- f) Portuguese
- g) Urdu
- h) Arabic
- i) Latin
- j) German
- k) Konkani + Marathi
- l) Konkani + Sanskrit
- m) Konkani + Arabic

- n) Marathi + Sanskrit
- o) Marathi + Arabic

Or a subject from Annexures 1& 2

- 4. **Mathematics** *Or a subject from Annexures 1& 2*
- 5. **Science** *Or a subject from Annexures 1& 2*
- 6. **Social Science** *Or a subject from Annexures 1& 2*

5.1.2 *School Assessment Subjects*

- a) Any one of the following:-
 - i. National Cadet Corps
 - ii. Junior Red Cross
 - iii. Scouting (for boys) Guides (for girls)
 - iv. Social Service
 - v. Health Education, Physical Education and Sports
- b) Any one of the following: (A student should opt for the subject other than the subject opted in Annexure 1.)
 - i. Work Experience
 - ii. Elements of Engineering
 - iii. Elements of Agriculture
 - iv. Elements of Commerce and Accounts
 - v. Elements of Industrial Crafts
- c) Computer Literacy Programme
- d) Environmental Education

Note: Students opting for Pre-Vocational courses should be exempted from **Work Education**

Annexure 1

Block I – Agriculture:

- a) Floriculture
- b) Mushroom Cultivation
- c) Biogas Production and use Vermiculture
- d) Food Preservation
- e) Kitchen Gardens
- f) Ecotourism
- g) Fisheries
- h) Bee Keeping

- i) Dairy Farming
- j) Poultry

Block II – Home Science:

- a) Bakery and Confectionery
- b) Vegetable and Fruit Carving
- c) Food and Beverage
- d) Food Preservation
- e) Catering
- f) Textile Technology and Designing (Weaving, Dyeing, Painting, Printing)
- g) Laundry
- h) Tailoring (Drafting Cutting and Stitching)
- i) Embroidery and Needlework
- j) Knitting and Crochet
- k) Haircutting and Beautician

Block III – Fine Arts:

- a) Drawing
- b) Painting
- c) Clay Modeling and Ceramics
- d) Interior Decoration
- e) Jewellery
- f) Coir Articles
- g) Photography
- h) Animation

Block IV – Basic Handyman Course:

- a) Wood Work/Carpentry/Furniture Design
- b) Cane and Bamboo Work
- c) Metal Craft
- d) Plumbing
- e) Electrical Repair
- f) Automobile Repair

Block V – Cultural Awareness:

- a) Music
- b) Dance
- c) Theatre
- d) Puppetry

Block VI – Office Management:

- a) Computers and Information Technology
- b) Secretarial Practices including Shorthand, Typing, Xeroxing, Cyclostyling
- c) Desk Top Publishing
Preparation of Handmade Paper and Book Binding

*Annexure 2***Pre-Vocational Subjects**Electrical group

1. Domestic Wiring
2. Maintenance and Repair of Domestic Electrical Appliances
3. Electronics

Home Science group

1. Cookery
2. Garment Cutting and Sewing
3. Doll making and soft toys
3. Knitting and Wool Craft
4. Garment Designing and Tailoring
5. Crochet
6. Bakery

Agriculture Group

1. Horticulture
2. Floriculture
3. Mushroom Cultivation
4. Vegetable Cultivation
5. Food Processing
6. Dairy and Poultry

Fine and Performing Art

1. Theatre Art,
2. Fine Art (drawing & painting)
3. Music

6.00 Scheme of Subjects for students with disability (ref. 2.4.2) - HSSC

Special education students shall offer subjects prescribed under Parts A and B

6.1 Part A

6.1.1 **Languages:** A student has to take one language

- a. English
- b. Konkani
- c. Marathi
- d. Hindi
- e. Urdu

6.1.2 **Subjects:** A student has to offer 5 subjects from the lists below:

- 1) Any language other than the one taken under (i) above

- a) English
- b) Konkani
- c) Marathi
- d) Hindi
- e) Urdu
- f) French
- g) Portuguese
- h) Kannada/Malayalam/Arabic/Latin (with prior approval 2 years in advance)

2) Agriculture based

- a) Floriculture
- b) Mushroom cultivation
- c) Biogas production and use of Vermiculture
- d) Food preservation
- e) Kitchen gardens
- f) Ecotourism
- g) Fisheries
- h) Bee keeping
- i) Dairy farming
- j) Poultry
- k) Forest

3) Home Science based

- a) Bakery and confectionery
- b) Vegetable and fruit carving
- c) Food and beverages
- d) Food preservation
- e) Catering
- f) Textile technology and designing (weaving, dyeing, painting, printing)
- g) Laundry
- h) Tailoring (drafting and cutting and stitching)
- i) Embroidery and Needlework
- j) Knitting and Crochet
- k) Haircutting and Beautician

4) Fine and Performing Art based

- a) Drawing
- b) Painting
- c) Clay modeling
- d) Ceramics
- e) Interior decoration
- f) Jewellery making/repair
- g) Coir articles
- h) Photography
- i) Animation
- j) Music (vocal/instrumental)
- k) Classical Bharat Natyam Dance
- l) Classical Kathak Dance
- m) Theatre Art
- n) Puppetry
- o) Hindustani Classical Music – Tabla

- p) Hindustani Classical Music - Vocal
 - q) Hindustani Classical Music - Sitar
- 5) Handyman Course based
- a) Wood work
 - b) Carpentry
 - c) Furniture design
 - d) Cane and bamboo work
 - e) Metal craft
 - f) Plumbing
 - g) Electrical repair
 - h) Automobile repair
- 6) First Aid based
- a) Road Safety
 - b) Fire Safety
 - c) Public, Health and Hygiene
 - d) Water Safety
- 7) Disability Awareness
(Various types of disability, causes & prevention, management)
- 8) Office Management based
- a) Computer and Information technology
 - b) Secretarial practices including shorthand, typing, Xeroxing, cyclostyling
 - c) Desk Top Publishing
 - d) Preparation of handmade paper & Book Binding
 - e) Computer and Word Processing
 - f) Stenography
- 9) Sports & Yoga based
- a) Any two sports events
 - b) Yoga – special
- 10) Traditional Courses based
- a) Bicholi – Earthen and metal work
 - b) Pedne – Civil construction
 - c) Ponda – Sangeet/Theatre art
 - d) Canacona – Carving work, etc.
- 11) Liberal Arts based
- a) History
 - b) Geography
 - c) Geology
 - d) Political Science
 - e) Sociology
 - f) Logic
 - g) Philosophy
 - h) Psychology

12) Economics and Commerce based

- a) Economics
- b) Book Keeping & Accountancy
- c) Organisation of Commerce
- d) Secretarial Practice
- e) Cooperation
- f) Banking
- g) General Insurance
- h) Tourism & entertainment

13) Engineering based

- a) Workshop Technology and Engineering Drawing
- b) Elements of Mechanical Engineering and Engineering Drawing
- c) Elements of Civil Engineering and Engineering Drawing
- d) Auto Electricals

14) Mathematics

15) Computer Science

16) Library Science

17) Generic Vocational Course

18) General Foundation Course

6.2 Part B

6.2.1 A student has to take 3 school Assessment subjects from the list below

- 1) Health Education
- 2) Physical Education & Sports
- 3) National Cadet Corps
- 4) National Service Scheme
- 5) Youth Red Cross
- 6) Rovers/Rangers
- 7) Social Service
- 8) Environmental Education
- 9) Computer Awareness