ICSE

INDIAN CERTIFICATE OF SECONDARY EDUCATION EXAMINATION

YEAR 2028



COOKERY

(69)

Developed by:
Research, Development and Curriculum Division (RDCD)
CISCE

January 2026

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Council for the Indian School Certificate Examinations (CISCE)

MISSION STATEMENT

The Council for the Indian School Certificate Examinations is committed to serving the nation's children, through high quality educational endeavours, empowering them to contribute towards a humane, just and pluralistic society, promoting introspective living, by creating exciting learning opportunities, with a commitment to excellence.

ETHOS OF CISCE

- Trust and fair play.
- Minimum monitoring.
- Allowing schools to evolve their own niche.
- Catering to the needs of the children.
- Giving freedom to experiment with new ideas and practices.
- Diversity and plurality - the basic strength for evolution of ideas.
- Schools to motivate pupils towards the cultivation of:
  Excellence - The Indian and Global experience.
  Values - Spiritual and cultural - to be the bedrock of the educational experience.
- Schools to have an 'Indian Ethos', strong roots in the national psyche and be sensitive to national aspirations.

CLASS X

*There will be **one** paper of **two hours** duration carrying 100 marks and Internal Assessment of 100 marks.*

PART 1: THEORY - 100 marks

1. Choice and cost of seasonal foods: merits and intelligent use of convenience foods

(a) Choice and cost of seasonal foods

Detailed study of food guides for proper selection and the use of seasonal foods to ensure good nutrition. Advantages of seasonal foods - during season, foods are rich in nutrients and of low cost. Is the cost of foods related to their nutritional values? Suggestion of cheaper substitutes for expensive food items, e.g. green leafy vegetables, amla, guava etc.

(b) Choice and purchase of perishables, semi-perishables and non-perishables and their hygienic storage

Economical shopping: shopping at supermarkets, wholesale outlets, retail shops, street vendors – merits and demerits. Provision for hygienic storage of perishables, semi-perishables and non-perishables and use of minimum resources for maximum benefit in limited food budgets.

(c) Use of convenient foods, such as tinned, packed, frozen and processed foods

Merits and demerits of using convenience foods in diets; factors for selection of foods – variety and labour and time saving. Reading labels of packed convenient foods for brand name, trademark, shelf life, dates of manufacture and expiry, food standard/quality marks such as ISI, FPO and Agmark for right choice of foods. Encouraging the use of convenience foods sparingly and use more of fresh seasonal foods for obtaining good nutrient values and avoiding preservatives in diets.

2. Meal planning and balanced diets: use of five food groups as suggested by ICMR

(a) Objectives of meal planning

Importance of factors like balanced diet (age, gender, occupation and health status), climatic conditions, choosing nutritionally rich but economical foods within the five food groups, storage space, seasonal variations in the diets, etc.

(b) Psychological aspects of food planning

Likes and dislikes, state of mind due to stress, food fads, traditional and cultural influences on meal planning. Planning meals for festivals, special occasions and unexpected visitors.

(c) Planning meals for various age groups

Planning balanced meals according to ICMR nutrient allowances for pre-school, school going children, special needs of adolescents and the elderly, pregnant and lactating women.

3. Therapeutic diets and planning meals

(a) Definition of diet therapy, reasons for using therapeutic diets, and types of therapeutic diets.

Brief foundation on dietetics and diet therapy; types of diets – liquid, semi-liquid, solid and soft; treating illnesses through diets at home under the proper guidance of a medical practitioner/nutritionist. Efforts are to be made to incorporate variety and ingenuity through a discussion on various sample diets.

(b) Obesity: causes and diet therapy

Factors leading to obesity, role of proper dieting habits, right choice of food, exercise and proper meal pattern. Significance of diet counselling.

(c) Planning meals for the invalids and convalescents

Role of diets in treating illnesses such as fever, anaemia, diarrhea, hypertension and diabetes. Suggestions for modification in diets for invalids and convalescents, keeping in mind the health status, likes and dislikes and cultural habits.

4. Food preservation and storage

(a) Causes of food spoilage, advantage of food preservation, principles of food preservation

Factors for food spoilage: internal and environmental factors (micro-organisms, enzymes and insects); prevention or delay of self-decomposition of food and of microbial decomposition; advantages of food preservation. Principles involved in food preservation.

(b) Long term and short term preservation methods at home – milk and milk products, egg, meat, fish, vegetables and fruits

Methods for preserving foods at home –refrigeration, deep freezing, dehydration, pickling, salting, preparing squashes, juices and jams using chemical preservatives; storing garden produce.

(c) Commercial methods for preserving foods – canning, pasteurisation and cold storage

Hygienic and proper storage of various food items at commercial levels for future use, reducing costs and providing variety in the diets.

5. Kitchen planning

(a) Types of kitchen and work centres

Types of kitchen layouts: one wall, two wall, U-shaped, broken U-shaped and L-shaped kitchens; modular kitchen; detailed study on the four main work centres – preparation, cooking, washing, and serving. Knowledge of the basic requirements of the planned kitchen layouts, fixtures, equipments and inter-space relationship to provide efficient utilisation of space and to avoid fatigue.

(b) Factors to be considered while planning a kitchen

Contribution of proper lighting, water supply, ventilation, ceiling, floor, walls, storage fixtures and other necessary cooking items for convenient, comfortable and labour saving kitchen features, use of work simplification techniques.

(c) Safety in kitchen

Use of proper materials for floors and walls, avoiding sharp edges on counters and proper storage for equipments, especially for sharp instruments like knives.

6. Kitchen hygiene

(a) Food hygiene, food handlers and the food stuffs

Rules for maintaining hygienic conditions in the kitchen and importance of personal hygiene of food handlers for providing clean food to the family members.

(b) Food sanitation

Importance of food sanitation; related diseases such as diarrhoea, cholera and dysentery. Role of proper/uncontaminated water supply.

(c) General cleanliness of kitchen

Regular (daily, weekly, monthly, yearly/seasonal) cleaning, ways and the materials to be used for maintaining kitchen hygiene, especially on the floors and the storage places.

(d) Disposal of kitchen waste

Proper procedure to be adopted for the disposal of solid and liquid waste; care of bins, sink and drains, importance of good ventilation.

(e) Household pests

Care of food from food polluters such as cockroaches, ants, lizards and rodents, careful use of insecticide and pesticides at home. The topic creates an awareness of cleanliness within the kitchen and outside, aiming for a cleaner and safer environment during food preparations and storage.

7. Kitchen equipment

(a) Basic equipment for food preparation and cooking

Detailed study of materials used in cooking utensils, cutting devices, and stirring equipments – selection and care of pressure cookers and pans, microwave oven, non-stick cookware, plastic-ware, microwave-proof cookware. Precautions to be followed while using them to maintain cleanliness and maximum safety in the kitchen.

(b) Equipments for serving.

Features to be kept in mind while choosing them: cost, easy to handle, safety, durability, utility, size, design and aesthetics. Care, cleaning and storage of these equipments.

(c) Table setting and table service

Detailed study of the various table services, such as formal, informal, and buffet.

PART 2: INTERNAL ASSESSMENT

To be assessed internally by the school - 100 Marks

Practical Work in Cookery

Candidates will be required to do practical work in one or more aspects of cookery. The teacher is free to assess the practical work either on the basis of continuous assessment or on the basis of periodical tests.

The minimum number of assignments for each academic year

Class IX - **Five** practical oriented assignments as prescribed by the teacher.

Class X - **Five** practical oriented assignments as prescribed by the teacher.

Suggested Assignments

1. The merits, use and care of various types of kitchen equipment and utensils.
2. Cooking processes: boiling, frying, steaming, baking, grilling, and stewing.
3. Planning and preparation of meals for different types of people on different occasions.
4. Mixing and baking bread, cakes, patties, etc.
5. Practice in the preparation of salads, pickles, juices, puddings, sweets, biscuits, etc.
6. Mixing and making *chapatis, nans*, etc.

7. Practice in preparation of squash, jam, etc.
8. Nutritive and healthy cooking.

Final Test

In addition to the practical work, the candidates will be tested in the planning and preparation of a meal by the External Examiner.

EVALUATION

The assignments/project work are to be evaluated by the subject teacher and by an External Examiner. The External Examiner may be a teacher nominated by the Head of the school, who could be from the faculty, **but not teaching the subject in the section/class**. For example, a Home Science teacher of Class VIII may be deputed to be an External Examiner for Class X projects.

The Internal Examiner and the External Examiner will assess the assignments independently.

Award of Marks	**(100 Marks)**
Subject Teacher (Internal Examiner)	50 marks
External Examiner	50 marks

The total marks obtained out of 100 are to be sent to CISCE by the Head of the school.

The Head of the school will be responsible for the online entry of marks on CISCE's CAREERS portal by the due date.

INTERNAL ASSESSMENT IN COOKERY - GUIDELINES FOR MARKING WITH GRADES

Criteria	Planning Efficiency	Working to time plan	Manipulation	Quality produced	Appearance/Arrangement
Grade I (4 marks)	Follows the question set and systematically organises the work process.	Is successful in handling parts of the question set and fits them within required time.	Excellent display of manipulative skills - can deal with a laboratory situation efficiently.	With a special insight into the question, the quality developed is of a high standard.	A fine aesthetic sense and artistic ability has been conveyed in the complete arrangement.
Grade II (3 marks)	Follows the question set except that the step-by-step work shows slow operational skill.	Is successful in handling parts of the question, but the smooth work appears to slow down.	Good control of manipulative skills, has been able to deal with each situation with ease.	The insight into the requirements of the question has been achieved and the quality is good.	The display of colour and equipment used gives an impression of sound organisation.
Grade III (2 marks)	Follows the question. Order of work process shows lack of co-ordination.	Is successful in handling the question, however the time link seems to break in some area.	Has been successful with the manipulative skills in parts then gradually slows down.	The quality has been developed well in part but the overall effect lacks some achievement.	The arrangement appears complete but some special details are missing.
Grade IV (1 mark)	Follows a part of the question, work sequence appears disorganised.	Is able to work only a part of the question within the time stated.	Begins with a control of the skills and is unable to sustain the effort.	Only a few areas have been well developed, which affect the total result produced.	Part of the arrangement is represented but the total appearance lacks finish and composition.
Grade V (0 marks)	Has not been able to interpret the question into proper laboratory organisation.	Time and work sequence is most disorganised.	Is unable to control and manipulate the required skills.	No standard of quality has been achieved due to poor understanding.	There has been no achievement in either the appearance or arrangement.