

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Dairy Farmer/Dairy Entrepreneur

(QUALIFICATION PACK: Ref. Id. AGR/Q4101)

SECTOR: Agriculture

Classes 11



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

Offered by

Assam Higher Secondary Education Council

In Association with

Rastriya Madhyamik Shiksha Abhijan, Assam

COURSE OVERVIEW

Dairy Farmer/ Entrepreneur

A Dairy Farmer / Entrepreneur is a person who is responsible for various activities involved in dairy farm management. The Dairy Farmer takes various decisions for the viability and sustainability of the dairy farm. He / She ensure proper care of dairy animals, their health and productivity, milking and marketing of the produced milk. The job is to be performed in an efficient manner to allow the production of high quality milk and promote animal well-being and comfort. The Dairy Farmer/Entrepreneur should work independently, and have the ability to make various strategic and operational decisions pertaining to his / her area of work. The individual should have clarity and should be result oriented. The individual should also be able to demonstrate skills to use various tools.

COURSE OUTCOMES: On completion of the course, students should be able to:

- ☐ Efficiently start and manage a dairy farm: dairy Industry, input requirements, site selection, cattle selection, budget estimation, procurement of inputs, etc.
- ☐ Construct and maintain shed for cattle: Resources availability, shed construction – types, maintenance of shed; prepare and give recommended feed and water for livestock: feed Nutrients composition, feed requirements.
- ☐ Maintain health of livestock along with productivity: vaccination of cattle, nutrient requirements.
- ☐ Understand and prepare forage: forage types, types of storage.
- ☐ Effectively market dairy products like milk, curd, cheese: milk products, manufacturing, standards, market value, and marketing of the product.
- ☐ Ensure safe and clean dairy farm: hygiene maintenance.

COURSE REQUIREMENTS: The learner should have the basic knowledge of science.

COURSE LEVEL: On completion of this course, a student can take up a higher level course for a job role in dairy management, such as dairy supervisor.

COURSE DURATION:

600 hrs

Class 11 : 300 hrs

Class 12 : 300 hrs

Total : 600 hrs

2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12, opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

CLASS 11			
	Units	No. of Hours for Theory and Practical =300	Max. Marks for Theory and Practical = 100
Part A	Employability Skills		
1.	Communication Skills	25	02
2.	Self-management Skills	25	02
3.	Information and Communication Technology Skills	20	02
4.	Entrepreneurial Skills	25	02
5.	Green Skills	15	02
	Total	110	10
Part B	Vocational Skills		
6.	Introduction to Dairy Farming	25	07
7.	Prepare and Maintain Livestock Accommodation	25	10
8.	Establish Livestock within Accommodation	45	10
9.	Provide Feed and Water for Livestock	45	08
10.	Forage Conservation	20	05
	Total	160	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grant Total	300	100

1. ASSESSMENT AND CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board.

The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, and subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

Duration: 1 : 30hrs

Marks (Theory): 50

		No. of Questions			
	Typology of Question	Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	Marks
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	5	2	2	15

2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	3	4	2	17
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	3	1	09
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	0	2	1	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	1	05
	Total	08x1=8	12x2=24	6x3=18	50 (26 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Floriculturist (Open Cultivation)

(QUALIFICATION PACK: Ref. Id.AGR/Q0701)

SECTOR: Agriculture

Class 11



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
(a constituent unit of NCERT, under MHRD, Government of India)

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1. COURSE OVERVIEW

COURSE TITLE: Agriculture – Floriculturist (Open Cultivation)

A Floriculturist (Open Cultivation) performs the basic operations related to preparation of field, seed bed, planting, transplanting, selection of flower crops, and caring of flower crops. As the flower crop grow and develop. Floriculturist performs maintenance operations such as thinning, weeding, irrigations, fertigation, controlling pests and diseases etc. They are also involved in operations such as harvesting and post harvest management, packing and transportation.

COURSE OUTCOMES: On completion of the course, student should be able to:

- ☐ Apply effective oral and written communication skills to interact with people and customers;
- ☐ Identify the principal components of a computer system;
- ☐ Demonstrate the basic skills of using computer;
- ☐ Demonstrate self-management skills;
- ☐ Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- ☐ Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- ☐ Communicate effectively with the client
- ☐ Identify the principal components of a computer system
- ☐ Identify ornamental plants
- ☐ Demonstrate the use of tools and equipment
- ☐ Demonstrate knowledge of nursery management
- ☐ Demonstrate field preparations and cultural operation
- ☐ Demonstrate application of manure and fertilizers
- ☐ Demonstrate irrigation method
- ☐ Demonstrate cultivation of commercial flower crop
- ☐ Identify and grow annuals
- ☐ Identify and grow perennials
- ☐ Demonstrate insect – pest, diseases and weed management
- ☐ Demonstrate harvest and post harvest operations
- ☐ Administer first aid to a casualty with small cuts, grazes, bruises, external bleeding, minor burns and scalds

COURSE REQUIREMENTS: The learner should have the basic knowledge of science.

COURSE LEVEL: On completion of this courses a student can take up B. Voc. degrees programme in University/ colleges for course in Horticulture area such as B. Voc. (Floriculture and landscape gardening), and B. Voc. (Green house technology).

COURSE DURATION: **600 hrs**

Class 11 : 300 hrs

Class 12 : 300 hrs

Total	: 600 hrs
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1. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

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CLASS 11			
	Units	No. of Hours for Theory and Practical 160	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills	25	10
	Unit 2: Self-management Skills	25	
	Unit 3: Information and Communication Technology Skills	20	
	Unit 4: Entrepreneurial Skills	25	
	Unit 5: Green Skills	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Floriculture	20	40
	Unit 2: Nursery Management	35	
	Unit 3: Tools and Equipment	20	
	Unit 4: Field preparation and Cultural Operation	30	
	Unit 5: Nutrition and Irrigation	30	
	Unit 6: Insect Disease and Weed Management	30	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

ASSESSMENT AND CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

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KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board.

The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, and subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

Duration: 2 hrs

Mark (Theory) : 50

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	5	2	2	15
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	3	4	2	17

3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	3	1	09
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	1	05
	Total	8x1=8	12x2=24	6x3=18	50 (26 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

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these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Auto Service Technician L4

(QUALIFICATION PACK: Ref. Id. ASC/Q1402)

SECTOR: Automotive

CLASS 11



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COURSE OVERVIEW

COURSE TITLE: Automotive- Automotive Service Technician

The present curriculum Automotive Service Technician job role is related to Level L-3. This course fulfills the needs of the students willing to learn activities relating to the Automotive Service Technician job role. Any student/ entrepreneur willing to start an Automobile Service Centre can acquire the desired competencies with the help of this curriculum. Automobile or Automotive Engineering has gained recognition and importance ever since motor vehicles capable for transporting passengers has been in vogue. Now due to the rapid growth of auto component manufacturers and automobile industries, there is a great demand for Automobile technicians. Automobile Engineering alias Automotive Engineering or Vehicle Engineering is one of the most challenging careers in the field of engineering with a wide scope.

COURSE OBJECTIVES: On completion of the course, students should be able to:

- ☐ Identify the principal components of a computer system
- ☐ Identify and control hazards in the workplace that pose a danger or threat to their safety or health, or that of others.
- ☐ Demonstrate self-management skills.
- ☐ Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities.
- ☐ Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection.
- ☐ Communicate effectively with the customers
- ☐ Greet, escort, seat the customers and offer refreshments(tea/ coffee)
- ☐ Enquire and understand customer queries related to vehicle type, model, specifications
- ☐ Identify features of different elements of Engineering such as mechanical, electrical, electronic, software and safety engineering
- ☐ Repairing and servicing automobiles such as cars, trucks, motorcycles, scooters etc
- ☐ Understanding the mechanism of vehicle chassis, internal combustion engine, electrical systems, motor transport affairs, workshop technology

COURSE REQUIREMENTS: The learner should have the basic knowledge of science.

COURSE LEVEL: This is a course for class XI and XII. On completion of this course, a student can take up a higher level course in the area of Automotive Sector.

COURSE DURATION:	600 hrs
Class 11 :	300 hrs
Class 12 :	300 hrs
Total	: 600 hrs

SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 9 and 10 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 9 is as follows:

CLASS 11			
Units		No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1 : Communication Skills-III	25	10
	Unit 2 : Self-management Skills-III	25	
	Unit 3 : Information and Communication Technology Skills-III	20	
	Unit 4 : Entrepreneurial Skills-III	25	
	Unit 5 : Green Skills-III	15	
		110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Engineering Geometrics and drawing	20	40
	Unit2:Fasteners	15	
	Unit3: Materials for construction of automotive components	20	
	Unit 4: Measuring instrument	20	
	Unit 5: Regular maintenance of an engine	15	
	Unit 6: Regular maintenance of Transmission system	20	
	Unit7:Regular maintenance of Gear box	20	
	Unit 8: Service of wheels	15	
	Unit 9 : Regular maintenance of Tubes and Tyres	10	
	Unit 10 : Regular Maintenance of Brakes	10	
		165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		10	35
Part D	Project Work/Field Visit		

	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
		15	15
	Grand Total	300	100

1. ASSESSMENT AND CERTIFICATION

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The blue print for the question paper may be as follows:

Exam Duration: 2 hours**Marks (Theory): 50**

		No. of Questions			
	Typology of Question	Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	Marks
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	5	2	2	15
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	3	4	2	17
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	3	1	09
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	1	04
5.	Evaluation – (Appraise, judge, and/ or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	1	05
	Total	08x1=8	12x2=24	6x3=18	50 (26 questions)

SKILL ASSESSMENT (PRACTICAL)

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Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Beauty Therapist

(QUALIFICATION PACK: Ref. Id. BWS/Q0102)

SECTOR: Beauty and Wellness

Class 11



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COURSE OVERVIEW

COURSE TITLE: Beauty and Wellness – Beauty Therapist

A Beauty Therapist needs to perform the beauty therapy and maintain hygiene and safety at workplace. He/she should be knowledgeable about various beauty products and should be able to perform depilation, manicure, pedicure and advanced face care services. He/ She must be trained in the correct usage and handling to perform the skin treatments safely.

COURSE OUTCOMES: On completion of the course, students should be able to:

- ☐ Communicate effectively with the customers;
- ☐ To provide quality training to those seeking a career as professional beauty therapist, makeup artist, hair stylist etc.
- ☐ To introduce the culture of safe, clean, healthy and pleasant environment at training centres and workplaces; related to beauty salons.
- ☐ To enhance the economic opportunities for the Beautician graduates.
- ☐ To provide improved services to the ever increasing beautician cliental.
- ☐ To develop understanding of the basic principles, properties and application of various types of cosmetics and their effect on the skin.
- ☐ To impart working knowledge of handling and care of the equipments and implements used in Beauty Therapy.
- ☐ To train the students in the care and beautification of the body and hair.
- ☐ To impart basic knowledge of setting up and management of a beauty parlour, salon and finishing school.
- ☐ To impart basic knowledge of profession ethics and attitude.

COURSE REQUIREMENTS: The learner should have the basic knowledge of science.

COURSE LEVEL: On completion of this course, a student can take up a course for a job role in Beauty and Wellness.

COURSE DURATION:

600 hrs

Class 11: 300 hrs

Class 12: 300 hrs

Total : 600 hrs

1. SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

CLASS 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills - III	25	10
	Unit 2: Self-management Skills - III	25	
	Unit 3: Information and Communication Technology Skills - III	20	
	Unit 4: Entrepreneurial Skills - III	25	
	Unit 5: Green Skills - III	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Beauty & Wellness Industry and Beauty Therapy	35	40
	Unit 2: Skin Care Services	50	
	Unit 3: Manicure and Pedicure Services	50	
	Unit 4: Depilation Services	30	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

1. ASSESSMENT AND CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board.

The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, and subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

Exam Duration: 2 hours

Max. Mark: 50

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	5	2	2	15
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret,	3	4	2	17

	compare, contrast, explain, paraphrase, or interpret information)				
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	3	1	09
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	0	2	1	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	1	05
	Total	08x1=8	12x2=24	6x3=18	50 (26 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE:

Field Technician – Wireman Control Panel

(QUALIFICATION PACK: Ref. Id. ELE/Q7302)

SECTOR: Electronics

Class 11



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
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1. COURSE OVERVIEW

COURSE TITLE: Field Technician – Wireman Control Panel

Wireman Control Panel is aimed at training candidates for the job of a "Field Technician – Wireman Control Panel", in the "Electronics" Sector, "Industrial Electronics" Sub-Sector and aims at building the key competencies in Wireman Control Panel.

COURSE OUTCOME : On completion of the course, students should be able to:

1. Apply effective oral and written communication skills to interact with people and customers;
2. Identify the principal components of a computer system;
3. Demonstrate the basic skills of using computer;
4. Demonstrate self-management skills;
5. Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
6. Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
7. Identify the different types of control panels in residential and commercial power systems
8. Demonstrate the wiring of simple control panels
9. Identify and rectify/repair the faults in house wiring connection with grid
10. Ensure system functioning and perform a demo
11. Handle customer queries
12. Identify and control hazards in the workplace that pose a danger or threat to their safety or health, or that of others.

COURSE REQUIREMENTS: The learner should have the basic reading and writing skills in English and Hindi.

COURSE LEVEL: This is a beginner level course meant for class 11 and 12

COURSE DURATION: 600 Hours

Class 11 : 300 hrs

Class 12 : 300 hrs

2. SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for **Class 11** is as follows :

CLASS 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
Unit 1	Communication Skills – III	25	10
Unit 2	Self-management Skills – III	25	
Unit 3	Basic ICT Skills – III	20	
Unit 4	Entrepreneurial Skills – III	25	
Unit 5	Green Skills – III	15	
	Total	110	10
Part B	Vocational Skills		
Unit 1	Basics of Electrical and Electronics	45	40
Unit 2	Electrical Safety and Hazards	40	
Unit 3	Tools and Equipment	20	
Unit 4	Cabling and Wire Preparation	40	
Unit 5	Electromechanical Assembly	20	
	Total	165	40
Part C	Practical Work		
	Practical Examination	6	15
	Written Test	1	10
	Viva Voce	3	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/ Student Portfolio	10	10
	Viva Voce	5	5
	Total	15	15
	Total	300	100

1. ASSESSMENT AND CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board.

The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, and subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

Exam Duration: 2 hours

Mark (Theory): 50

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts,	5	2	2	15

	principles, or theories; identify, define or recite, information)				
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	3	4	2	17
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	3	1	09
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	0	2	1	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	1	05
	Total	08x1=8	12x2=24	6x3=18	50 (26 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project.

work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

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Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: General Duty Assistant Trainee

(QUALIFICATION PACK: Ref. Id.AGR/Q0701)

**SECTOR: Healthcare
Class 11**



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1. COURSE OVERVIEW

COURSE TITLE: Health Care – General Duty Assistant Trainee

A General Duty Assistant, a service and component important in the Healthcare sector which is going rapidly over the years. India has a shortfall of 6 million health care professionals and India is far behind the global standards in term of availability of health care services. The job role of General Duty Assistant is one such area where the shortage of this kind of manpower is felt.

COURSE OUTCOMES: On completion of the course, student should be able to:

- ☐ Communicate effectively with the customers;
- ☐ Identify the principal components of a computer system
- ☐ Identify and control hazards in the workplace that pose a danger or threat to their safety or health, or that of others.
- ☐ Demonstrate techniques to maintain the personal hygiene needs of a patient;
- ☐ Demonstrate the ability to perform essential clinical skills for providing basic healthcare services;
- ☐ Demonstrate the knowledge of safety, usage of protective devices and precautions while using oxygen;
- ☐ Demonstrate professional behaviour, personal qualities and characteristics of a Patient Care Assistant;
- ☐ Demonstrate the knowledge of Immunization schedule and National Immunization programme;
- ☐ Demonstrate the knowledge of bio-medical waste and its management;
- ☐ Demonstrate the knowledge of emergency medical response and other actions in the event of medical emergencies;
- ☐ Demonstrate effective communication skills for a Patient Care Assistant;
- ☐ Demonstrate the knowledge of role and functions of healthcare professionals and staff in different departments of hospitals;
- ☐ Assist healthcare professionals in the development and implementation of Care Plan;
- ☐ Perform various activities for prevention and control of Hospital Acquired Infections;
- ☐ Assist in administering First Aid and providing Emergency Medical Relief; and
- ☐ Assist in developing and maintaining public relations.

COURSE REQUIREMENTS: The learner should have the basic knowledge of science.

COURSE LEVEL: This is a beginner level course. On completion of this course, a student can take up an Intermediate level course for a job role in Healthcare, such as General Duty Assistant in Class XI and Class XII.

COURSE DURATION:	600 hrs
Class 11	: 300 hrs
Class 12	: 300 hrs
Total	: 600 hrs

2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

CLASS 11			
Units		No. of Hours for Theory and Practical =300 (270 Teaching and Training + 30 Evaluation)	Marks for Theory and Practical = 100 (50 Theory and 50 Practical)
Part A	Employability Skills		
	Unit 1: Communication Skills – III	25	
	Unit 2: Self-management Skills - III	25	
	Unit 3: Information and Communication Technology Skills – III	20	
	Unit 4: Entrepreneurship Development – III	25	
	Unit 5: Green Skills - III	15	
		110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Healthcare System	25	
	Unit 2: Role of General Duty Assistant in Patient Care	25	
	Unit 3: Customer Service and Public Relation	25	
	Unit 4: Human Anatomy, Physiology and Nutrition	25	
	Unit 5: Primary Healthcare and Medical Emergency	20	
	Unit 6: Handling Emergency Services	20	
	Unit 7: Personal Hygiene and First Aid	20	
		160	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	10	05
		20	15
	Total	300	100

ASSESSMENT AND CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

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KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board.

The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, and subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

Duration: 2 hrs

Mark (Theory) : 50

	Typology of Question	No. of Questions			
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	Marks
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	5	2	2	15
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	3	4	2	17

3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	3	1	09
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	1	05
	Total	8x1=8	12x2=24	6x3=18	50 (26 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

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number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE:

Domestic CRM Voice

(QUALIFICATION PACK: Ref. Id. SSC/Q2210)

SECTOR: IT/ ITeS

Class 11



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COURSE OVERVIEW

COURSE TITLE: IT/ITeS – Domestic CRM – Voice

Domestic CRM Domestic Voice in the IT-ITeS Industry is also known as a Customer Service Associate, Customer Service Representative, Customer Care Executive, Customer Service Advisor, Helpdesk Coordinator, Customer Support Representative. Individuals in this job receive and make telephone calls which are primarily scripted, basic and routine with the assistance of a computerised system. They answer inquiries, resolve problems, record complaints and/or receive feedback. This job requires the individual to work independently and interact with customers. The individual should be result oriented and should also be able to demonstrate logical thinking and interpersonal skills; ensure prioritization of workload and should be willing to work at a desk-based job.

COURSE OUTCOMES: On completion of the course, students should be able to:

- Apply effective oral and written communication skills to interact with people and customers;
- Identify the principal components of a computer system; Demonstrate the basic skills of using computer;
- Demonstrate self-management skills;
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- Identify the principal components of a computer system. Work safely on computer.
- Start the computer.
 - Open and use the related software. Exit from the software.
- Shut down the computer.
- Use the computer for data entry process.
- Collect all necessary information about the query.
 - Log any decision about the query on the data entry tracking form. Follow Rules and guidelines for data entry.
- Handle queries.
 - Identify and control hazards in the workplace that pose a danger or threat to their safety or health, or that of others.

COURSE REQUIREMENTS: The learner should have basic knowledge of science.

COURSE LEVEL: This course can be taken up at Intermediate level in Class 11 and Class 12.

COURSE DURATION: Total : 600 hrs

Class 11 :	300 hrs
Class 12 :	300 hrs
Total:	600 hrs

1. SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

CLASS 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills	25	10
	Unit 2: Self-management Skills	25	
	Unit 3: Basic ICT Skills	25	
	Unit 4: Entrepreneurial Skills	25	
	Unit 5: Green Skills	15	
	Total	115	10
Part B	Vocational Skills		
	Unit 1: Introduction IT/ITeS Industry	25	40
	Unit 2: Training of CRM Domestic Voice	25	
	Unit 3: Make Outbound Calls: Interaction With Customer	30	
	Unit 4: Using CRM application: Free CRM	30	
	Unit 5: Work Management	30	
	Unit 6: Workplace Safety & Hazards	20	
	Total	160	40
Part C	Practical Work		
	Practical Examination	6	15
	Written Test	1	10
	Viva Voce	3	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/ Student Portfolio	10	10
	Viva Voce	5	5
	Total	15	15
	Total	300	100

1. ASSESSMENT AND CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

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The blue print for the question paper may be as follows:

Exam Duration: 2 hours

Mark(Theory): 50

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	5	2	2	15
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	3	4	2	17

3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	3	1	09
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	0	2	1	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	1	05
	Total	08x1=8	12x2=24	6x3=18	50 (26 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

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Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's

experiences and learning during the project work/field visits.

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Unarmed Security Guard
(QUALIFICATION PACK: Ref. Id.AGR/Q0701)

SECTOR: PRIVATE SECURITY

Class 11



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
(a constituent unit of NCERT, under MHRD, Government of India)

Offered by
Assam Higher Secondary Education Council
In Association with
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1. COURSE OVERVIEW-

The Dictionary definition of Secure and Security is free from danger or risk. Anything that gives or assures safety or something deposited as the fulfillment of an obligation or pledge is security. The word security means “ the state of feeling secure”. Secure comes from the Latin word securus which , means “ carefree” while the etiology of the word “guard” is rooted from French word garde, or garder which means “ to protect” . By putting these words together, security guard will mean “ to protect the carefree feeling”.

The Security sector is about protecting people. The National Security Agencies i.e. the army, the navy, the air force, the police and the secret intelligence organizations are responsible for providing security to the citizen of the nation. At the local level, Private Security Personnel, provide protection to human body and property of corporate, household and individual through the provision of “ security system” which include burglar alarms, electronic surveillance, personal security guards, etc., safety and security personnel support public safety and order by using their skills in protecting persons, buildings, facilities and other major assets. They work areas of assets protection, transport services, events services as well as personnel protection and the protection of valuable objects in the private and public spheres. The primary rule of the individual entails guarding designated premises and people by malling the first tier protection aided by appropriate security devices / equipment. The core responsibility includes guarding against theft criminal acts, emergencies, fire and other contingencies.

This course has been designed cater to the National Occupation Standard’s (NOSS) for the Qualification Pack of Unarmed Security Guard (QP Ref. id../Q0101). And Unarmed Security Guard needs to bear a good moral character, pleasing deportment, healthy habits and good grooming in addition to being physically fit, mentally robust, intelligent, committed and proficient. Security Guard needs to be alert, calms and confident and maintain a personal demeanor that helps him / her to control situations effectively using personal initiative.

The role requires effective communication.

The various jobs opportunities that the private security sector offers include the following: (i) Body Guard (ii) Senior Security Executives (iii) Security Executives (iv) Junior Security Expert (v) Security Trainer (vi) unearned combat trainer (vii) Chief Security Manager (viii) Chief Security Officer / Manager (ix) Security and Administrative Head (x) Security Officer (xi) Security Engineer (xii) Circle Security Officer (xiii) Security Associate (xiv) Security Assistant / Guards.

On completion of the course, the student will be able to develop skills in areas that the employers value and you will also be prepared for a career that you are aiming for.

1. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12, opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

CLASS 11			
	Unit	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
1.	Communication Skills	25	02
2.	Self-management Skills	25	02
3.	Information and Communication Technology Skills	20	02
4.	Entrepreneurial Skills	25	02
5.	Green Skills	15	02
	Total	110	10
Part B	Vocational Skills		
6.	Advanced Defensive Techniques	30	8
7.	Managing Conflict at Workplace	40	4
8.	Legal and Procedural Requirements in Security Services (Advanced)	25	6
9.	Managing Visitors	15	6
10.	Maintaining Lost and Found Facility	15	6
11.	Dealing with Anxiety and Stress	15	6
12.	Work Integrated Learning - Security Services - L3	20	4
	Total	160	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grant Total	300	100

1. ASSESSMENT AND CERTIFICATION

~~Upon successful completion of the course by the candidate, the Central/ State Examination~~

Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSS), rather than inputs. The **NSQF level** descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board.

The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, and subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

Duration: 2 hrs

Marks (Theory): 50

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	5	2	2	15
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain,	3	4	2	17

	paraphrase,or interpret information)				
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, private an example, or solve a problem)	0	3	1	09
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	1	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome,or to predict outcomes based on values)	0	1	1	05
	Total	08x1=8	12x2=24	6x3=18	50 (26 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators - the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the candidate's claim of

competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Sales Associate

(QUALIFICATION PACK: Ref. Id. RAS/Q0104)

SECTOR: Retail

Class 11



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COURSE OVERVIEW

COURSE TITLE: Retail - Sales Associate

A retailer is one who stocks the manufactured goods and is involved in the act of selling to the final customer or consumer, at a margin of profit. Retailing is the last link that connecting the individual consumer with the manufacturing and distribution chain. It adds value in terms of bulk breaking and providing a wide variety of goods and services to customers as per their needs.

The retail industry is divided into organised and unorganized sectors. Organised retailing refers to trading activities undertaken by licensed retailers, that is, those who are registered for sales tax, income tax, etc. These include the corporate-backed hypermarkets and retail chains, and also the privately owned large retail businesses. Unorganized retailing, on the other hand, refers to the traditional formats of low-cost retailing, like, the local kirana shops, owner manned general stores, paan/beedi shops, convenience stores, hand cart and pavement vendors, etc.

Organised retail can be categorized by the type of products retailed as well as the by the different kind of retail formats. The major retail formats include Department store, Supermarkets, Hypermarket, Specialist Stores, Convenience Stores, and Kiosks. The various operations involved in store operation and management include Store Operations, Back end operations, Merchandising, Logistics and Distribution, Marketing, Procurement/Purchase, and Corporate Services.

The major task of a sales associate is to sell a company's products by demonstrating and specifying product quality. He is also responsible for ensuring that customers are aware of all the promotions that are in demand as per needs of the customers are led to their choice of product. In large retail stores, new customers always become a tad confused as they do not know where to look for what they want. It is the duty of a sales associate to ensure that each customer is directed where they want to go. They may accompany customers to the correct aisle.

After completion of this course the learner would be able to work as sales associate in organized retailing to guide the customers in finding merchandise, introduce customers to new merchandise, highlight product features in order to promote sales and also guide to the Retail Sales Assistants. He/she interact with customers to understand and service customer needs with specialization leading to maximization of business in a retail environment. He/she needs to be physically fit to withstand working in a retail environment whilst being customer responsive. They need to have excellent product knowledge, interpersonal and listening skills.

COURSE OUTCOMES: On completion of the course, students should be able to:

- ☐ Apply effective oral and written communication skills to interact with people and customers;
- ☐ Identify the principal components of a computer system;
- ☐ Demonstrate the basic skills of using computer;
- ☐ Demonstrate self-management skills;
- ☐ Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- ☐ Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;

- ☐ Process credit applications for purchases in retail business.
- ☐ Help to keep the store secure in retail business.
- ☐ Help to maintain healthy and safety aspects in retail business.
- ☐ Demonstrate products to customers in retail stores.
- ☐ Help the customers in choosing right products in retail stores.
- ☐ Provide specialist support to customers facilitating purchases in retail stores.
- ☐ Maximize sales of goods & services in retail stores.
- ☐ Provide personalized sales & post-sales service support to the customers.
- ☐ Resolve customer concerns in retail stores.
- ☐ Organize the delivery of reliable service to the customers.
- ☐ Improve customer relationship in retail business.
- ☐ Monitor and solve service concerns in retail stores.
- ☐ Promote continuous improvement in service to the customers.
- ☐ Work effectively in formal team in retail stores.
- ☐ Work effectively in retail organization.
- ☐ Create a positive image of sales associate & organization in the customer's mind.

COURSE REQUIREMENTS: The learner should have the basic knowledge of commerce, management specially retailing aspects.

COURSE LEVEL: This is an Intermediate level course. On completion of this course, a student can take up a Diploma/Degree level course for a job roles in Team-Leader, Departmental – Manager and Visual Merchandiser.

COURSE DURATION: 600 hrs

Class 11 : 300 hrs

Class 12 : 300 hrs

Total : 600 hrs

1. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

CLASS 11			
Units		No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills -III	25	10
	Unit 2: Self-management Skills -III	25	
	Unit 3: Information and Communication Technology Skills - III	20	
	Unit 4: Entrepreneurial Skills - III	25	
	Unit 5: Green Skills - III	15	
		110	10

Part B	Vocational Skills		
	Unit 1: Fundamentals of Retailing	30	40
	Unit 2: Process of Credit Application	35	
	Unit 3: Mechanism for Customers to Choose Right Products	35	
	Unit 4: Specialist Support to Customers	35	
	Unit 5: Health and Safety Management	30	
		165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		10	35
Part D	Project Work/Field Visit		
	Practical File/ Student Portfolio	10	10
	Viva Voce	05	05
		15	15
	Total	300	100

1. ASSESSMENT AND CERTIFICATION

Upon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

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The blue print for the question paper may be as follows:

Exam Duration: 2 hours

Mark (Theory): 50

		No. of Questions			
	Typology of Question	Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	Marks
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2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	3	4	2	17
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	3	1	09
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	1	04
5.	Evaluation – (Appraise, judge, and/ or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	1	05
	Total	08x1=8	12x2=24	6x3=18	50 (26 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of

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Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**JOB ROLE: Customer Service Executive (Meet
and Greet)**

(QUALIFICATION PACK: Ref. Id. THC/Q0101)

SECTOR: Travel, Tourism and Hospitality

Class 11



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1. COURSE OVERVIEW

COURSE TITLE: Travel, Tourism and Hospitality– Customer Service Executive (Meet and Greet)

The Travel, Tourism and hospitality is one of the largest service industry in India as well as in the world that includes transportation, accommodation, places of tourist interests, planning of events, etc. And largest foreign exchange earner among provides employment of many people directly and indirectly through many associated service industry. It is a very wide industry; it includes government tourism departments, immigration and custom services, travel agencies, airlines, tour operator, hotels etc. And many associated service industries such as airline catering or laundry services, guides, interpreters, tourism promotion and sales etc.

Amongst several jobs which are available in the travel, tourism and hospitality industry, the “meet and greet officer” job is an important one in hotels and travel companies. A Customer Service Executive (Meet and Greet) performs the basic functions related to tour operation at work and prepares for providing meet and greet services to the customers or guests at the terminal or designated places i.e. hotel front office. As the guests arrive, he/ she must extend a warm welcome and greetings to them and provide other services and assistance such as asking for comfort, make travel arrangements, handling guest’s queries and assist them to transfer luggage on arrival and departure. Meet and Greet Officers provide customers all the information regarding their trip and hand over necessary documents as tour itinerary, hotel vouchers, booked tickets and agency manuals etc. to the tourists or guests.

After successfully completing class 9th and 10th students will be able to perform job role of Customer Service Executive (Meet and Greet) in travel, tourism and hospitality sector and will also be able to pursue higher level certificate diploma/degree courses in / travel and tourism/Hospitality field.

COURSE OUTCOMES: On completion of the course, student should be able to:

- Apply effective oral and written communication skills to interact with people and customers;
- Identify the principal components of a computer system;
- Demonstrate the basic skills of using computer;
- Demonstrate self-management skills;
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- Develop vocational knowledge and skills for working in tourism and hospitality sector.
- Enhance organizational skills to work in hospitality establishments and deliver the product and services competently.
- Identify the various components and segments of travel and tourism industry;
- Develop professional skills and competence to deliver greeting services to the customers/guests.
- Demonstrate the procedure of booking for tourist travel and transportation;
- Perform the various functions of travel agency and tour operations;
- Offer meet and greet services to the customers/ guests;
- Perform the best practices of tourism and hospitality services to the guests and maintain standard of service etiquettes.

- Identify and maintain Code of conduct for gender, age and safety issues in tourism and hospitality industry;
- Demonstrate employability skills for the tourism industry.

COURSE REQUIREMENTS: The learner should have the basic knowledge of History and Geography.

COURSE LEVEL: This is a beginner level course which the students can take in Class IX and Class X. On completion of the course, a student shall become able to work for a job role as Customer Service Executive (Meet and Greet) in “Tourism & Hospitality” Industry or join a higher level course for the job role of Travel Consultant in Class XI and Class XII

COURSE DURATION: 600 hrs

Class 11	:	300 hrs
Class 12	:	300 hrs
Total	:	600 hrs

2. SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Class 11 and 12 opting for vocational subject along with general education subjects.

The unit-wise distribution of hours and marks for Class 11 is as follows:

CLASS 11			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills-III	25	10
	Unit 2: Self-management Skills-III	25	
	Unit 3: Information and Communication Technology Skills-III	20	
	Unit 4: Entrepreneurial Skills-III	25	
	Unit 5: Green Skills-III	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Tourism and Hospitality Industry	25	40
	Unit 2: Meeting and Greeting to the customers	45	
	Unit 3: Prepare for providing meet and greet services	25	
	Unit 4: Arrange for the guest transfers	25	
	Unit 5: Handle guest queries and complaints	20	
	Unit 6: Communication with customers and colleagues	25	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

Assessment will include two components: one comprising of internal assessment and second component is external examination including theory and practical examinations to be conducted by the Board.

WRITTEN TEST:

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Question paper for the vocational subject may be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, subject experts from university/colleges or industry recommended by the respective Sector Skill Council. The Central/State Examination Board will use the services of the relevant experts for setting up the question papers and conducting the examinations.

The blue print for the question paper may be as follows:

Exam Duration: 2 hours

Marks (Theory): 50

		No. of Questions			
	Typology of Question	Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	Marks
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3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	3	1	09
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/or integrate unique pieces of information from a variety of sources)	0	2	1	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	1	05
	Total	08x1=8	12x2=24	6x3=18	50 (26 questions)

SKILL ASSESSMENT (PRACTICAL)

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