LEARNING OUTCOME BASED VOCATIONAL SYLLABUS

JOB ROLE: Dairy Farmer/Dairy Entrepreneur

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

SECTOR: Agriculture

Class 12

AHSEC

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

Offered by

Assam Higher Secondary Education Council

In Association with

Samagra Shiksha Abhijan, Assam

1. 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**

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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 12, opting for vocational subject along with general education subjects. The unit-wise distribution of hoursand marks for Class 11 is as follows:

The unit-wise distribution of hours and marks for Class 12 is as follows:

CLASS 12			
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.	Maintain Healthy Performance of Livestock	40	10
7.	Performing Hand and Machine Milking	45	10
8.	Entrepreneurship	35	10
9.	Maintain Health & Safety at the workplace	45	10
	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**

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1. TEACHING/TRAINING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

FIELD VISITS/ EDUCATIONAL TOUR

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Vocational Teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least ten field visits should be conducted in a year.

2. 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

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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, 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 **Maximum Mark: 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, 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**	**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.

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 S Y L L A B U S

JOB ROLE: Floriculturist (Open Cultivation)

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

SECTOR:

Agriculture

Class 12

(Effective for 2023-2024 Academic Sessions)

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 013, M.P., India
Offered by
Assam Higher Secondary Education Council
In Association with
Samagra Shiksha Abhijan, Assam

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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, fustigation, 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 andcustomers;
- ☐ 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 andabilities;
- ☐ Demonstrate the knowledge of the importance of green skills in meeting thechallenges 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. (Floricultureand 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 developingemployability and vocational competencies of students of Class 12 opting for vocational subject along with general education subjects.

The unit-wise distribution of hours and marks for Class 12 is as follows:

CLASS 12			
	Units	**No. of Hours forTheory and Practical 200**	**Max. Marks forTheory 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: Cultivation of Commercial Crop-I	35	40
	Unit 2: Cultivation of Commercial Crop-II	35	
	Unit 3: Growing off Annuals	35	
	Unit 4: Growing of Perennials	30	
	Unit 5: Post Harvest Management and Value Addition	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**

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1. ASSESSMENT AND CERTIFICATION

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		No. of Questions			
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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, 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 froma 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**
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LEARNING OUTCOME BASED VOCATIONAL SYLLABUS

JOB ROLE: Four-Wheeler Service Assistant
(Old: - Auto Service Technician L4)

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

SECTOR - AUTOMOTIVE

Class 12

(Effective for 2023-2024 Academic Sessions)

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(a constituent unit of NCERT, under MHRD, Government of India)

Offered by
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COURSE OVERVIEW

COURSE TITLE: Automotive- Four-Wheeler Service Assistant

The present curriculum Four-Wheeler Service Assistant job role is related to Level L-4. This course fulfills the needs of the students willing to learn activities relating to the Four-Wheeler Service Assistant 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 Engineeringis 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 theirsafety or health, or that of others.
- Demonstrate self-management skills.
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skillsand abilities.
- Demonstrate the knowledge of the importance of green skills in meeting the challengesof 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**

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SCHEME OF UNITS

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CLASS 12			
Units		**No. of Hours for Theory and Practical 300**	**Max. Marks forTheory and Practical 100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills-IV	20	10
	Unit 2: Self-management Skills-IV	10	
	Unit 3: Information and Communication TechnologySkills-IV	20	
	Unit 4: Entrepreneurial Skills-IV	15	
	Unit 5: Green Skills-IV	10	
		110	**10**
Part B	**Vocational Skills**		
	Unit 1: Service Manual	30	30
	Unit 2: Serviceability, Replacement or Repair of EngineComponents	30	
	Unit 3: Transmission system	20	
	Unit 4: Suspension system	20	
	Unit 5: Auto Electrical System	65	
		165	**40**
Part C	**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**

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1. ASESSMENT AND CERTIFICATION

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		No. of Questions			
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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**
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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)**

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LEARNING OUTCOME BASED VOCATIONAL SYLLABUS

JOB ROLE: Beauty Therapist

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

SECTOR: Beauty and Wellness

Class 12

(Effective for 2023-2024 Academic Sessions)

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

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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

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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 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 12 is as follows:

CLASS 12			
	Units	**No. of Hours for Theory and Practical 300**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills – IV	25	**10**
	Unit 2: Self-management Skills – IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
	Total	**110**	**10**
Part B	**Vocational Skills**		
	Unit 1: Make Up Services	70	40
	Unit 2: Facial Beauty Services	50	
	Unit 3: Salon Reception Duties	35	
	Unit 4: Create a Positive Impression at Workplace	10	
	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**

AHSEC

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, professionalskills, 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 giventopic. 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 **Max. Mark: 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, 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**	**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)**

AHSEC

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.

AHSEC

LEARNING OUTCOME BASED VOCATIONAL SYLLABUS

JOB ROLE:
Field Technician – Wireman Control Panel

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

SECTOR: Electronics

Class 12

(Effective for 2023-2024 Academic Sessions)

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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
Rastriya Madhyamik Shiksha Abhijan, Assam

1. COURSE OVERVIEW

COURSE TITLE: Field Technician – Wireman Cotrol 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

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2. SCHEME OF UNITS AND ASSESSMENT

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

CLASS 12			
	Units	**No. of Hours for Theory and Practical 300**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**		
Unit 1	Communication Skills – IV	25	**10**
Unit 2	Self-management Skills – IV	25	
Unit 3	Basic ICT Skills – IV	20	
Unit 4	Entrepreneurial Skills – IV	25	
Unit 5	Green Skills – IV	15	
	Total	**110**	**10**
Part B	**Vocational Skills**		
Unit 1	Generation, Transmission and Distribution of Electrical Power	35	**40**
Unit 2	Installation and Troubleshooting Electrical Control Panel	50	
Unit 3	AC Drive, PLC and Switchboard in Control Panel	40	
Unit 4	Testing and Measurement in Electrical Panel	30	
Unit 5	Safety Measures and Hazard	10	
	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**

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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 **Max. Mark: 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, 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**	**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.

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 SYLLABUS

JOB ROLE: General Duty Assistant Trainee

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

SECTOR: Healthcare

Class 12

(Effective For 2023-2024 Academic Sessions)

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

Samagra Shiksha Abhijan, Assam

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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**

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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 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 12 is as follows:

CLASS 12			
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 – IV	25	
	Unit 2: Self-management Skills – IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurship Development – IV	25	
	Unit 5: Green Skills - IV	15	
		110	**10**
Part B	**Vocational Skills**		
	Unit 6: Hospital Management System	25	
	Unit 7: Sterilization and Disinfection	25	
	Unit 8: Introduction to Medication	25	
	Unit 9: Immunization	25	
	Unit 10: Physiotherapy	20	
	Unit 11: Bio Medical Waste Management	20	
	Unit 12: Medical Records	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**

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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, professionalskills, 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 **Mark (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: Usegiven 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 froma 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 ofpractical 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 ofcompetencies.

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 studentsin 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.

AHSEC

LEARNING OUTCOME BASED VOCATIONAL SYLLABUS

JOB ROLE:
Domestic CRM Voice

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

SECTOR: IT/ ITeS

Class 12

(Effective for 2023-2024 Academic Sessions)

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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 orientedand 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 ofsustainable 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**

AHSEC

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 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 12 is as follows:

CLASS 12			
	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	10	
	Total	**115**	**10**
Part B	**Vocational Skills**		
	Unit 1: Fundamentals of ERP	40	**40**
	Unit 2: Basics of Procurement Policy and BPO's	25	
	Unit 3: Fundamental of Learning	35	
	Total	**100**	**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:

Duration: 2 hrs **Max. Mark: 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, 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**	**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 andthe 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 ofcompetencies.

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 studentsin 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.

AHSEC

LEARNING OUTCOME BASED VOCATIONAL SYLLABUS

JOB ROLE:
Unarmed Security Guard

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

SECTOR: Private Security

Class 12

(Effective for 2023-2024 Academic Sessions)

AHSEC

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
Samagra Shiksha Abhijan, Assam

1. COURSE OVERVIEW

COURSE TITLE: Unarmed Security Guard

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

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1. SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employ-ability 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 12** is as follows :

CLASS 12			
	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	Security of Premises and Property	25	**40**
Unit 2	Introduction to Technological Aids in Security Operations	40	
Unit 3	Legal and Procedural Requirements in Security (Advanced)	20	
Unit 4	Basic Security Operations	25	
Unit 5	Surveillance and Protection Systems	20	
Unit 6	Responding to Security Incidents and Breaches	**15**	
Unit 7	Work Integrated Learning - L4	**15**	
	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**

AISEC

2. 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 **Max. Mark: 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, 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 froma 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 ofcompetencies.

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

studentsin 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.

AHSEC

LEARNING OUTCOME BASED VOCATIONAL SYLLABUS

JOB ROLE: Retail Sales Associate

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

SECTOR:

Organised Retail

Class 12

AHSEC

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 013, M.P., India

Offered by
Assam Higher Secondary Education Council
In Association with
Samagra Shiksha Abhijan, Assam

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1. 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 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hoursand marks for Class 12 is as follows:

CLASS 12			
Units		**No. of Hours for Theory and Practical 300**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills – IV	25	10
	Unit 2: Self-management Skills – IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
		110	**10**
Part B	**Vocational Skills**		
	Unit 1: Resolve Customer Concerns	35	

	Unit 2: Delivery of Reliable service	35	40
	Unit 3: Customer Relationship Management	35	
	Unit 4: Continuous Improvement in Service	30	
	Unit 5: Work in Team & Organization	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.

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 **Max. Mark: 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, 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**	**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.

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 studentsin 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.

AHSEC

LEARNING OUTCOME BASED VOCATIONAL SYLLABUS

JOB ROLE: Customer Service Executive (Meet and Greet)

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

SECTOR: Travel, Tourism and Hospitality

Class 12

(Effective for 2023-2024 Academic Sessions)

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Offered by

Assam Higher Secondary Education Council

In Association with

Samagra Shiksha Abhijan, Assam

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 9thand 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.

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- ☐ 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**

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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 12 is as follows:

CLASS 12			
	Units	**No. of Hours for Theory and Practical 200**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills-IV	25	10
	Unit 2: Self-management Skills-IV	25	
	Unit 3: Information and Communication Technology Skills-IV	20	
	Unit 4: Entrepreneurial Skills-IV	25	
	Unit 5: Green Skills-IV	15	
	Total	**110**	**10**
Part B	**Vocational Skills**		
	Unit 1 : Etiquette and Hospitable Conduct	30	40
	Unit 2 : Gender and Age Sensitive Service Practices	25	
	Unit 3 : Health and Hygiene	33	
	Unit 4: Safety at Workplace	30	
	Unit 5: Learn a foreign or local language(s) including English	22	
	Unit 6: Customer-centric Services	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:

Duration: 2 hrs **Max. Mark: 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, 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 froma 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.

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.

AHSEC