

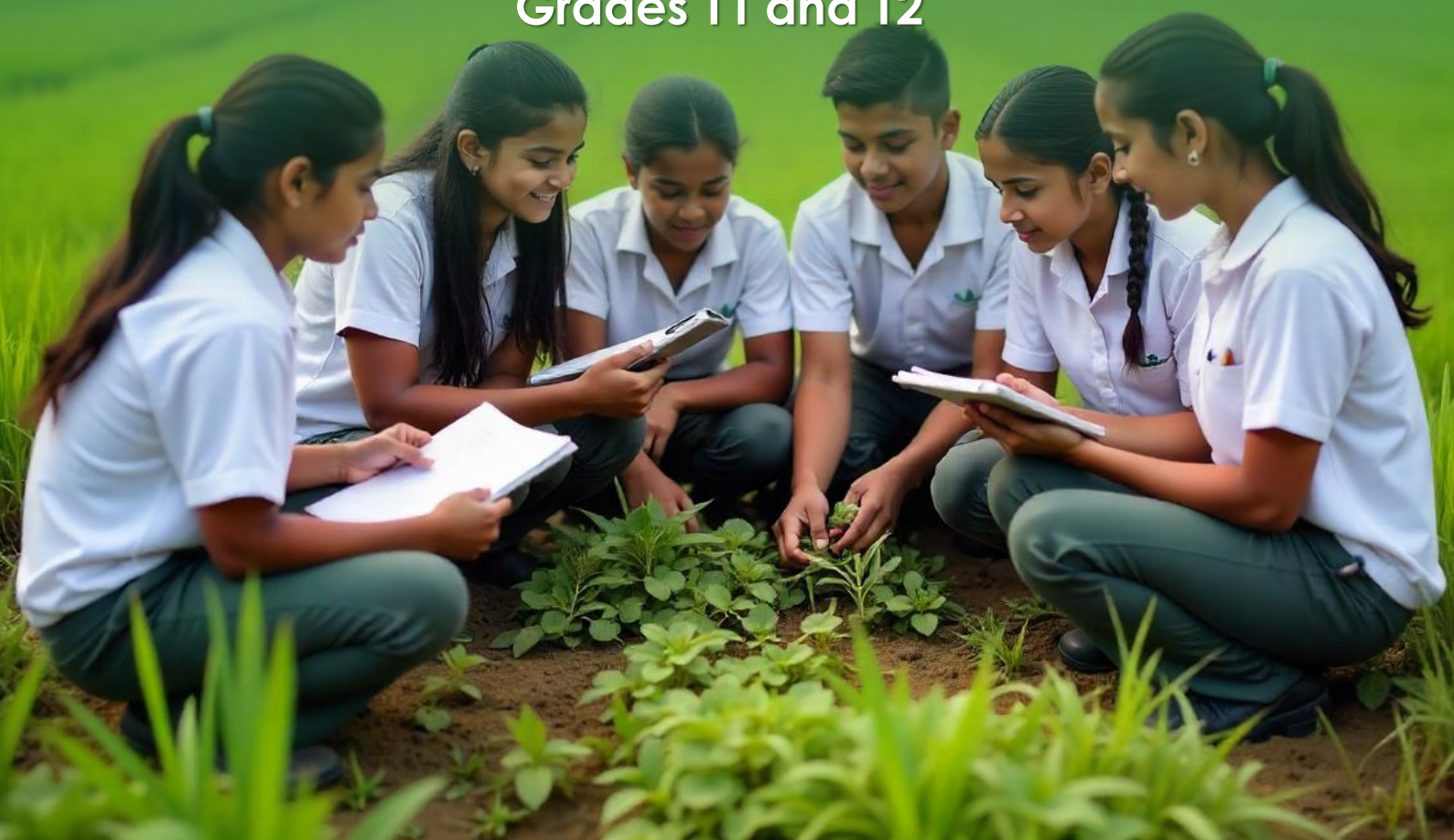
LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Agriculture Extension Service Provider

(QUALIFICATION PACK: Ref. Id. AGR/Q7601)

SECTOR: AGRICULTURE

Grades 11 and 12



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एन सी ई आर टी
NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

Shyamla Hills, Bhopal- 462 002, M.P., India

<http://www.psscive.ac.in>



Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

M. K. Gandhi



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Agriculture- Agriculture Extension Service
Provider

February, 2025

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<http://www.psscive.ac.in>

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FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome-based curricula and courseware aimed at integrating both vocational and general education to open pathways of career progression for students. The curriculum has been developed for the vocational education programme introduced under the Centrally Sponsored Scheme of Samagra Shiksha of the Ministry of Education (erstwhile, Ministry of Human Resource Development) and is aligned to the National Skill Qualifications Framework (NSQF). The curricula for vocational courses are being developed under the project approved by the Project Approval Board (PAB) of 'Samagra Shiksha', which is an overarching programme for the school education sector extending from pre-school to Grade 12.

It is a matter of great pleasure to introduce this learning outcome-based curriculum as part of the vocational training package for the job role of Agriculture Extension Service Provider. The curriculum has been developed for the secondary students of Grades 11 and 12 and is aligned to the National Occupation Standards (NOSs) for the job role. The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate skill needs. The teaching-learning is to be done through interactive sessions in classrooms, practical activities in laboratories or workshops, projects, field visits, etc. and professional experience is to be provided through on-the-job training.

The curriculum has been developed and reviewed by a group of experts and their contributions are duly acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning. The feedback and suggestions on the content by the teachers and other stakeholders will be of immense value to us in bringing about further improvement in this document.

DINESH PRASAD SAKLANI

Director

National Council of Education Research and Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth is immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. In order to fulfil the growing aspirations of our youth and the demand for a skilled human resource, the Ministry of Education (erstwhile, Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of School Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted with the responsibility to develop learning outcome-based curricula, student textbooks and e-learning material for job roles in various sectors.

The PSSCIVE firmly believes that the vocationalisation of education in the nation needs to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of society and the world of work. In order to honour its commitment to the nation, the PSSCIVE is developing learning outcome- based curricula with the involvement of faculty members and leading experts in the field. It is being done through the concerted efforts of leading academicians, professionals, policymakers, partner institutions, Vocational Education and Training (VET) experts, industry representatives, and teachers. The expert group, through a series of consultations, working group meetings and use of reference materials develops a national curriculum. We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of curriculum.

The success of this curriculum depends upon its effective implementation, and it is expected that the managers of vocational education programme, vocational educators, vocational teachers/trainers, and other stakeholders will make earnest efforts to provide better facilities, develop linkages with the industry or world of work and foster a conducive learning environment for the students for effectively transacting the curriculum and to achieve the learning outcomes as per the content of the curriculum document.

DEEPAK PALIWAL

Joint Director

PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of *Samagra Shiksha* and the officials of the Ministry of Education (MoE), Government of India for the financial support to the project for development of curricula.

We are grateful to the Director, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of Samagra Shiksha, MoE, SS Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA), National Skill Development Corporation (NSDC) and Agriculture Skill Council of India (ASCI) for their academic support and cooperation.

We are grateful to the contributors for their earnest efforts and contributions in the development of this learning outcome-based curriculum. Their names are acknowledged in the list of contributors. Their names are acknowledged in the list of contributors and reviewers.

We are also grateful to Dr Anoop Kumar Rathore, Course Coordinator, Department of Agriculture and Animal Husbandry, PSSCIVE, Bhopal for his contributions.

The contributions made by Dr. Vinay Swarup Mehrotra, Professor, Curriculum Development and Evaluation Centre (CDEC), Dr. Vipin Kumar Jain, Associate Professor, Department of Humanities, Science, Education and Research and Dr. Dipak D. Shudhalwar, Professor, Department of Engineering and Technology, PSSCIVE in development of the curriculum for the employability skills are duly acknowledged.

The suggestions and editorial support provided by Mr. Aman Kumar Assistant Professors, Department of Agriculture and Animal Husbandry, PSSCIVE are duly appreciated and acknowledged.

PSSCIVE Team

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1. COURSE OVERVIEW

Course Title: Agriculture Extension Service Provider

An Agriculture Extension Service Provider is responsible for conducting training sessions and demonstrations for farmers to explain various agricultural practices and use of a variety of agricultural machineries, tools, implements and equipment. The individual assists the farmers in establishing forward and backward linkages and increase agricultural production.

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 & abilities;
- ❖ Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- ❖ Communicate effectively with the client
- ❖ Identify the principal components of a computer system
- ❖ Explain the concept of Agricultural extension service provider
- ❖ Explain issues and challenges of Agricultural extension service provider
- ❖ Demonstrate planning for effective extension services
- ❖ Demonstrate steps in implementation of Agriculture Extension Service
- ❖ Demonstrate various tools for implementing extension service
- ❖ Explain the importance of preparing the Package of Practices (PoP) for the implementation of relevant technologies using various extension methods
- ❖ Demonstrate designing, implementation and evaluation of training programs
- ❖ Demonstrate report writing and presentation skills
- ❖ Explain the concept and importance of agri credit and agribusiness / agriprenuership
- ❖ Demonstrate forward and backward linkages in agriculture
- ❖ Explain various govt schemes
- ❖ Explain the formation and operations of SHGs, FIGs, and PGs
- ❖ Identify various value-addition practices
- ❖ Demonstrate First Aid, Treatment and Safety Equipment
- ❖ Safe use of lab equipment

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 Agriculture Extension Service Provider.

COURSE DURATION: 600 hrs

Class 11	:	300 hrs
Class 12	:	300 hrs

Total	:	600 hrs
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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 Grades 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

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

GRADE 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – III	25	10
	Unit 2: Self-management Skills – III	25	
	Unit 3: Information and Communication Technology Skills – III	20	
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to Agriculture Extension Service Provider	45	40
	Unit 2: Planning and Implementation of Agricultural Extension Services	65	
	Unit 3: Extension Methods for Agriculture Extension Service Provider	55	
	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

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

GRADE 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: Organize Training Programmes	40	40
	Unit 2: Assisting Farmers in Establishing Linkages and Agri-Business Practices	50	
	Unit 3: Formation and Operations of Self-Help Groups (SHGs), Farmers Interest Groups (FIGs), and Producer Groups (PGs)	45	
	Unit 4: Hygiene, cleanliness, safety and emergency procedures at workplace	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

3. 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 three field visits should be conducted in a year.

4. ASSESMENT 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 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: 3 hrs

Max. Mark: 40

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07
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	0	02
	Total	5x1=5	10x2=20	5x3=15	40 (20 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 organized 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.

UNIT CONTENTS

GRADE 11

Part A: Employability Skills

.No.	Units	Duration (hrs)
1.	Communication Skills- III	25
2.	Self-management Skills – III	25
3.	Information and Communication Technology Skills - III	20
4.	Entrepreneurial Skills – III	25
5.	Green Skills – III	15
	Total	110

UNIT 1: COMMUNICATION SKILLS – III		
Duration: 25 hrs		
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)
1. Demonstrate Knowledge of Effective Communication	<ul style="list-style-type: none"> • Introduction to communication • Importance of communication • Elements of communication • Perspectives in communication • Effective communication 	<ul style="list-style-type: none"> • Role-play on the communication process • Group discussion on factors affecting perspectives in communication • Classroom discussion on the 7Cs of effective communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) • Chart making on elements of communication
2. Demonstrate Verbal Communication	<ul style="list-style-type: none"> • Verbal communication • Public speaking 	<ul style="list-style-type: none"> • Role-play of a phone conversation. • Group exercise on delivering speech and practicing public speaking
3. Demonstrate Non-Verbal Communication	<ul style="list-style-type: none"> • Importance of non-verbal communication • Types of non-verbal communication • Visual communication 	<ul style="list-style-type: none"> • Role-play on non-verbal communication • Group exercise and discussion on Do's and Don'ts to avoid body language mistakes • Group activity on methods of communication
4. Use Correct Pronunciation	<ul style="list-style-type: none"> • Pronunciation basics • Speaking properly • Phonetics • Types of sounds 	<ul style="list-style-type: none"> • Group exercises on pronouncing words
5. Demonstrate the knowledge of Assertive Communication Style	<ul style="list-style-type: none"> • Important communication styles • Assertive communication • Advantages of assertive communication • Practicing assertive communication 	<ul style="list-style-type: none"> • Group discussion on communication styles • Group discussion on observing and sharing communication styles
6. Demonstrate the Knowledge of Saying No	<ul style="list-style-type: none"> • Steps for saying 'No' • Connecting words (Conjunctions) 	<ul style="list-style-type: none"> • Group discussion on how to respond • Group activity on saying 'No'

7. Identify and Use Parts of Speech in Writing	<ul style="list-style-type: none"> Capitalization Punctuation Basic parts of speech Supporting parts of speech 	<ul style="list-style-type: none"> Group exercises on identifying parts of speech Group exercises on constructing sentences Group exercises on nouns
8. Write Sentences and Paragraphs	<ul style="list-style-type: none"> Parts of a sentence Types of objects Types of sentences Paragraph 	<ul style="list-style-type: none"> Exercises on making sentences Activity on active and passive voice Assignment on writing different types of sentences
9. Communicate with People	<ul style="list-style-type: none"> Greetings Introducing self and others 	<ul style="list-style-type: none"> Role-play on formal and informal greetings Role-play on introducing someone Practice session and group discussion on greeting different people.
10. Introduce Self to Others and Write About Oneself	<ul style="list-style-type: none"> Talking about self Filling out a form to write about self 	<ul style="list-style-type: none"> Practicing self-introduction to write about self Filling up forms to write about self
11. Ask Questions	<ul style="list-style-type: none"> Types of questions Asking close-ended and open-ended questions 	<ul style="list-style-type: none"> Exercise on asking different types of questions Group activity on framing open and close-ended questions
12. Communicate Information About Family to Others	<ul style="list-style-type: none"> Words that show relations in the family 	<ul style="list-style-type: none"> Practice talking about family Role-play on talking about family members
13. Describe Habits and Routines	<ul style="list-style-type: none"> Concept of habits and routines 	<ul style="list-style-type: none"> Group discussion on habits and routines Group activity on describing routines
14. Ask or Give Directions to Others	<ul style="list-style-type: none"> Asking for directions to a place Giving directions for a place 	<ul style="list-style-type: none"> Role-play on asking and giving directions to a place Identifying symbols used for giving directions

UNIT 2: SELF-MANAGEMENT SKILLS – III**Duration: 25 hrs**

	Theory (10 hrs)	Practical (15 hrs)
1. Identify and Analyse Own Strengths and Weaknesses	<ul style="list-style-type: none"> Knowing yourself Identifying strengths and weaknesses Difference between interests and abilities 	<ul style="list-style-type: none"> Activity on writing aim in life Preparing a worksheet on interests and abilities
2. Demonstrate Personal Grooming	<ul style="list-style-type: none"> Guidelines for dressing and grooming 	<ul style="list-style-type: none"> Role-play on dressing and grooming standards Self-reflection activity on dressing and grooming
3. Maintain Personal Hygiene	<ul style="list-style-type: none"> Importance of personal hygiene Three steps to personal hygiene Essential steps of hand washing 	<ul style="list-style-type: none"> Role-play on personal hygiene Assignment on personal hygiene
4. Demonstrate the Knowledge of Working in a Team and Participating in Group Activities	<ul style="list-style-type: none"> Describe the benefits of teamwork Working in a team 	<ul style="list-style-type: none"> Assignment on working in a team Self-reflection on teamwork
5. Describe the Importance of Networking Skills	<ul style="list-style-type: none"> Benefits of networking skills Steps to build networking skills 	<ul style="list-style-type: none"> Group exercise on networking in action Assignment on networking skills
6. Describe the Meaning and Importance of Self-Motivation	<ul style="list-style-type: none"> Self-motivation Types of motivation Qualities of Self-motivated people 	<ul style="list-style-type: none"> Activity on staying motivated Assignment on reasons hindering motivation
7. Set SMART Goals	<ul style="list-style-type: none"> Meaning of goals and purpose of goal-setting Setting SMART (Specific, Measurable, Attainable, Realistic and Timebound) goals 	<ul style="list-style-type: none"> Assignment on setting SMART goals Activity in developing long-term and short-term goals using the SMART method
8. Apply Time Management Strategies and Techniques	<ul style="list-style-type: none"> Time management Steps for effective time management 	<ul style="list-style-type: none"> Preparing a checklist of daily activities Preparing to-do-list

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – III		
Duration: 20 hours		
	Theory (08 hrs)	Practical (12 hrs)
1. Create A Document on the Word Processor	<ul style="list-style-type: none"> • Introduction to ICT • Advantages of using (Information and Communication Technology) a word processor. • Working with Libre Office Writer 	<ul style="list-style-type: none"> • Group activity on demonstration and practice of the following: <ol style="list-style-type: none"> i. Creating a new document ii. Typing text iii. Saving the text iv. Opening and saving files on Microsoft Word/Libre Office Writer.
2. Identify the basic interface of LibreOffice	<ul style="list-style-type: none"> • Standard user interface of LibreOffice writer <ol style="list-style-type: none"> i. Status bar ii. Menu bar iii. Tool bar iv. Making a text bold 	<ul style="list-style-type: none"> • Group activity on using the basic user interface of LibreOffice writer • Group activity on working with Microsoft Word
3. Save, Close, Open and Print Document	<ul style="list-style-type: none"> • Saving a Word document • Closing a Word document • Opening an existing document • Printing a Word document 	<ul style="list-style-type: none"> • Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer • Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word
4. Format Text in a Word Document	<ul style="list-style-type: none"> • Changing style and size of text • Aligning text and • Cutting, Copying, Pasting text • Finding and replacing 	<ul style="list-style-type: none"> • Group activity on formatting text in LibreOffice Writer • Group activity on formatting text in Microsoft Word
5. Check Spelling and Grammar in a Word Document	<ul style="list-style-type: none"> • Starting a spell checker • Short-cut menu for spell checker • Autocorrecting spellings 	<ul style="list-style-type: none"> • Group activity on checking spellings and grammar using LibreOffice Writer • Group activity on checking spelling and grammar using Microsoft Word
6. Insert Lists, Tables, Pictures, and Shapes in a Word Document	<ul style="list-style-type: none"> • Insert bullet list • Inserting the following in Word document <ol style="list-style-type: none"> i. Number list 	<ul style="list-style-type: none"> • Practical exercise of inserting lists and tables using LibreOffice Writer

	ii. Tables iii. Pictures iv. Shapes	
7. Insert Header, Footer and Page Number in a Word Document	<ul style="list-style-type: none"> Inserting the following in a Word document <ul style="list-style-type: none"> i. Header ii. Footer iii. page number iv. Page count 	<ul style="list-style-type: none"> Practical exercises of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word
8. Demonstrate the Use of Track Change Option in a Word Document	<ul style="list-style-type: none"> Tracking changes in LibreOffice Writer Manage option Comparing documents 	<ul style="list-style-type: none"> Group activity on performing changes in track mode in LibreOffice Writer and Microsoft Word

UNIT 4: ENTREPRENEURSHIP SKILLS – III**Duration: 25 hrs**

	Theory (10 hrs)	Practical (15 hrs)
1. Differentiate Between Different Kinds of Businesses	<ul style="list-style-type: none"> Introduction to entrepreneurship Types of business activities – manufacturing, trading, and service 	<ul style="list-style-type: none"> Role-play on different kinds of businesses around us
2. Describe the Significance of Entrepreneurial Values	<ul style="list-style-type: none"> Values of an entrepreneur Case study on qualities of an entrepreneur 	<ul style="list-style-type: none"> Role-play on qualities of an entrepreneur
3. Describe the Attitudinal Changes Required to Become an Entrepreneur	<ul style="list-style-type: none"> Difference between the attitude of an entrepreneur and an employee 	<ul style="list-style-type: none"> Interviewing employees and entrepreneurs
4. Describe the Importance of Thinking Like an Entrepreneur	<ul style="list-style-type: none"> Problems of entrepreneurs Problem-solving Thinking like an entrepreneur to solve problems 	<ul style="list-style-type: none"> Group activity on identifying and solving problems
5. Generate Business Ideas	<ul style="list-style-type: none"> The business cycle Principles of idea creation Generating a business idea Case studies 	<ul style="list-style-type: none"> Group activity to create business ideas

6. Describe Customer Needs and the Importance of Conducting a Customer Survey	<ul style="list-style-type: none"> Understanding customer needs Conducting a customer survey 	<ul style="list-style-type: none"> Group activity for conducting a customer survey
7. Create a Business Plan	<ul style="list-style-type: none"> Importance of business planning Preparing a business plan Principles to follow for growing a business Case studies 	<ul style="list-style-type: none"> Group activity on developing a business plan

UNIT 5: GREEN SKILLS – III**Duration: 15 hrs**

	Theory (07 hrs)	Practical (08 hrs)
1. Describe the Importance of the Main Sectors of the Green Economy	<ul style="list-style-type: none"> Important sectors of green economy- <ol style="list-style-type: none"> Agriculture Energy resources Construction Fisheries Forestry Tourism Transport Water Management Waste management Manufacturing Industry 	<ul style="list-style-type: none"> Group discussion on sectors of the green economy Preparing posters on various sectors for promoting the green economy
2. Describe Policies for the Green Economy	<ul style="list-style-type: none"> Policies for a green economy 	<ul style="list-style-type: none"> Group discussion on initiatives for promoting the green economy Writing an essay or a short note on the important initiatives for promoting a green economy.
3. Describe the Role of Various Stakeholders in the Green Economy	<ul style="list-style-type: none"> Stakeholders in the green economy 	<ul style="list-style-type: none"> Group discussion on the role of stakeholders in the green economy Making solar bulbs.
4. Describe the Role of Government and Private Agencies in the Green Economy	<ul style="list-style-type: none"> Role of the government in promoting a green economy Role of private agencies in promoting green economy 	<ul style="list-style-type: none"> Group discussion on the role of government and private agencies in promoting a green economy. Preparing posters on green sectors.

GRADE 11**Part B: Vocational Skills**

Sr. No.	Unit	Duration (in Hrs.)
1	Unit 1: Introduction to Agriculture Extension Service Provider	45
2	Unit 2: Planning and Implementation of Agricultural Extension Services	65
3	Unit 3: Extension Methods for Agriculture Extension Service Provider	55
	Total	165

Unit 1: Introduction to Agriculture Extension Service Provider

Learning Outcome	Theory (15 Hrs)	Practical (30 Hrs)	Duration (45 Hrs)
1 Explain the concept of Agricultural extension service provider	1. Definition, meaning, concept and principles of Extension 2. Orientation to Agricultural extension service sectors 3. Perceived roles and responsibilities of an Agriculture Extension Service Provider	1. Visit nearby Krishi Vigyan Kendra or Farmers training centers (FTC) and interact with extension officials about various Agriculture Extension Service.	25 Hrs
2. Explain issues and challenges of Agricultural extension service provider	1. Changing paradigm of Agricultural extension services 2. Challenges and future prospects of Agricultural extension service provider	1. Identify one extension service organization and enlist their challenges and future prospects from secondary source (books, internet, magazine, etc.)	20 Hrs
Total			45 Hrs

Unit 2: Planning and Implementation of Agricultural Extension Services

Learning Outcome	Theory (25 Hrs)	Practical (40 Hrs)	Duration (65 Hrs)
1. Demonstrate planning for effective extension services	1. Concept and importance of programme planning in Agriculture Extension Service 2. Planning for agriculture extension services <ul style="list-style-type: none"> • Participatory and Non-Participatory 3. Steps of programme planning <ul style="list-style-type: none"> • Selection of the Target Area and Groups • Need assessment and objective formulation • Design and development of programme plan 	1. Develop a plan on spreading awareness related to any agriculture practices.	25 Hrs
2. Demonstrate steps in implementation	1. Steps in implementation of agriculture extension services	1. Visit nearby Krishi Vigyan Kendra or SAUs	20 Hrs

of Agriculture Extension Service	<ul style="list-style-type: none"> • Pre- requisite of implementation • During implementation • Post implementation 	and observe implementation steps of agriculture related practices.	
3. Demonstrate various tools for implementing extension service	<ol style="list-style-type: none"> 1. Relevant tools and technologies to provide extension services to farmers. 2. Emerging methods and trends in programme planning and implementation Agriculture Extension Service 	1. Prepare a questionnaire with the help of teacher and collect information from nearby agencies or service provider.	20 Hrs
Total			65 Hrs

Unit 3: Extension Methods for Agriculture Extension Service Provider

Learning Outcome	Theory (25 Hrs)	Practical (30 Hrs)	Duration (55 Hrs)
1. Explain the importance of preparing the Package of Practices (PoP) for the implementation of relevant technologies using various extension methods.	<ol style="list-style-type: none"> 1. Types of extension methods <ol style="list-style-type: none"> a- Individual method <ul style="list-style-type: none"> • Flag method • Personal call • Farm and home visit b- Group method <ul style="list-style-type: none"> • Focus group discussion • Farmers meeting • Field day • Farmers field school • Demonstration C- Mass method <ul style="list-style-type: none"> • Farmers fair • Television • Radio • Newspaper • Community radio • Social media 	<ol style="list-style-type: none"> 1. Choose any methods and demonstrate its usability. 2. Visit nearby farmers fair and enlist Package of Practices displayed. 	55 Hrs
Total			55 Hrs

GRADE 12**Part A: Employability Skills**

S.No.	Units	Duration (hrs)
1.	Communication Skills- IV	25
2.	Self-management Skills - IV	25
3.	Information and Communication Technology Skills - IV	20
4.	Entrepreneurial Skills - IV	25
5.	Green Skills - IV	15
	Total	110

UNIT 1: COMMUNICATION SKILLS – IV**Duration: 25 hrs**

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)
1. Demonstrate Active Listening Skills	<ul style="list-style-type: none"> Active listening -listening skill and stages of active listening Overcoming barriers to active listening 	<ul style="list-style-type: none"> Group discussion on factors affecting active listening Preparing posters of steps for active listening Role-play on negative effects of not listening actively
2. Identify the Parts of Speech	<ul style="list-style-type: none"> Parts of speech – using capitals, punctuation, and basic parts of speech Supporting parts of speech 	<ul style="list-style-type: none"> Group practice on identifying parts of speech Group practice on constructing sentences
3. Write Sentences	<ul style="list-style-type: none"> Writing simple sentence Writing complex sentences Types of object Types of sentences <ol style="list-style-type: none"> Active and Passive sentences Statement/ Declarative sentence Question/ Interrogative sentence Emotion/ Reaction or Exclamatory sentence Order or Imperative sentence Paragraph writing 	<ul style="list-style-type: none"> Group work on writing sentences and paragraphs Group work on practicing writing sentences in active or passive voice Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)

UNIT 2: SELF-MANAGEMENT SKILLS – IV**Duration: 25 hrs**

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)
1. Describe the Various Factors Influencing Motivation and Positive Attitude	<ul style="list-style-type: none"> • Motivation and positive attitude • Intrinsic and extrinsic motivation • Positive attitude – ways to maintain positive attitude • Stress and stress management - ways to manage stress 	<ul style="list-style-type: none"> • Role-play on avoiding stressful situations • Activity on listing negative situations and ways to turn them to positive
2. Demonstrate the Knowledge of becoming Oriented	<ul style="list-style-type: none"> • Becoming result-oriented • Goal setting – examples of result-oriented goals 	<ul style="list-style-type: none"> • Group activity on listing aim in life
3. Describe the Importance of Self-Awareness and the Basic Personality Traits, Types and Disorders	<ul style="list-style-type: none"> • Steps towards self-awareness • Personality and basic personality traits • Common personality disorders- <ol style="list-style-type: none"> i. Suspicious ii. Emotional and impulsive iii. Anxious • Steps to overcome personality disorders 	<ul style="list-style-type: none"> • Group discussion on self-awareness

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV**Duration: 25 hrs**

	Theory (06 hrs)	Practical (14 hrs)
1. Identify the Components of a Spreadsheet Application	<ul style="list-style-type: none"> • Getting started with a spreadsheet - types of a spreadsheet • Steps to start LibreOffice Calc., • Components of a worksheet. 	<ul style="list-style-type: none"> • 1. Group activity on identifying components of spreadsheet in LibreOffice Calc.
2. Perform Basic Operations in a Spreadsheet	<ul style="list-style-type: none"> • Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell • Selecting multiple cells • Saving the spreadsheet in various formats • Closing the spreadsheet • Opening the spreadsheet. • Printing the spreadsheet. 	<ul style="list-style-type: none"> • Group activity on working with data on LibreOffice Calc.
3. Demonstrate the Knowledge of Working with Data and Formatting	<ul style="list-style-type: none"> • Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using 	<ul style="list-style-type: none"> • Group activity on formatting a spreadsheet in LibreOffice Calc • Group activity on

Text	sum function, copying and moving formula • Formatting cell and content • Changing text style and font size • Aligning text in a cell • Highlighting text	performing basic calculations in LibreOffice Calc.
4. Demonstrate the Knowledge of Using Advanced Features in Spreadsheet	• Advanced features in Spreadsheet i. Sorting data ii. Filtering data iii. Protecting spreadsheet with password	• Group activity on sorting data in LibreOffice Calc
5. Make Use of Software for Making Slides Presentations	• Steps to start LibreOffice Impress • Adding text to a slide presentation	• Group practice on working with LibreOffice Impress tools
6. Demonstrate the Knowledge of Opening, Closing and Slide Presentations	• Printing a presentation	• Group activity on closing and saving a presentation in LibreOffice Impress
7. Demonstrate the Knowledge of working with Slides	• Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text and changing text color	• Group practice on working with font styles in LibreOffice Impress
8. Demonstrate the Use of Advanced Features in a Presentation	• Advanced features used in a presentation • Inserting shapes in the presentation • Inserting clipart and images in a presentation • Changing slide layout	• Group activity on changing slide layout on LibreOffice Impress

UNIT 4: ENTREPRENEURSHIP SKILLS – IV**Duration: 25 hrs**

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)
1. Describe the Types and Qualities of Entrepreneurs	• Entrepreneurship and entrepreneur • Characteristics of entrepreneurship • Entrepreneurship-art and	• Group discussion on the topic “An entrepreneur is not born but created”. • Conducting a classroom quiz on various aspects of

	<p>science</p> <ul style="list-style-type: none"> Qualities of a successful entrepreneur Types of entrepreneurs Roles and functions of an entrepreneur What motivates an entrepreneur? Identifying opportunities and risk-taking Startups 	entrepreneurship.
2. Identify the Barriers to Entrepreneurship	<ul style="list-style-type: none"> Barriers to entrepreneurship <ul style="list-style-type: none"> i. Environmental barriers ii. Faulty business plan iii. Personal barriers 	<ul style="list-style-type: none"> Group discussion about “What we fear about entrepreneurship” Activity on taking an interview of an entrepreneur.
3. Identify the Attitude that Makes an Entrepreneur Successful	<ul style="list-style-type: none"> Entrepreneurial attitude 	-----
4. Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies	<ul style="list-style-type: none"> Entrepreneurial competencies <ul style="list-style-type: none"> i. Decisiveness ii. Initiative iii. Interpersonal skills- positive attitude, stress management iv. Perseverance v. Organizational skills- time management, goal setting, efficiency, managing quality 	<ul style="list-style-type: none"> Playing games, such as “Who am I”. Group discussion on business ideas Group practice on “Best out of Waste” Group discussion on the topic of “Let’s grow together” Group activity on listing stress and methods to deal with it Group activity on time management Activity on “My entrepreneurial attitude”

UNIT 5: GREEN SKILLS – IV**Duration: 25 hrs**

Learning Outcome	Theory (05 hrs)	Practical (10 hrs)
1. Identify the Benefits of the Green Jobs	<ul style="list-style-type: none"> Green jobs Benefits of green jobs Green jobs in different 	<ul style="list-style-type: none"> Group discussion on the importance of green jobs.

	sectors: <ol style="list-style-type: none"> i. Agriculture ii. Transportation iii. Water conservation iv. Solar and wind energy v. Eco-tourism vi. Building and construction vii. Solid waste management viii. Appropriate technology 	
2. State the Importance of Green Jobs	<ul style="list-style-type: none"> • Importance of green jobs in the following <ol style="list-style-type: none"> i. Limiting greenhouse gas emissions ii. Minimizing waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change 	<ul style="list-style-type: none"> • Preparing posters on green jobs. • Group activity on tree plantation.

GRADE 12

Part B–Vocational Skills

Sr. No.	Unit	Duration
1	Unit 1: Organize Training Programmes	40
2	Unit 2: Assisting Farmers in Establishing Linkages and Agri-Business Practices	50
3	Unit 3: Formation and Operations of Self-Help Groups (SHGs), Farmers Interest Groups (FIGs), and Producer Groups (PGs)	45
4	Unit 4: Hygiene, cleanliness, safety and emergency procedures at workplace	30
	Total	165

Unit 1: Organize Training Programmes

Learning Outcome	Theory (15 Hrs)	Practical (25 Hrs)	Duration (40 Hrs)
1. Demonstrate designing, implementation and evaluation of training programs	1. Concept and importance of training and Experiential learning cycle (ELC) 2. Design and implementation of agricultural training programmes <ul style="list-style-type: none"> Identifying targeted audience and need assessment Setting objectives (SMART) Training schedule preparation Selection of location Selection of training methods Resources required for training Implementation and evaluation 	1. Identify need based topic and develop lesson plan two days training programme	25 Hrs
2. Demonstrate report writing and presentation skills	1. Preparation of report and its presentation 2. Evaluation, feedback and Follow up of Training Programme	1. Prepare the report on event organized at school.	15 Hrs
Total			40 Hrs

Unit 2: Assisting Farmers in Establishing Linkages and Agri-Business Practices

Learning Outcome	Theory (20 Hrs)	Practical (30 Hrs)	Duration (50 Hrs)
1. Explain the concept and importance of agri credit and	1. Concepts of agribusiness, ABCs, FPOs, village Panchayat, and cooperatives 2. Describe Credit insurance,	1. Develop inventory of crop insurance/credit schemes. 2. Visit/interaction with	20 Hrs

agribusiness / agriprenuership	CSR, input agencies, local market	nearby agri startups/FPOs.	
2. Demonstrate forward and backward linkages in agriculture	1. Forward and Backward Linkages in Agriculture sector 2. Steps in assisting farmers for developing linkages with service and input provider, markets and buyers	1. Illustrate supply chain model of a given crop and indicate Forward and Backward Linkages.	15 Hrs
3. Explain various govt schemes	1. Explain various forecasting techniques 2. Various govt. Initiative/ schemes <ul style="list-style-type: none"> • PM-KISAN • PMFBY • MSP • KCC • e-Nam 	1. Prepare an assignment on given government scheme and highlight their feature.	15 Hrs
Total			50 Hrs

Unit 3: Formation and Operations of Self-Help Groups (SHGs), Farmers Interest Groups (FIGs), and Producer Groups (PGs)

Learning Outcome	Theory (20 Hrs)	Practical (25 Hrs)	Duration (45 Hrs)
1. Explain the formation and operations of SHGs, FIGs, and PGs	1. Concept of SHGs, FIGs, and PGs, 2. Principles, formation and operations of SHGs, FIGs, and PGs, 3. Linkage of SHGs, FIGs, and PGs with bank and agri inputs Dealers. 4. Case of successful SHGs, FIGs, and PGs	1. Visit to any nearby SHGs/ FIGs and prepare report.	25 Hrs
3. Identify various value- addition practices	1. Importance of upskilling 2. Successful cases of value- addition practices to increase business profitability	1. Develop a case study on value addition practices of nearby SHGs/ FIGs/ Entrepreneur.	20 Hrs
Total			45 Hrs

Unit 4: Hygiene, cleanliness, safety and emergency procedures at workplace

Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Duration (30 Hrs)
1. Demonstrate First Aid, Treatment and Safety Equipment	1. Describe common health and safety guidelines to be followed at the workplace 2. Chemical poisoning and first aid measures 3. Treatment for simple chemical poisoning	1. Identification of the components of first aid kit 2. Identification of safety and protective devices 3. Demonstrate Use of	15 Hrs.

	4. Safety and protective Equipment 5. Emergency response 6. Health and safety awareness at work place	safety and protective devices	
1. Safe use of lab equipment	1. Checking the tools and lab equipment before use 2. Safety precautions taken during use of lab equipment 3. Daily/periodic mandatory inspections of lab equipment 4. Protective measures during operating lab equipment	1. Demonstration of general inspections for use of lab equipment 2. Demonstration of precautions taken during use of lab equipment	15 Hrs
Total			30 Hrs

6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit a nearby agricultural extension center, Krishi Vigyan Kendra (KVK), agricultural research institute, or farmer's field and observe the following: Location, Site, Area, Types of extension activities conducted, Infrastructure, Equipment used, Office building, Training and meeting halls, Demonstration plots, Soil and water testing facilities, Storage area, Seed distribution unit, Advisory service area, ICT tools used, Biosecurity measures, Gate and fencing. During the visit, students should obtain the following information from the extension officer or the supervisor of the center:

1. Total area covered under extension services and its layout
2. Types of crops and farming practices promoted
3. Extension service methods used (e.g., on-field demonstrations, ICT-based advisory, farmer training, etc.)
4. Techniques adopted for soil and water management
5. Whether farmer groups/cooperatives are supported
6. Number of training and awareness programs conducted annually
7. Number of farmers reached and benefited
8. Marketing and sale procedure of agricultural inputs
9. Manpower engaged in extension services
10. Total expenditure in setting up the extension center
11. Water and soil management practices promoted
12. Total annual income generated through extension activities
13. Impact assessment of extension services on the farming community

14. Any other relevant information

7. LIST OF EQUIPMENT AND MATERIALS

The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

- Computer
- Projection Equipment
- Power Point Software
- Personal Protective Equipment

8. VOCATIONAL TEACHERS/ TRAINERS QUALIFICATION AND GUIDELINES

Qualification and other requirements for appointment of vocational teachers/trainers on contractual basis should be decided by the State/UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

S. No.	Qualification	Minimum Competencies	Age Limit
1.	Bachelor's degree in Agriculture or Horticulture (B.Sc. Ag/ B.Sc. Horti) with one year experience or Master's degree (M.Sc.) in Agriculture Extension	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills. 	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of Samagra Shiksha. They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

These guidelines have been prepared with an aim to help and guide the States in engaging quality Vocational Teachers/Trainers in the schools. Various parameters that need to be looked into while engaging the Vocational Teachers/Trainers are mode and procedure of selection of Vocational Teachers/Trainers, Educational Qualifications, Industry Experience, and Certification/Accreditation.

The State may engage Vocational Teachers/Trainers in schools approved under the component of Vocationalisation of Secondary and Higher Secondary Education under RMSA in the following ways:

- (i) Directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education (PSSCIVE), NCERT or the respective Sector Skill Council (SSC)

OR

- (ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the

Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

- * *The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification Pack/ Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/ trainer in the industry should be kept as record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

- (i) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- (ii) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- (iii) Make effective use of learning aids and ICT tools during the classroom sessions;
- (iv) Engage students in learning activities, which include a mix of different methodologies, such as project-based work, team work, practical and simulation based learning experiences;
- (v) Work with the institution's management to organise skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;

- (vi) Identify the weaknesses of students and assist them in upgradation of competency;
- (vii) Cater to different learning styles and level of ability of students;
- (viii) Assess the learning needs and abilities, when working with students with different abilities
- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) Provide placement assistance

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Class X or Class XII;
4. Continuous upgradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;
6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education;
9. Publication of papers in National and International Journals;
10. Organization of activities for promotion of vocational subjects;
11. Involvement in placement of students /student support services.

9. LIST OF REFERENCE BOOK

- Handbook of Agricultural Extension, Directorate of Knowledge Management in Agriculture, Indian Council of Agricultural Research
- Fundamentals of Agricultural Extension Education, 2020– Sagar Mondal, Kalyani Publishers
- Extension Education and Rural Development, 2016 – Dr. J. P. Singh, SR Scientific

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