LEARNING OUTCOMES BASED VOCATIONAL CURRICULUM

JOB ROLE: PHYSICAL EDUCATION ASSISTANT (EARLY YEARS)

QUALIFICATION PACK CODE: SPF/Q4004

SECTOR: PHYSICAL EDUCATION

Classes 9 and 10

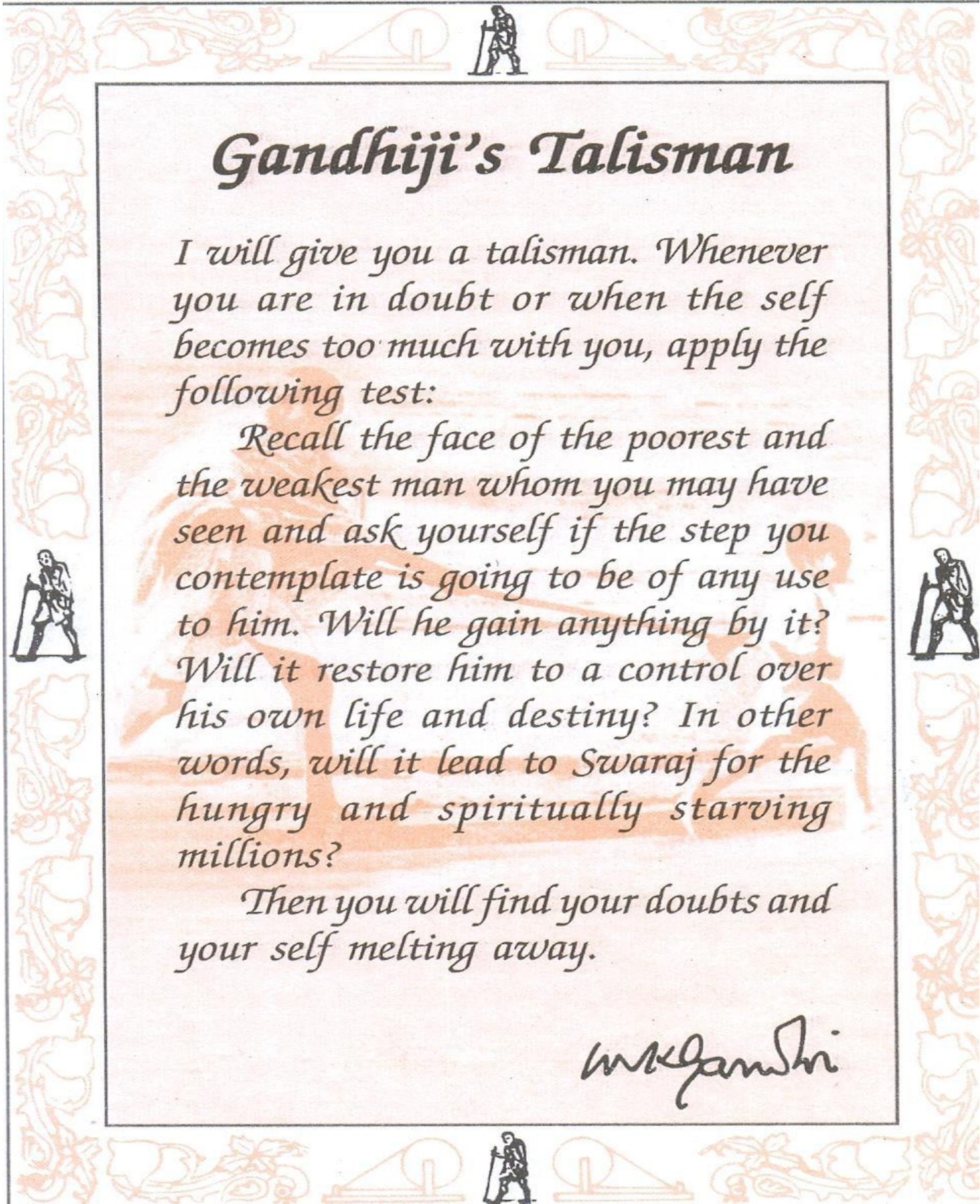विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(a constituent unit of NCERT, under Ministry of Human Resource and Development, Government of India)

Shyamla Hills, Bhopal- 462 013, 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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**Physical Education Assistant (Early Years)
January, 2020**

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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 unit of National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based vocational curriculum and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Vocationalisation of Education under *Samagra Shiksha*. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Samagra Shiksha* of Ministry of Human Resource Development (MHRD), Government of India. The main purpose of the learning outcome based vocational curriculum is to bring about improvement in teaching-learning process and working competencies through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based vocational curriculum as part of the vocational training package for the job role of Physical Education Assistant (Early Years) (SPF/Q4004). The curriculum has been developed for the higher secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualifications Framework (NSQF).

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 needs. The teaching process is to be performed through the interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

The curriculum has been developed and reviewed by a group of experts and their contributions are greatly 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.

HRUSHIKESH SENAPATY
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 are 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. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education in 2012 with the aim 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. The scheme was subsumed in *Samagra Shiskha* in 2018 along with other schemes of school education. For spearheading the Vocationalisation Education, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based vocational curriculum, student textbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

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 the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome based vocational curriculum with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, vocational education and training 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. Currently, the Institute is working on developing curricula and courseware for over 50 job roles in various sectors, besides the curricula developed for 100 job roles.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realising the objective of providing learning outcome based vocational curriculum and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Samagra Shiksha* of Ministry of Human Resource Development (MHRD), Government of India.

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment and they should secure optimal community support. The success of this curriculum depends upon its effective implementation and it is expected that the managers of vocational education and training system, including subject teachers will make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per the content of the curriculum document.

The PSSCIVE, Bhopal remains committed in bringing about reforms in the vocational education and training system through the learner-centric curricula and courseware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21st century.

RAJESH P. KHAMBAYAT
Joint Director
PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

CONTENTS

1. COURSE OVERVIEW

COURSE TITLE: PHYSICAL EDUCATION ASSISTANT (EARLY YEARS)

The Physical Education Assistant (Early Years) works in play schools, day care centres, apartments and clubs to teach age appropriate physical activities to build fundamental skills and fitness in children up to the age of 8 years. He/she looks after the smooth functioning of the physical activities and sports events of the school, organization, institute, etc. He/she should possess the knowledge and skills of safety and management of play field, equipment and tools, conduction of sports events, assessment of student's physical activity and report preparation.

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 entrepreneurship skills and abilities;

➢ Demonstrate the knowledge of the importance of physical activity in child development;

➢ Plan age-appropriate physical activity;

➢ Execute age-appropriate exercise;

➢ Demonstrate the knowledge of health and safety of children;

➢ Conduct recreational activities;

➢ Demonstrate the knowledge of maintaining records; and

➢ Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection and assess and evaluate the students.

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

COURSE DURATION: 400 hrs

Class 09:   200 hrs
Class 10:   200 hrs

Total: 400 hrs

2. SCHEME OF UNITS AND ASSESSMENT

The unit-wise distribution of hours and marks for Class 9 is as follows:

	CLASS 9		
	Units	**No. of Hours for Theory and Practical 200**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills-I	20	
	Unit 2: Self-management Skills-I	10	
	Unit 3: Information and Communication Technology Skills - I	20	10
	Unit 4: Entrepreneurship Skills-I	15	
	Unit 5: Green Skills-I	10	
	Total	**75**	**10**
Part B	**Vocational Skills**		
	Unit 1: Role of Physical Education in Development of a Child	25	
	Unit 2: Age Appropriate Physical Activities	25	20
	Unit 3: Organising Age-Appropriate Physical Activities	30	
	Unit 4: Children's Health and Safety	15	
	Total	**95**	**20**
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**
Part E	**Continuous and Comprehensive Evaluation (CCE)**		
		5	20
	Total	**200**	**100**

The unit-wise distribution of hours and marks for Class 10 is as follows:

	CLASS 10		
	Units	**No. of Hours for Theory and Practical 200**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**		
	Unit 1: Communication Skills-II	20	
	Unit 2: Self-management Skills-II	10	
	Unit 3: Information and Communication Technology Skills-II	20	10
	Unit 4: Entrepreneurship Skills-II	15	
	Unit 5: Green Skills-II	10	
	Total	**75**	**10**
Part B	**Vocational Skills**		
	Unit 1: Role and Responsibilities of Physical Education Assistant (Early Years)	20	
	Unit 2: Assessment and Evaluation of Students	20	20
	Unit 3: Free-Play	25	
	Unit 4: Monitoring and Inventory Management	30	
	Total	**95**	**20**
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**
Part E	**Continuous and Comprehensive Evaluation (CCE)**		
		5	**20**
	Total	**200**	**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 or teaching 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, which 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. ASSESSMENT AND CERTIFICATION

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, 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: 30**

S. No.	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)	2	1	2	10
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	2	2	11
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	1	1	05
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	1	0	02
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	**3x1=3**	**6x2=12**	**5x3=15**	**30**

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 and 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. 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

5. UNIT CONTENTS

Class 9

Part A: Employability Skills

S.No.	Units	Duration (hrs)
1.	Communication Skills – I	20
2.	Self-management Skills – I	10
3.	Information and Communication Technology Skills-I	20
4.	Entrepreneurship Skills – I	15
5.	Green Skills – I	10
	Total	**75**

UNIT 1: COMMUNICATION SKILLS – I			
Learning Outcomes	**Theory (08 hrs)**	**Practical (12 hrs)**	**Duration (20 hrs)**
1. Demonstrate the knowledge of importance, elements and perspectives in communication	1. Introduction to communication process 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication	1. Role play on the communication process 2. Group discussion on the importance of communication and factors affecting perspectives in communication 3. Charts preparation on elements of communication 4. Asking students to write statements exemplify the use of the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication	02

2. Demonstrate the knowledge of verbal communication	1. Verbal communication 2. Types of verbal communication 3. Advantages and disadvantages of verbal communication 4. Public speaking	1. Role play of a phone conversation 2. Chart preparation on types of verbal communication 3. Group discussion on advantages and disadvantages of verbal communication 4. Delivering a speech and practicing public speaking by using 3P's	02
3. Demonstrate the knowledge of non-verbal communication	1. Non-verbal communication 2. Importance of non-verbal communication 3. Types of non-verbal communication 4. Visual communication	1. Role-plays on non-verbal communication 2. Group discussion and demonstration of Do's and Don'ts to avoid body language mistakes 3. Group discussion on three methods of communication	02
4. Demonstrate the knowledge of basic writing skills	1. Writing skills: Parts of speech 2. Using capitals 3. Punctuation 4. Basic parts of speech	1. Reading paragraphs and sentences and identifying parts of speech 2. Constructing and writing sentences by using parts of speech 3. Identifying nouns by guessing the name, place, animal, and thing	02
5. Describe the parts and types of sentences	1. Writing skills: Sentences 2. Parts of a sentence 3. Types of objects 4. Types of sentences – Active and Passive 5. Types of sentences, according to their purpose 6. Paragraphs	1. Framing and writing sentences using direct and indirect objects 2. Writing a paragraph using active and passive voice 3. Writing different types of sentences (i.e., declarative,	02

		exclamatory, interrogative and imperative)	
6. Demonstrate the knowledge of pronunciation basics	1. Pronunciation Basics 2. Speaking correctly 3. Phonetics 4. Types of sounds	1. Pronouncing words and identifying vowels, diphthongs and consonants 2. Practicing the pronunciation of words	02
7. Demonstrate how to greet and introduce self	1. Greetings and Introductions 2. Greetings 3. Types of greetings 4. Introducing yourself and others	1. Role-play on Formal and informal greetings 2. Role-play on introducing someone 3. Practice and discussion on how to greet different people.	02
8. Answer questions that others ask about you	1. Talking about self 2. Filling a form	1. Practicing introducing yourself and 2. Practicing filling of forms 3. Role-play on Self Introduction	02
9. Asking questions according to a situation	1. Asking questions 2. Need for asking questions 3. Method for asking questions	1. Framing and writing questions (using Who, Where, When, What, Why and How) 2. Framing and writing questions (based on purpose of the question) 3. Discussing and guessing the personality using framed questions	02
10. Use the correct question words to ask open-ended and close-ended questions	1. Asking questions 2. Types of questions 3. Framing questions	1. Framing and writing open-ended and close-ended questions. 2. Group practice on framing questions	02

		3. Identifying open-ended and closed-ended questions.	
Total			**20**

UNIT 2: SELF-MANAGEMENT SKILLS – I

Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 hrs)
1. Describe the meaning and importance of self-management	1. Introduction to self-management and its components 2. Self-awareness 3. Self-confidence 4. Self-motivation 5. Positive thinking 6. Self-control 7. Problem solving 8. Personal hygiene and grooming 9. Team work 10. Time management 11. Goal setting	1. Group discussion on self-management skills 2. Performing activities to know how much aware are you about yourself. 3. Chart preparation on components of self-management	01
2. Identifying strength and weakness analysis	1. Identifying strength and weakness 2. Knowing yourself 3. Strength and Weakness analysis 4. Difference between interests and abilities	1. Group discussion on aim and goal in life 2. Perform a strength and weakness analysis 3. Group discussion on interests and abilities	01
3. Build self-confidence	1. Self–confidence 2. Qualities of self-confident people 3. Building self-confidence	1. Role play on building self-confidence 2. Performing activities on building confidence through positive words	02
4. Building the concept on positive thinking	1. Positive thinking 2. Positive thinking and its importance 3. How to keep your thinking positive?	1. Story-telling 2. Role-play on following the class rules 3. Practicing saying positive words 4. Making a list of steps involved in self-reflection) on how you will follow positive attitude practices	02

		5. Home activity on helping others, community service and social work	
5. Describe the concept and aspects of personal hygiene	1. Personal hygiene 2. Three steps of personal hygiene • Care • Wash • Avoid 3. Essential steps of handwashing	1. Role-play on following personal hygiene steps 2. Discussion and follow up on personal hygiene practices	02
6. Follow the guidelines for dressing and personal grooming	1. Grooming 2. Grooming and its importance 3. Guidelines for dressing and grooming – clothes, hair, face	1. Role play on dressing and grooming standards 2. Self-reflection on dressing and grooming well	02
Total			**10**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – I			
Learning Outcome	**Theory** **(06 hrs)**	**Practical** **(14 hrs)**	**Duration** **(20 hrs)**
1. Explain the role of Information and Communication Technology (ICT) in day-to-day life and the workplace	1. Introduction to Information and Communication Technology (ICT) 2. ICT at workplace 3. ICT at home	1. Group discussion on past, present, and future use of ICT 2. Preparations of posters on applications of ICT	02
2. Differentiate between the ICT tools and use of mobile apps	1.ICT tools smartphones and tablets I 2.Smartphones 3.Tablets 4.TV and Radio 5.Application or apps	1. Performing activities to get familiar with mobile devices	02
3. Differentiate between smartphones and tablets	1. ICT tools -smartphone and tablets II 2. Mobile device layout 3. Basic features of a mobile device 4. Home screen of mobile device 5. Basic gestures used	1. Performing activities to get familiar with the mobile device – use and applications of mobile devices	02
4. Describe the parts of computer and the computer peripherals	1.Parts of a computer and peripherals 2.Parts of a computer 3.Input devices	1. Chart preparation on components of a computer 2. Group activity on	02

	4. Output devices 5. Peripherals devices and their functions 6. Central Processing Unit (CPU) 7. Understanding Random Access Memory (RAM) and Read Only Memory (ROM) 8. Motherboard 9. Ports and connections	connecting devices to a computer	
5. Demonstrate basic computer operations	1. Basic computer operations 2. Computer hardware and software 3. Starting a computer 4. Log in and log out 5. Shutting down computer 6. Using the keyboard 7. Using a mouse	1. Group activity on use of computer 2. Group practice on using the keyboard	02
6. Perform basic file computer operations	1. Performing Basic file operations 2. Need to perform basic file operations. 3. Files and folders -creating a file and using text editor Ubuntu	1. Group practice on creating a file.	02
7. Demonstrate the knowledge of internet and networking	1. Communication and Networking -Basics of Internet 2. Use of the Internet 3. Connecting to the Internet • Types of connection • Bandwidth • Internet browser	1. Group discussion on the uses of the internet	02
8. Perform internet browsing	1. Communication and Networking – Internet Browsing 2. World Wide Web 3. Web page 4. Web browsers	1. Group practice on web browsing	02
9. Apply the knowledge of communication networking	1. Communication and Networking – Introductions to E-Mail 2. How does the E-mail work? 3. Email Id or address 4. Advantages of E-mail	1. Group discussion on using E-mail and its advantages	01
10. Create an Email account	1. Communication and Networking – Creating an E-mail account 2. Creating an E-mail account 3. Steps to open an E-mail account on Gmail	1. Group practice on creating and operating an e-mail account	01

11. Write an Email	1. Communication and Networking – Writing an E-mail 2. Writing an E-mail 3. Attaching a file to an E-mail 4. Managing folders	1. Group practice on writing an e-mail with attachments	01
12. Reply an Email	1. Communication and Networking – Receiving and Replying to an E-mail 2. Receiving Email 3. Replying to an Email 4. Forwarding Email 5. Deleting Email	1. Group practice on receiving and replying to an e-mail.	01
Total			**20**

UNIT 4: ENTREPRENEURSHIP SKILLS – I			
Learning Outcome	**Theory (06 hrs)**	**Practical (09 hrs)**	**Duration (15 hrs)**
1. Describe the concept of entrepreneurship	1. What is Entrepreneurship? 2. Enterprise	1. Group activity on guessing the entrepreneur	04
2. Describe the role of entrepreneurship	1. Role of Entrepreneurship in • Economic development • Social development • Improved standard of living • Optimal use of resources 2. More benefits at lower prices - products and services at competitive prices	1. Group discussion on "A world without Entrepreneurs" 2. Role-play on roles of entrepreneurship	03
3. Describe the qualities of a successful entrepreneur	1. Qualities of a successful entrepreneur • Patience • Positivity • Hardworking • Confidence • Open to trial and error • Creativity and innovation	1. Role-play on appearing for an interview 2. Group activity on interactions with entrepreneurs	02
4. State the characteristics of entrepreneurship	1. Distinguishing characteristics of entrepreneurship and wage employment 2. Characteristics of entrepreneurship 3. Wage employment 4. Benefits of entrepreneurship	1. Group activity on identifying characteristics of enterprise 2. Discussion on advantages of entrepreneurship over wage employment	03

5. Identify the type of business activity	1. Types of business activities 2. Product business 3. Service business 4. Hybrid business	1. Group activity on identifying different types of products and services	01
5. Differentiate between the product, service, and hybrid businesses	1. Product, Service, and Hybrid Businesses 2. Types of product-based business 3. Manufacturing businesses 4. Trade businesses	1. Poster making on business activities around us	01
5. Describe the entrepreneurship development process	1. Entrepreneurship Development Process 2. Steps of starting a business • Idea generation • Getting money and material • Understanding customer needs • Improving product/ service	1. Group activity on Make-and-Sell business	01
Total			**15**

UNIT 5: GREEN SKILLS – I

Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Duration (10 hrs)
1. Demonstrate the knowledge of society and environment	1. Society and Environment 2. Natural resources 3. Renewable and Non-renewable resources 4. Types of pollutions 5. Climate change 6. Harmful radiation 7. Natural disaster 8. Saving the environment: What can you do? 9. Reduce, reuse and recycle 10. Actions for saving the environment	1. Group activity on listing the factors influencing the environment 2. Group activity on listing the steps one can take to save the environment	05
2. Describe the meaning and importance of conserving natural resources	1. Conserving natural resources 2. Soil conservation 3. Water conservation 4. Energy conservation 5. Food conservation 6. Forest conservation	1. Group discussion on various ways of conserving natural resources	02
3. Describe the meaning and scope of sustainable development and green economy	1. Sustainable Development and Green Economy 2. Sustainable Development 3. Sustainable Development 4. Goals (SDGs)	1. Group discussion on importance of green skills 2. Poster making on importance of	

	5. Green growth 6. Green economy 7. Components of green economy 8. Skill development for the green economy 9. Green skills 10. Green jobs 11. Green projects	green economy	03
Total			**10**

PART B–VOCATIONAL SKILLS

S. No.	Units	Duration (Hrs)
1.	Role of Physical Education in Development of a Child	25
2.	Age Appropriate Physical Activities	25
3.	Organising Age Appropriate Physical Activities	25
4.	Children's Health and Safety	20
	Total	**95**

UNIT 1: ROLE OF PHYSICAL EDUCATION IN DEVELOPMENT OF A CHILD			
Learning Outcome	**Theory (15 Hrs)**	**Practical (10 Hrs)**	**Duration (25 Hrs)**
1. Identify the domains of early year childhood physical development	1. Introduction to physical education • Physical education • Physical activity 2. Domains for Early Childhood Development – • Cognitive domain • Psychomotor domain • Gross motor skills • Fine motor skills • Affective domain • Social domain	1. Administering skill circuit 2. Activity on the healthcare questionnaire	05
2. Identify factors influencing physical activities	1. Factors influencing physical activities • Age • Gender • Body Composition • Nutrition • Climatic conditions • Lifestyle habits • Physical activity	1. Conducting physical activity for the junior students	05

3. Identify the importance and elements of a good plan	1. Planning physical activities
	  • Long-Term Plan – Macro Plan
	  • Short Term Plan – Micro Plan
	2. Importance of planning
	3. Elements of a good plan
	4. Lesson plan for physical activities
		1. Prepare a lesson plan
		2. Prepare a flow chart on sequence of planning cycle.
			05

4. Differentiate between props and equipment, and play spaces	1. Arranging play spaces
	  • Temporary play spaces
	  • Permanent play spaces
	2. Props and equipment required for play
		1. Identifying the names and usage of the props
		2. conducting Physical Activity sessions
			10

Total			**25**

UNIT 2: AGE-APPROPRIATE PHYSICAL ACTIVITIES

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)

1. Understanding age-appropriate physical activities	1. Physical activities for different age groups
	  • Children and young adults (5 to 16 years)
	  • Adults (18-44 years)
	  • Older Adults (45- 65 years)
	  • Older Adults (65 years and above)
	2. ABC Framework
		1. Create a lesson using ABC Framework	10

2. Identify the benefits of physical activities for developing cognitive skills	1. Physical activities and cognitive skills development 2. Activities to be organized – Games, Singing, Dancing 3. Benefits of planning physical activities	1. Conduct dancing and singing activity 2. Physical activities to go with the content of the song.	10
3. Taking effective Physical Education class	1. Effective Physical Education classes 2. Mantras of a physical activity	1. Conducting physical activity using the Mantras of a physical activity	05
Total			**25**

UNIT 3: ORGANISING AGE-APPROPRIATE PHYSICAL ACTIVITIES			
Learning Outcome	**Theory (10hrs)**	**Practical (20 hrs)**	**Duration (30 hrs)**

1. Identify games for everyday activities	1. Fitness Activities
	2. Action: Lesson Plan –
	  • Walk Kiddies,
	  • Jumping Jacks
	3. Balance: Lesson Plan –
	  • Over, Under, Around and Through
	4. Co-ordination: Lesson Plan
	  • Airports,
	  • Balloon and Scarf Throw,
	  • Roll the ball
	5. Specific sports training
	6. Sports periods
	7. Games
		1. Conduct on-ground activities/ games with the props available and relate the use to age appropriateness.	10

2. Identify the activities to be conducted during the sport days	1. List of important events in a year
	2. Organizing Sports day
	  • Pre Sports Day
	  • Sports Day
	  • Post Sport Day
	3. Activities for Sports Day
		1. Conduct on-ground activities/ games with the props available and relate the use to age appropriateness.	05

3. Creating a fixture for different tournament and camps for parents and school staff	1. Tournaments 2. Mass drills and display 3. Programs for parents and staff 4. Summer camp 5. Winter camp	1. Conduct on-ground activities/ games with the props available and relate the use to age appropriateness.	10
Total			**25**

UNIT 4: CHILDREN'S HEALTH AND SAFETY			
Learning Outcome	**Theory (05 hrs)**	**Practical (10 hrs)**	**Duration (15 hrs)**
1. Identifying the factors affecting personal hygiene	1. Understanding Health and Fitness 2. Factors influencing child health and hygiene habits.	1. Conduct a group survey of the classrooms and canteen cleanliness and drive a cleanliness campaign in your school.	05
2. Understanding the role of nutrients in maintenance of health	1. Nutrition and Nutrients 2. Diet and Balanced Diet	1. Make a chart showing proportion of the various nutrients in a balanced diet. 2. Tabulate your and your family's water consumption for a week.	05
3. Describe the various safety measures in playground	1. Playground – Safe Conditions • Adult coach supervision • Playground safety 2. Playground – Safe Acts.	1. Conducting an interactive session to create safe conditions on school playground	05
4. Understanding the importance of First Aid kits during various types of sports injuries	1. First Aid and Medical aid 2. First Aid– Purpose and Basic Principles 3. Breathing difficulties 4. CPR (Cardiopulmonary resuscitation 5. Cuts 6. Basic sports injuries 7. Treatment for sprains and strains 8. Contents of a First Aid kit	1. Role-play to conduct on-ground demonstration of first	05
Total			**20**

Class 10

Part A - Employability Skills

S.No.	Units	Duration (hrs)
1.	Communication Skills – II	20
2.	Self-management Skills – II	10
3.	Information and Communication Technology Skills – II	20
4.	Entrepreneurial Skills – II	15
5.	Green Skills – II	10
	Total	**75**

UNIT 1: COMMUNICATION SKILLS – II			
Learning Outcome	**Theory (12 hrs)**	**Practical (08 hrs)**	**Duration (20 hrs)**
1. Demonstrate the knowledge of various methods of communication	1. Methods of communication 2. Communication process and elements	1. Role-play on communication process 2. Group discussion on the effects of elements of communication cycle.	05
2. Describe the types of verbal communication	1. Verbal communication 2. Types of verbal communication 3. Advantages and disadvantages of Verbal communication 4. Mastering Verbal communication	1. Role-play of a telephonic conversation 2. Chart preparation on types of verbal communication 3. Group discussion on the advantages and disadvantages of verbal communication 4. Group activity on delivering a speech and practicing public speaking.	02
3. Demonstrate the knowledge of non-verbal communication	1. Non-verbal communication 2. Importance of Non–verbal communication 3. Types of non-verbal communication 4. Visual communication	1. Role-plays on non-verbal communication 2. Group discussion and practice on how to avoid body language mistakes 3. Group discussion on three methods of	02

		communication	
4. Describe the communication cycle and importance of feedback	1. Communication cycle and importance of feedback 2. Feedback 3. Types of feedback 4. Importance of feedback	1. Role play on providing feedback 2. Group activity on constructive feedback	02
5. Identify the barriers to effective communication	1. Barriers to Effective communication 2. Effective communication 3. Barriers to effective communication • Physical barriers • Linguistic barrier • Interpersonal barriers • Organizational barriers • Culture barriers 4. Ways to overcome barriers to effective communication	1. Role play on barriers to effective communication 2. Group activity on overcoming barriers to effective communication 3. Chart preparation on barriers to effective communication	04
6. Demonstrate the knowledge of parts of speech	1. Writing skills – Parts of speech 2. Capitalization 3. Punctuations 4. Basics of parts of speech 5. Supporting parts of speech • Article • Conjunctions • Prepositions • Interjections	1. Reading paragraph and sentences and identifying parts of speech 2. Group activity on sentence construction 3. Identifying nouns by guessing the name, place, animal, or thing	03
7. Write sentences	1. Writing Skills - Sentences 2. Parts of sentence 3. Types of objects 4. Types of sentences • Active • Passive 5. Paragraphs	1. Making sentences using direct and indirect objects 2. Writing a paragraph using active and passive voice 3. Framing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)	02
Total			**20**

UNIT 2: SELF-MANAGEMENT SKILLS – II			
Learning Outcome	**Theory** **(05 hrs)**	**Practical** **(05 hrs)**	**Duration** **(10 hrs)**
1. Apply stress management techniques	1. Stress management 2. Stress and Stress management techniques 3. Management technique 4. Ability to work independently 5. Emotional intelligence	1. Role plays on avoiding stressful situation 2. Activity on listing stressful situations and discussing the stress management techniques like yoga, deep breathing exercises, etc.	02
2. Identify strengths and weaknesses of self	1. Self-Awareness – Strength and Weakness Analysis 2. Knowing yourself 3. Strength and weakness analysis 4. Techniques for identifying strengths and weaknesses 5. Difference between interests and abilities	1. Group discussion on aim and goal in life 2. Perform a strength and weakness analysis 3. Group discussion on interests and abilities	02
3. Demonstrate the knowledge of self-motivation	1. Self-Motivation 2. Types of motivation 3. Qualities of self-motivated people 4. Building self–motivation	1. Group discussion on staying motivated 2. Activity on listing the ways to motivate oneself	02
4. Set SMART goals	1. Self-Regulation – Goal Setting 2. Goals and Setting SMART goals 3. How to set SMART goals - • Specific • Measurable • Achievable • Realistic • Time bound	1. Group activity on setting SMART goals 2. Writing long- term and short-term goals 3. Activity on listing the ways to surely set SMART goals	02
5. Demonstrate the knowledge of time management	1. Self-Regulation – Time Management 2. Time management and its importance 3. Example and non-example of time management 4. Four steps for effective time management • Organise • Prioritise	1. Preparing a list of activities to practice time management 2. Discussion on how to manage time to reach school on time	02

	• Control • Track 5. Tips for practicing the four steps of effective time management		
Total			**10**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – II

Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Perform basic computer operations	1. Basics computer operations 2. Computer hardware and software 3. Starting a computer 4. Shutting down a computer 5. Using keyboard 6. Using a mouse • Roll over or hover • Point and click • Drag and drop • Double click	1. Demonstration on use of computers 2. Group activity on using the keyboard	12
2. Apply basic file operations	1. Performing basic file operations 2. Basic File Operations 3. Files and folders • Creating a file • Creating a folder	1. Practice of creating a folder	02
3. Demonstrate computer care and maintenance	1. Computer care and Maintenance 2. Importance of care and maintenance of computers 3. Basic tips for taking care of devices • Cleaning computer devices • Preparing maintenance schedule for computers • Taking backup data • Scanning and cleaning viruses • Removing SPAM files	1. Group activity on preparing a chart on care and maintenance of computer	03
4. Describe the importance of maintaining computer security and privacy	1. Computer security and privacy 2. Computer security deals with protecting computer • Reasons for security breach • Threats to computer • Protecting your data	1. Group activity on preparing an infographic chart on computer security and privacy	03
Total			**20**

UNIT 4: ENTREPRENEURSHIP SKILLS – II			
Learning Outcome	**Theory (06 hrs)**	**Practical (09 hrs)**	**Duration (15 hrs)**
1. Describe the meaning of entrepreneurship	1. Entrepreneurship and society 2. Activities of entrepreneurs: • Fulfil customer needs • Use local materials • Help society • Create job • Share wealth • Lower price product	1. Group work on finding the problems in school campus and turning them into business opportunities	05
2. Identify the qualities and functions of an entrepreneur	1. Qualities and functions of an entrepreneur 2. Qualities of an entrepreneur	1. Activity on self-assessment of entrepreneurial qualities 2. Brainstorming on solving a problem in their area 3. Taking an interview of an entrepreneur	03
3. Describe the myths and realities about entrepreneurship	1. Misconceptions and myths about entrepreneurship	1. Group activity on identifying everyday heroes 2. Activity on interviewing the entrepreneurs 3. Group activity on making items and selling to someone	04
4. Describe entrepreneurship as a career option	1. Entrepreneurship as a career option 2. Meaning of career • Ways of earning a living • Self-employment 3. Wage employment 4. Entrepreneur career process • Enter • Survive • Grow	1. Brainstorming on entrepreneurship as a life option 2. Group discussion on the power of entrepreneurship	03
Total			**15**

UNIT 5: GREEN SKILLS – II			
Learning Outcome	**Theory (07 hrs)**	**Practical (03 hrs)**	**Duration (10 hrs)**
1. Demonstrate the knowledge of green skills	1. Sustainable Development 2. Importance of sustainable development 3. Problems related to sustainable development 4. Sustainable development Goals 5. Sustainable development initiatives 6. Sustainable process	1. Group activity on creating garden in the school or planting tree saplings 2. Group discussion on "How to prevent wastage"	05
2. Describe the role of self in sustainable development	1. Our role in sustainable development 2. Our role towards Sustainable Development • Quality education • Clean water and sanitation • Affordable and clean energy • Decent work and economic growth • Reducing inequalities • Creating sustainable cities and communities • Responsible consumers and producers • Protect life below water • Protect life on land	1. Group discussion on conservation and protection of environment 2. Group activity on organizing an art project using waste	05
Total			**10**

PART B–VOCATIONAL SKILLS

S. No.	Units	Duration (Hrs)
1.	Roles and Responsibilities of Physical Education Assistant (Early Years)	20
2.	Assessment and Evaluation of Students	20
3.	Free-play	25
4.	Monitoring and Inventory Management	30
	Total	**95**

UNIT 1:   ROLES AND RESPONSIBILITIES OF PHYSICAL EDUCATION ASSISTANT (EARLY YEARS)

Learning Outcome	Theory (10 Hrs)	Practical (10 Hrs)	Duration (20 Hrs)
1. Identify roles and responsibilities of a Physical Education Assistant	1. Qualities of a good Physical Education Assistant • Creating an environment for learning • Collaborating with stakeholders • Respect and value other's opinion and identities • Maintaining professional etiquette • Committing to lifelong learning and contributing to the profession	1. Organize a physical activity for both the school staff and parents after the school 2. Group discussion on qualities of good Physical Education Assistant	05
2. Describe the various activities to be conducted by the Physical Education Assistant	1. Scope of the Physical Education Assistant • Service Program • Intramural Program • Extramural Program • Fitness and Recreational Programs 2. Conducting physical activities	1. Conduct a traditional game generally played by the children of the nearby locality	05
3. Conducting School Assembly and Parent Teacher Meeting	1. Conducting a School Assembly • Tasks before the Assembly • Tasks during the day of Assembly • Tasks after the Assembly	1. Role-play to demonstrate how to conduct a Parent-Teacher meeting. 2. Write a sample letter to parents inviting for a	10

	2. Organizing a Parent Teacher Meeting • Agenda for the Parent Teacher Meeting • Managing a Parent Teacher Meeting • Preparing for a Parent Teacher Meeting • Conducting the Parent Teacher Meeting (PTM)	Parent-Teacher meeting. 3. Plan and organize a skit for assembly programme.	
Total			**20**

UNIT 2: ASSESSMENT AND EVALUATION OF STUDENTS

Learning Outcome	Theory (7 Hrs)	Practical (13 Hrs)	Duration (20 Hrs)
1. Describe the various types of tools of assessment	1. Meaning of assessment and evaluation 2. Types of evaluation • Formative • Summative • Diagnostic 3. Component of Fitness • Health-related fitness • Skill-related fitness	1. Prepare a chart on difference between assessment and evaluation 2. Classroom discussion on assessment - formative or summative	08
2. Understanding the assessment and progress report	1. Importance of Assessment 2. Student progress report	1. Prepare a presentation on physical education assessment	12
Total			**20**

UNIT 3: FREE-PLAY

Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Understanding the importance and purpose of free-play	1. Free play, Sports, Games and play 2. Components of free play • Structured play • Unstructured play 3. Advantages and Disadvantages of Free	1. Write a paragraph on the importance of free play 2. Make a chart of factors influencing	15

	play	free play	
2. Identify Free-play activities	1. Different types of free play activities	1. Prepare a speech on equipment selection in free play activity	10
Total			**25**

UNIT 4: MONITORING AND INVENTORY MANAGEMENT			
Learning Outcome	**Theory (10 hrs)**	**Practical (20 hrs)**	**Duration (30 Hrs)**
1. Understand the usage of different types of props and equipment	1. Props and equipment 2. Commonly used Props and equipment	1. Write a paragraph about importance of listing the equipment 2. Conduct a group discussion on factors influencing the selection of props and equipment	15
2. Understanding the importance of inventory management	1. Process of Inventory Management 2. Importance of Inventory Management 3. Inventory Audit	1. Prepare a list of sports equipment 2. Prepare a report of equipment in school sports store room	15
Total			**30**

6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours should be organized for the students to expose them to the playfield culture and installed in activities in the play field. Visit the stadiums with latest machines and equipment.

7. LIST OF EQUIPMENT AND MATERIALS

S.No.	Name of Equipment	Minimum No. of Equipment required (per batch of 30 students)	Mandatory Equipment
1.	Soft Balls (small)	30	Yes
2.	Plyometric Box	6	No
3.	Plastic Balls	40	Yes
4.	Soft Ball (big)	30	Yes
5.	Joining Clips	8	No
6.	Plastic Cricket Bat	15	Yes
7.	Soft Flyer	30	Yes
8.	Multi-coloured Hula Hoops	20	Yes
9.	Foam Paddle Bat (Red, Green, Yellow)	15	Yes

10.	Swimming Ring	20	Yes
11.	Balance Beam Set	15	Yes
12.	Saucer Cone	40	Yes
13.	6 Step Training Hurdle	8	Yes
14.	Training Arch	6	Yes
15.	Alphabet Cards Set (A - Z)	2	Yes

8. VOCATIONAL TEACHER'S/TRAINER'S QUALIFICATION AND GUIDELINES

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

Qualification	Minimum Competencies	Age Limit
A Graduate with a major in Physical Education) with at least 2 years of teaching/work experience or a Bachelor of Physical Education (B.P. Ed) with at least 2-years of teaching/ work experience or a Postgraduate in Physical Education from a recognized Institute/ University.	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 organizations 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:

1. Written test for the technical/domain specific knowledge related to the sector;
2. Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
3. 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:

   a) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
   b) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
   c) Make effective use of learning aids and ICT tools during the classroom sessions;
   d) 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;
   e) Work with the institution's management to organize skill demonstrations, site visits, on-job trainings, and presentations for students in cooperation with industry, enterprises and other workplaces;
   f) Identify the weaknesses of students and assist them in upgradation of competency;
   g) Cater to different learning styles and level of ability of students;
   h) Assess the learning needs and abilities, when working with students with different abilities
   i) Identify any additional support the student may need and help to make special arrangements for that support;
   j) 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 up gradation 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.

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