

LEARNING OUTCOMES BASED VOCATIONAL CURRICULUM

**JOB ROLE: PHYSICAL EDUCATION ASSISTANT
(PRIMARY YEARS)**

QUALIFICATION PACK CODE: SPF/Q4005

SECTOR: PHYSICAL EDUCATION

Classes 11 and 12

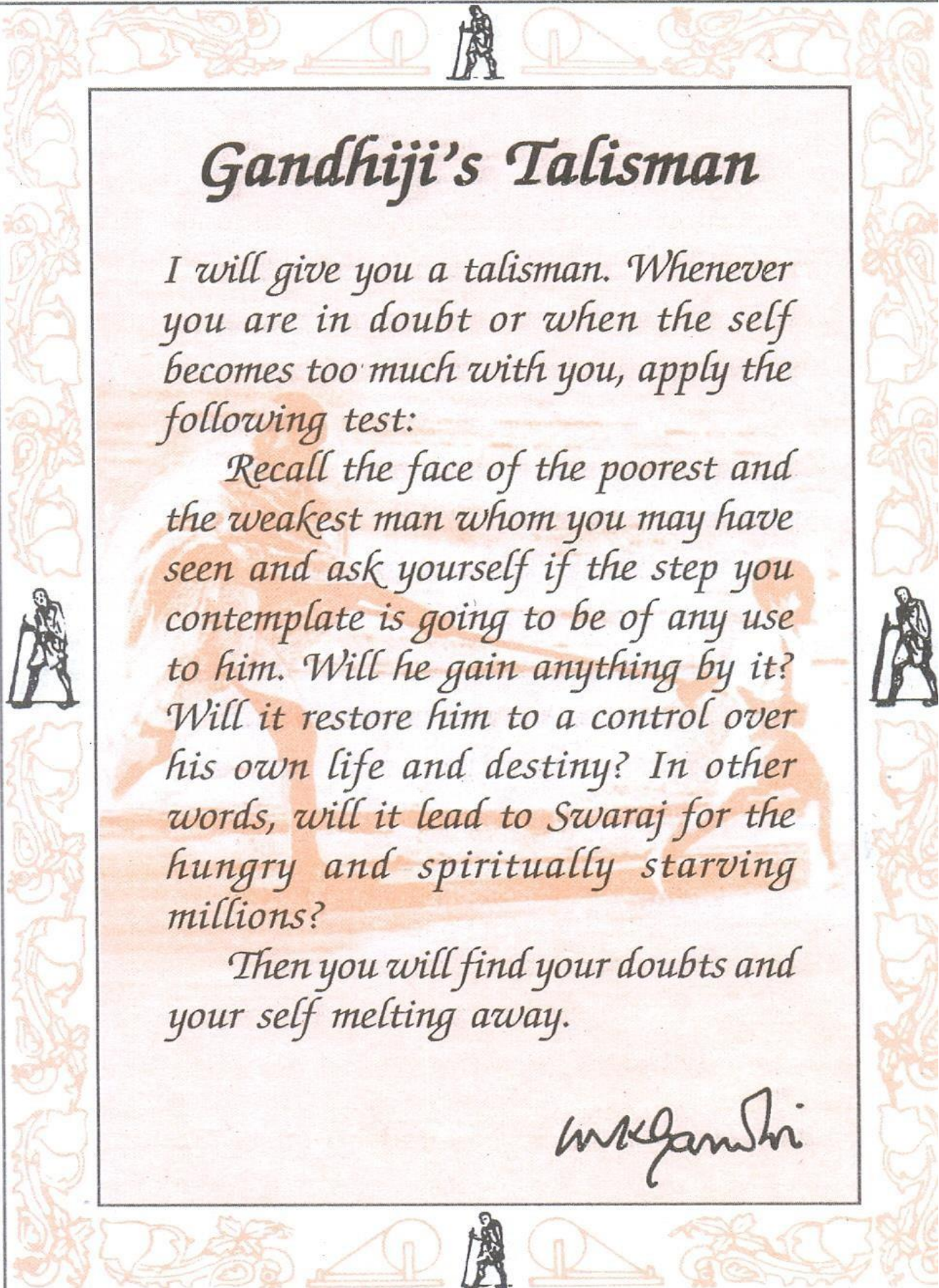


PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

(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 (Primary Years)

January, 2020

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FOREWORD

The Pandit Sundarlal 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 (Primary Years) (SPF/Q4005). 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 Shiksha* 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 realizing 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.

(ii)

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 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

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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 Human Resource Development (MHRD), Government of India for the financial support to the project for development of curricula.

We are grateful to the Director, National Council of Educational Research & Training (NCERT) for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of *Samagra Shiksha*, MHRD, National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and Sports and Fitness Sector Skill Council (SPEFL-SC) for their academic support and cooperation.

We are grateful to the experts for their earnest efforts and contributions in the development of this learning outcomes based vocational curriculum. The names of experts are given in the list of contributors.

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

The assistance provided by Mr. Jivan Koli, Computer Operator, PSSCIVE and Mr. Rajesh Yadav, Computer Operator (Contract), PSSCIVE in layout, design and composing of the material is duly acknowledged.

PSSCIVE Team

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1. COURSE OVERVIEW

COURSE TITLE: PHYSICAL EDUCATION ASSISTANT (PRIMARY YEARS)

Physical Education Assistant (Primary Years) works in a primary school, an apartment and clubs to teach basic of sports to build sports skills and fitness for children up to the age of 12 years. He/she is involved in conducting play activities, coaching, mentoring and training of children at primary level. Physical fitness is considered a measure of the body's ability to function efficiently, effectively and without injury in work and leisure activities. The responsibilities of the individual include the implementation and delivery of an appropriately broad, balanced, relevant and differentiated physical education curriculum for students and preparing and inducting students for competitive sports. S/he needs to ensure that students are physically active within the physical education class.

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 a computer;
- Demonstrate self-management skills;
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills, and abilities;
- Demonstrate the knowledge of the importance of physical activity in child development;
- Demonstrate the use of props and equipment;
- Demonstrate the knowledge of hygiene and safety;
- Demonstrate the application of Ms. Excel in maintenance of records;
- Describe the purpose of emergency management;
- Follow steps for maintaining health and hygiene in the play area; and
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection and perform assessment and evaluation of students.

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

COURSE DURATION: 600 hrs.

Class11: 300 hrs.

Class12: 300 hrs.

Total: 600 hrs.

2. SCHEME OF UNITS AND ASSESSMENT

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

CLASS 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – III	25	
	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	
Part B	Vocational Skills		
	Unit 1: Role of Physical Education in Child Development	50	40
	Unit 2: Props and Equipment	30	
	Unit 3: Hygiene and Safety	35	
	Unit 4: Sports and Fitness	50	
	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 Class 12 is as follows:

CLASS 12			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – III	25	10
	Unit 2: Self-management Skills – III	25	
	Unit 3: 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: Overview of Physical Education and Sports Sector	40	40
	Unit 2: Assessment of Students	40	
	Unit 3: Emergency Management	45	
	Unit 4: Health and Hygiene in Play Area	40	
	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 the 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 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 is not limited to hands-on-training, simulated training, role play, case-based studies, exercises, etc. Equipment and supplies should be provided to enhance the 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 the 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 can 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 the assessment of students.

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: an internal assessment and an external examination, including a 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 knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising a group of experts of academicians, experts from existing vocational subject experts/teachers, subject experts, from university or 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

Maximum Marks: 40

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)	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 and 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
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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 the 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 whether 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.

A 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

GRADE 11

Part A: Employability Skills

S.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			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate knowledge of communication	<ol style="list-style-type: none"> 1. Introduction to communication process 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication 	<ol style="list-style-type: none"> 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. Classroom discussion on the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication 	03
2. Demonstrate verbal communication	<ol style="list-style-type: none"> 1. Verbal communication 2. Public Speaking 	<ol style="list-style-type: none"> 1. Role-play of a phone conversation. 2. Group activity on delivering a speech and practicing public speaking 	02
3. Demonstrate non-verbal communication	<ol style="list-style-type: none"> 1. Importance of non-verbal communication 2. Types of non-verbal communication 3. Visual communication 	<ol style="list-style-type: none"> 1. Role-play on non-verbal communication 2. Group exercise and discussion on Do's and Don'ts to avoid body 	02

		language mistakes 3. Group activity on methods of communication	
4. Demonstrate speech using correct pronunciation	1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds	1. Group activities on practicing pronunciation	01
1. Apply an assertive communication style	1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication	1. Group discussion on communication styles 2. Group discussion on observing and sharing communication styles	03
2. Demonstrate the knowledge of saying no	1. Steps for saying 'No' 2. Connecting words	1. Group discussion on how to say 'No'	02
3. Identify and use parts of speech in writing	1. Capitalisation 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech	1. Group activity on identifying parts of speech 2. Writing a paragraph with punctuation marks 3. Group activity on constructing sentences 4. Group activity on identifying parts of speech	03
4. Write correct sentences and paragraphs	1. Parts of a sentence 2. Types of object 3. Types of sentences 4. Paragraph	1. Activity on framing sentences 2. Activity on active and passive voice 3. Assignment on writing different types of sentences	02
5. Communicate with people	1. Greetings 2. Introducing self and others	1. Role-play on formal and informal greetings 2. Role-play on introducing someone 3. Practice and group discussion on how to greet different people?	02
6. Introduce yourself to others and write about oneself	1. Talking about self 2. Filling a form	1. Practicing self-introduction and filling up forms 2. Practicing self-introduction to others	01

7. Develop questioning skill	1. Main types of questions 2. Forming closed and open-ended questions	1. Practice exercise on forming questions 2. Group activity on framing questions	01
8. Communicate information about family to others	1. Names of relatives 2. Relations	1. Practice talking about family 2. Role-play on talking about family members.	01
9. Describe habits and routines	1. Concept of habits and routines	1. Group discussion on habits and routines 2. Group activity on describing routines	01
10. Ask or give directions to others	1. Asking for directions 2. Using landmarks	1. Role-play on asking and giving directions 2. Identifying symbols used for giving directions	01
Total			25

UNIT 2: SELF-MANAGEMENT-III			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Identify and analyse own strengths and weaknesses	1. Understanding self 2. Techniques for identifying strengths and weaknesses 3. Difference between interests and abilities	1. Activity on writing aims in life 2. Preparing a worksheet on interests and abilities	03
2. Demonstrate personal grooming skills	1. Guidelines for dressing and grooming 2. Preparing a personal grooming checklist	1. Role-play on dressing and grooming standards 2. Self-reflection activity on various aspects of personal grooming	04
3. Maintaining personal hygiene	1. Importance of personal hygiene 2. Three steps to personal hygiene 3. Essential steps of hand washing	1. Role-play on personal hygiene 2. Assignment on personal hygiene	03
4. Demonstrate the knowledge of working in a team and participating in group activities	1. Describe the benefits of teamwork 2. Working in a team	1. Assignment on working in a team 2. Self-reflection on teamwork	03
5. Develop networking skills	1. Benefits of networking skills 2. Steps to build networking skills	1. Group activity on networking in action 2. Assignment on networking skills	03

6. Describe the meaning and importance of self-motivation	<ol style="list-style-type: none"> 1. Meaning of self-motivation 2. Types of motivation 3. Steps to building self-motivation 	<ol style="list-style-type: none"> 1. Activity on staying motivated 2. Assignment on reasons hindering motivation 	03
7. Set goals	<ol style="list-style-type: none"> 1. Meaning of goals and purpose of goal-setting 2. Setting SMART goals 	<ol style="list-style-type: none"> 1. Assignment on setting SMART goals 2. Activity on developing long-term and short-term goals using SMART method 	03
8. Apply time management strategies and techniques	<ol style="list-style-type: none"> 1. Meaning and importance of time management 2. Steps for effective time management 	<ol style="list-style-type: none"> 1. Preparing a checklist of daily activities 	03
Total			25

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY-III			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Create a document on the word processor	<ol style="list-style-type: none"> 1. Introduction to ICT 2. Advantages of using a word processor. 3. Work with Libre Office Writer 	<ol style="list-style-type: none"> 1. Demonstration and practice of the following: <ul style="list-style-type: none"> • Creating a new document • Typing text • Saving the text • Opening and saving file on Microsoft Word/Libre Office Writer. 	02
2. Identify icons on the toolbar	<ol style="list-style-type: none"> 1. Status bar 2. Menu bar 3. Icons on the Menu bar 4. Multiple ways to perform a function 	<ol style="list-style-type: none"> 1. Group activity on using basic user interface of LibreOffice writer 2. Group activity on working with Microsoft Word 	02
3. Save, close, open and print document	<ol style="list-style-type: none"> 1. Save a word document 2. Close a word document 3. Open an existing document 4. Print 	<ol style="list-style-type: none"> 1. Group activity on performing the functions for saving, closing and printing documents in LibreOffice Writer 2. Group activity on performing the functions for saving, closing and printing documents in Microsoft Word 	02

4.Format text in a word document	<ol style="list-style-type: none"> 1. Change style and size of text 2. Align text 3. Cut, Copy, Paste 4. Find and replace 	<ol style="list-style-type: none"> 1. Group activity on formatting text in LibreOffice Writer 2. Group activity on formatting text in Microsoft Word 	02
5.Check spelling and grammar in a word document	<ol style="list-style-type: none"> 1. Use of spell checker 2. Autocorrect 	<ol style="list-style-type: none"> 1. Group activity on checking spellings and grammar using LibreOffice Writer 2. Group activity on checking spellings and grammar using Microsoft Word 	02
6.Insert lists, tables, pictures, and shapes in a word document	<ol style="list-style-type: none"> 1. Insert bullet list 2. Number list 3. Tables 4. Pictures 5. Shapes 	<ol style="list-style-type: none"> 1. Practical exercise of inserting lists and tables using LibreOffice Writer 	03
7.Insert header, footer and page number in a word document	<ol style="list-style-type: none"> 1. Insert header 2. Insert footer 3. Insert page number 4. Page count 	<ol style="list-style-type: none"> 1. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer 2. Practical exercise of inserting header, footer and page numbers in Microsoft Word 	03
8.Make changes by using the track change option in a word document	<ol style="list-style-type: none"> 1. Tracking option 2. Manage option 3. Compare documents 	<ol style="list-style-type: none"> 1. Group activity on performing track changes in LibreOffice Writer 2. Group activity on performing track changes in Microsoft Word 	04
Total			20

UNIT 4: ENTREPRENEURSHIP SKILLS – III			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Differentiate between different kinds of businesses	<ol style="list-style-type: none"> 1. Introduction to entrepreneurship 2. Types of business activities 	<ol style="list-style-type: none"> 1. Role-play on different kinds of businesses around us 	03
2. Describe the significance of entrepreneurial values	<ol style="list-style-type: none"> 1. Meaning of value 2. Values of an Entrepreneur 3. Case study on qualities of an entrepreneur 	<ol style="list-style-type: none"> 1. Role-play on qualities of an entrepreneur 	03

3. Demonstrate the attitudinal changes required to become an entrepreneur	1. Difference between the attitude of entrepreneur and employee	1. Interviewing employees and entrepreneurs	03
4. Develop thinking skills like an entrepreneur	1. Problems of entrepreneurs 2. Problem-solving 3. Ways to think like an entrepreneur	1. Group activity on identifying and solving problems	04
5. Generate business ideas	1. The business cycle 2. Principles of idea creation 3. Generating a business idea 4. Case studies	1. Brainstorming on generating a business ideas	04
6. Describe customer needs and the importance of conducting a customer survey	1. Understanding customer needs 2. Conducting a customer survey	1. Group activity to conduct a customer survey	04
7. Create a business plan	1. Importance of business planning 2. Preparing a business plan 3. Principles to follow for growing a business 4. Case studies	1. Group activity on developing a business plan	04
Total			25

UNIT 5: GREEN SKILLS – III			
Learning Outcome	Theory (07 hrs)	Practical (08 hrs)	Duration (15 hrs)
1. Describe the importance of the main sector of the green economy	1. Meaning of ecosystem, food chain and sustainable development 2. Main sectors of the green economy- E-waste management, green transportation, renewal energy, green construction, and water management	1. Group discussion on sectors of green economy 2. Poster making on various sectors for promoting green economy	06
2. Describe the main recommendations of policies for the green economy	1. Policies for a green economy	1. Group discussion on initiatives for promoting the green economy 2. Writing an essay or a short note on the	03

		important initiatives for promoting green economy.	
3. Describe the major green sectors/ areas and the role of various stakeholders in the green economy	1. Stakeholders in the green economy	1. Group discussion on the role of stakeholders in the green economy 2. Making solar bulbs.	03
4. Identify the role of government and private agencies in the green economy	1. Role of the government in promoting a green economy 2. Role of private agencies in promoting green economy	1. Group discussion on the role of Government and Private Agencies in promoting a green economy. 2. Poster making on green sectors.	03
Total			15

PART B–VOCATIONAL SKILLS

S.No.	Units	Duration (hrs)
1.	Role of Physical Education in Child Development	50
2.	Props and Equipment	30
3.	Hygiene and Safety	35
4.	Sports and Fitness	50
	Total	165

UNIT 1: ROLE OF PHYSICAL EDUCATION IN CHILD DEVELOPMENT			
Learning Outcome	Theory (20 hrs)	Practical (30 hrs)	Duration (50 hrs)
1. Identify the physical and emotional needs of the children	1. Physical and emotional needs of children 2. Health triangle <ul style="list-style-type: none"> • Physical health • Mental health • Social heal 	1. Prepare chart on Health triangle	15
2. Identify factors influencing physical activities	1. Factors affecting physical fitness 2. Influence of sports in well being 3. Influence of society on sports based on <ul style="list-style-type: none"> • Environment • Economy • Technology • Political 	1. Group activity on demonstration of factors influencing physical activities 2. Group discussion on how behavioural factors influence physical activity	15

3. Create different levels of physical activities planning for children	<ol style="list-style-type: none"> 1. Identifying physical activity sessions 2. Structuring physical activity sessions 3. Macro-planning 4. Meso-planning 5. Micro-planning 6. Weekly planning 7. Yoga and their benefits 8. Lesson plans for various physical activities 	<ol style="list-style-type: none"> 1. Prepare flow chart on planning cycle. 2. Preparation of lesson plans for various physical activities 	20
Total			50

UNIT 2: PROPS AND EQUIPMENT			
Learning Outcome	Theory (10hrs)	Practical (20hrs)	Duration (30hrs)
1. Identify the various factors that need to be considered while selecting props and equipment	<ol style="list-style-type: none"> 1. Selection of props and equipment 2. Purpose and importance of props and equipment 3. Factors affecting the selection of props and equipment 	<ol style="list-style-type: none"> 1. List down factors affecting selection of props and equipment 2. Preparation of poster of props and equipment 3. Preparation of list of equipment for conducting physical and sports activities. 	15
2. Identify the reasons affecting the playground and equipment condition	<ol style="list-style-type: none"> 1. Inspection of Playfields <ul style="list-style-type: none"> • Low frequency inspections • High frequency inspections 2. Maintenance of sport facilities 	<ol style="list-style-type: none"> 1. Prepare a time table for the inspection of playfield area 2. List down the safety measure to be kept in mind while doing playfield inspection 	15
Total			30

UNIT 3: HYGIENE AND SAFETY			
Learning Outcome	Theory (15 hrs)	Practical (20 hrs)	Duration (35 hrs)
1. Identify the steps required in maintenance of hygiene in play area	<ol style="list-style-type: none"> 1. Maintenance of hygiene in Play Area 	<ol style="list-style-type: none"> 1. Identification of cleaning materials for play area 2. List the steps to maintain hygiene at playground. 	05
2. Demonstrate the knowledge of basic First	<ol style="list-style-type: none"> 1. First Aid 2. First Aid - Purpose and 	<ol style="list-style-type: none"> 1. Prepare a poster on First Aid 	15

Aid practices	basic principle 3. Cuts and bruises 4. Heat exhaustion 5. Breathing difficulties 6. Choking 7. Basic sports injuries <ul style="list-style-type: none"> • Sprain • Strain 8. First Aid for Sprains 9. Concept of First Aid kit	principles 2. Conduct on-ground demonstration of first aid	
3. Identify sports injuries and its rehabilitation processes	1. Types of sports injuries 2. How do you prevent sports injuries? 3. First Aid – CPR (Cardiopulmonary resuscitation) 4. Rehabilitation of sports injuries 5. Exercise for rehabilitation	1. Preparation of flowchart on the sequential steps of CPR 2. Demonstration of CPR	15
Total			35

UNIT 4: SPORTS AND FITNESS			
Learning Outcome	Theory (20 hrs)	Practical (30hrs)	Duration (50 hrs)
1. Describe the criteria for selecting yearly sports activities	1. Health and Physical fitness 2. Benefits of Physical fitness 3. Stages of Team selection 4. Process of Talent Detection, Identification and Development <ul style="list-style-type: none"> • Football • Basketball • Volleyball 	1. Preparation of chart for selection of students for competition 2. Group discussion on importance of resources for conduction of sports competition	15
2. Identify resources required for organizing sports competition	1. Organizing sports day <ul style="list-style-type: none"> • Pre Sports Day • Sports Day • Post Sports Day 2. Organizing Tournament <ul style="list-style-type: none"> • Pre-tournament Day • Tournament Day • Post-tournament Day 	1. Preparation of chart for describing the various aspects of organising sports competition 2. Preparation of chart for describing the various aspects of organising tournament	15

3.Importance of fitness sessions	1. Aerobic capacity 2. Anaerobic capacity 3. Strength 4. Flexibility 5. Warm-up 6. Benefits of Proper Warm-up	1. List down the important point to be kept in mind before beginning any physical activity	20
Total			50

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.	Entrepreneurship Skills – IV	25
5.	Green Skills – IV	15
	Total	110

UNIT 1: COMMUNICATION SKILLS - IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate active listening skills	1. Active listening - listening skill, stages of active listening 2. Overcoming barriers to active listening	1. Group discussion on factors affecting active listening 2. Poster making on steps for active listening 3. Role-play on negative effects of not listening actively	10
2. Identify the parts of speech	1. Parts of speech – using capitals, punctuation, basic parts of speech, Supporting parts of speech	1. Group practice on identifying parts of speech 2. Group practice on constructing sentences	10
3. Write sentences	1. Writing skills to practice the following: <ul style="list-style-type: none"> • Simple sentence • Complex sentence • Types of object 	1. Group activity on writing sentences and paragraphs 2. Group activity on practicing writing	05

	<p>2. Identify the types of sentences</p> <ul style="list-style-type: none"> • Active and Passive sentences • Statement/ • Declarative sentence • Question/ • Interrogative sentence - Emotion/ Reaction or Exclamatory sentence - Order or Imperative sentence <p>3. Paragraph writing</p>	<p>sentences in active or passive voice</p> <p>3. Group activity on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)</p>	
Total			25

UNIT 2: SELF-MANAGEMENT SKILLS – IV

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the various factors influencing motivation and positive attitude	<p>1. Motivation and positive attitude</p> <p>2. Intrinsic and extrinsic motivation</p> <p>3. Positive attitude – ways to maintain positive attitude</p> <p>4. Stress and stress management - ways to manage stress</p>	<p>1. Role-play on avoiding stressful situations</p> <p>2. Activity on listing negative situations and ways to turn it positive</p>	10
2. Describe how to become result oriented	<p>1. How to become result oriented?</p> <p>2. Goal setting – examples of result-oriented goals</p>	<p>1. Group activity on listing aim in life</p>	05
3. Describe the importance of self-awareness and the basic personality traits, types and disorders	<p>1. Steps towards self-awareness</p> <p>2. Personality and basic personality traits</p> <p>3. Common personality disorders-</p> <ul style="list-style-type: none"> • Suspicious • Emotional and impulsive • Anxious <p>4. Steps to overcome</p>	<p>1. Group discussion on self-awareness</p> <p>2. Group discussion on common personality disorders</p> <p>3. Brainstorming steps to overcome personality disorder</p>	10

	personality disorders		
Total			25

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV			
Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
1. Identify the components of a spreadsheet application	1. Getting started with spreadsheet - types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet.	1. Group activity on identifying components of spreadsheet in LibreOffice Calc.	02
2. Perform basic operations in a spreadsheet	1. Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell 2. Selecting multiple cells 3. Saving the spreadsheet in various formats 4. Closing the spreadsheet 5. Opening the spreadsheet. 6. Printing the spreadsheet.	1. Group activity on working with data on LibreOffice Calc.	03
3. Demonstrate the knowledge of working with data and formatting text	1. Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula 2. Need to format cell and content 3. Changing text style and font size 4. Align text in a cell 5. Highlight text	1. Group activity on formatting a spreadsheet in LibreOffice Calc 2. Group activity on performing basic calculations in LibreOffice Calc.	02
4. Demonstrate the knowledge of using advanced features in spreadsheet	1. Sorting data 2. Filtering data 3. Protecting spreadsheet with password	1. Group activity on sorting data in LibreOffice Calc	03

5. Make use of the software used for making slide presentations	<ol style="list-style-type: none"> 1. Presentation software available 2. Steps to start LibreOffice Impress 3. Adding text to a presentation 	1. Group practice on working with LibreOffice Impress tools	02
6. Demonstrate the knowledge to open, close and save slide presentations	1. Open, Close, Save and Print a slide presentation	1. Group activity on saving, closing and opening a presentation in LibreOffice Impress	01
7. Demonstrate the operations related to slides and texts in the presentation	1. Working with slides and text in a presentation-adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour	1. Group activity on working with font styles in LibreOffice Impress	04
8. Demonstrate the use of advanced features in a presentation	<ol style="list-style-type: none"> 1. Advanced features used in a presentation 2. Inserting shapes in the presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout 	1. Group activity on changing slide layout on LibreOffice Impress	03
Total			20

UNIT 4: ENTREPRENEURSHIP SKILLS-IV			
Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the concept of entrepreneurship and the types and roles and functions entrepreneur	<ol style="list-style-type: none"> 1. Entrepreneurship and entrepreneur 2. Characteristics of entrepreneurship 3. Entrepreneurship-art and science 4. Qualities of a successful entrepreneur 5. Types of entrepreneurs 6. Roles and functions of an entrepreneur 7. What motivates an entrepreneur 8. Identifying opportunities and risk-taking 9. Startups 	<ol style="list-style-type: none"> 1. Group discussion on the topic "An entrepreneur is not born but created". 2. Conducting a classroom quiz on various aspects of entrepreneurship. 3. Chart preparation on types of entrepreneurs 4. Brainstorming activity on What motivates an entrepreneur 	10

2. Identify the barriers to entrepreneurship	<ol style="list-style-type: none"> Barriers to entrepreneurship Environmental barriers No or faulty business plan Personal barriers 	<ol style="list-style-type: none"> Group discussion about "What we fear about entrepreneurship" Activity on taking an interview of an entrepreneur. 	05
3. Identify the attitude that make an entrepreneur successful	<ol style="list-style-type: none"> Entrepreneurial attitude 	<ol style="list-style-type: none"> Group activity on identifying entrepreneurial attitude. 	05
4. Demonstrate the knowledge of entrepreneurial attitude and competencies	<ol style="list-style-type: none"> Entrepreneurial competencies Decisiveness Initiative Interpersonal skills- positive attitude, stress management Perseverance Organisational skills- time management, goal setting, efficiency, managing quality. 	<ol style="list-style-type: none"> Playing games, such as "Who am I". Brainstorming a 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 like Yoga, deep breathing exercises, etc. Group activity on time management 	05
Total			25

UNIT 5: GREEN SKILLS-IV			
Learning Outcome	Theory (05 hrs)	Practical (10 hrs)	Duration (15 hrs)
1. Identify the benefits of the green jobs	<ol style="list-style-type: none"> Green jobs Benefits of green jobs Green jobs in different sectors: <ul style="list-style-type: none"> Agriculture Transportation Water conservation Solar and wind energy Eco-tourism Building and construction Solid waste management Appropriate technology 	<ol style="list-style-type: none"> Group discussion on the importance of green job. Chart preparation on green jobs in different sectors. 	08

3. State the importance of green jobs	1. Importance of green jobs in <ul style="list-style-type: none"> • Limiting greenhouse gas emissions • Minimising waste and pollution • Protecting and restoring ecosystems • Adapting to the effects of climate change 	1. Preparing posters on green jobs. 2. Group activity on tree plantation. 3. Brainstorming different ways of minimising waste and pollution	07
Total			15

PART B–VOCATIONAL SKILLS

S.No.	Units	Duration (Hrs)
1.	Overview of Physical Education and Sports Sector	40
2.	Assessment of Students	40
3.	Emergency Management	45
4.	Health and Hygiene in Play Area	40
	Total	165

UNIT 1: OVERVIEW OF PHYSICAL EDUCATION AND SPORTS SECTOR

Learning Outcome	Theory (25 hrs)	Practical (25 hrs)	Duration (50 hrs)
1. Describe the job profile and career opportunities of a Physical Education Assistant	1. Teaching Physical Education 2. Coaching 3. Sports Management 4. Fitness sector 5. Equipment managers 6. Sports journalism 7. Photography 8. Sports Medicine 9. Sports Psychologists 10. Sports Nutritionists	1. List the skills required for teaching physical education 2. Discussion on various occupations in physical education and sports	10
2. Differentiating between Physical Activity, Games, Sports and Recreation	1. Physical activity 2. Games 3. Sports 4. Recreation	1. Demonstrate the knowledge of difference between physical activities, games, sports and recreation for different age groups	15

3. Describe the importance of life skills in sports	<ol style="list-style-type: none"> 1. Life skills 2. Learn on how to deal with failure 3. Importance of working hard 4. Sports will teach you how to be a team member 5. Learning how to make sacrifices 6. Learning discipline 7. Time management 	<ol style="list-style-type: none"> 1. Divide teams in your class to conduct a competition for the following sports and observe <ol style="list-style-type: none"> a. Foot Ball b. Kho – Kho 	15
Total			40

UNIT 2: ASSESSMENT OF STUDENTS			
Learning Outcome	Theory (25 hrs)	Practical (25 hrs)	Duration (50 hrs)
1. Compare the various types of assessment and purpose of evaluation	<ol style="list-style-type: none"> 1. Meaning of assessment 2. Types of assessment – <ul style="list-style-type: none"> • Self-assessment, • Peer assessment • Teacher Observation • Homework 3. Factors influencing assessment <ul style="list-style-type: none"> • Physical factors • School factors • Teacher factors 4. Assessment tools <ul style="list-style-type: none"> • Checklist • Rubrics • Benchmark 5. Types of evaluation <ul style="list-style-type: none"> • Formative evaluation • Summative Evaluation • Diagnostic Evaluation 	<ol style="list-style-type: none"> 1. Discussion on the importance of assessment and evaluation 2. Group discussion on factors influencing assessment 3. Preparation of chart on types of assessment 	10
2. Identify the steps of qualitative and quantitative assessment	<ol style="list-style-type: none"> 1. Meaning and steps in qualitative assessment 2. Meaning and steps in quantitative assessment 	<ol style="list-style-type: none"> 1. Draw a chart showing the steps of qualitative assessment 2. Group discussion on qualitative and quantitative assessment 	10

3. Organize assessment and evaluation of students	<ol style="list-style-type: none"> 1. Elements of teaching process 2. Ongoing evaluation 3. Key success factors for imparting high quality Physical Education 4. Organizing an evaluation plan 	<ol style="list-style-type: none"> 1. Prepare a chart for the four elements that make up the whole process of teaching. 2. List four key success factors which show that high quality physical education has been imparted to students. 	10
4. Demonstrate the knowledge of organizing interaction with parents	<ol style="list-style-type: none"> 1. Parent-Teacher Meeting 2. Managing Parent-Teacher meeting 3. Interaction with parents post assessments 4. Explanation of performance evaluation 5. Steps to improve performance of slow learners 	<ol style="list-style-type: none"> 1. Identify methods of reaching out to the parents 2. Role play for explanation of student's report to parents 	10
Total			40

UNIT 3: EMERGENCY MANAGEMENT

Learning Outcome	Theory (30hrs)	Practical (35hrs)	Duration (65hrs)
1. Identify the importance of emergency response	<ol style="list-style-type: none"> 1. Meaning of emergency response 2. Need and importance of emergency response <ul style="list-style-type: none"> • dealing with heat stroke • allergies, • asthma attacks, • sudden cardiac arrest 3. CPR 	<ol style="list-style-type: none"> 1. Group discussion on emergency response 2. Preparation of a plan for emergency response 3. Create a poster showing the steps of CPR 	20

2. Identify and respond to emergencies in play field	<ol style="list-style-type: none"> 1. First Aid 2. DRABC of First Aid 3. First Aid - Purpose and Basic principles 4. Basic sports injuries <ul style="list-style-type: none"> • Sprain • Strain 5. Instructions for R.I.C.E. 6. Concept of First Aid kit 7. Area inspection for safety 8. Roles and responsibilities of first responder 9. Equal opportunities 10. First Aid procedures 	<ol style="list-style-type: none"> 1. Group discussion on importance of first responder 2. Demonstration of first aid procedures. 3. Preparation of an emergency plan 	25
Total			45

UNIT 4: HEALTH AND HYGIENE IN PLAY AREA

Learning Outcome	Theory (30 hrs)	Practical (20 hrs)	Duration (50 hrs)
1. Demonstrate knowledge about players' health and hygiene	<ol style="list-style-type: none"> 1. Maintenance of player's health and hygiene 2. General Hygiene and Sanitation rules 3. Hygiene tips 	<ol style="list-style-type: none"> 1. Prepare chart on general hygiene and sanitation rules 	20
2. Describe the hygiene and health in play area	<ol style="list-style-type: none"> 1. Inspection and maintenance of sports facilities and kits <ul style="list-style-type: none"> • Low frequency inspections • High frequency inspections 2. Personal items and kits inspections 3. Maintenance of Hygiene in play area 	<ol style="list-style-type: none"> 1. Write a paragraph about importance of play area inspection 	20
Total			40

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. During the visit, students should obtain the following information from the owner or the supervisor or officer of the play field or stadium.

1. Location of play field and playground of institution
2. Different areas of playfield and indoor play areas
3. Locker and safety facilities
4. Number of physical activities organised
5. Storage area for tools and equipment.

7. LIST OF EQUIPMENT AND MATERIALS

S.No.	Name of Equipment	Minimum No. of Equipment required (per batch of 30 trainers)	Mandatory Equipment
1.	Wooden Cricket Bat	15	Yes
2.	Tennis Ball	40	Yes
3.	Basketball - Size 5	20	Yes
4.	Cricket Stump Set	4	Yes
5.	Ball Storage Duffel/Tote Bag	4	Yes
6.	PU Hand Stitched Football - Size 4	20	Yes
7.	Whistle	4	Yes
8.	Rugby Ball	20	Yes
9.	Nylon Bibs	30	Yes
10.	1 kg Medicine Ball	2	Yes
11.	Storage Cupboards/ Sandook	1	No
12.	Handball	8	Yes
13.	Sit and Reach Box	2	Yes
14.	Pop up Goal post	4	Yes
15.	Tennis ball	40	Yes
16.	Frisbee	8	Yes
17.	9 Step Hurdle	8	Yes
18.	Agility Ladder	4	Yes
19.	Flat Ring	20	Yes
20.	Weighing Scale	2	Yes
21.	Gym Mats/Yoga Mats	30	Yes
22.	Marking Cones	10	Yes
23.	Relay Batons	4	Yes
24.	Agility Ladder	4	Yes

8. VOCATIONAL TEACHER'S/TRAINER'S 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:

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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