

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Showroom Hostess

(QUALIFICATION PACK: Ref. Id. ASC/Q1103)

SECTOR: Automotive

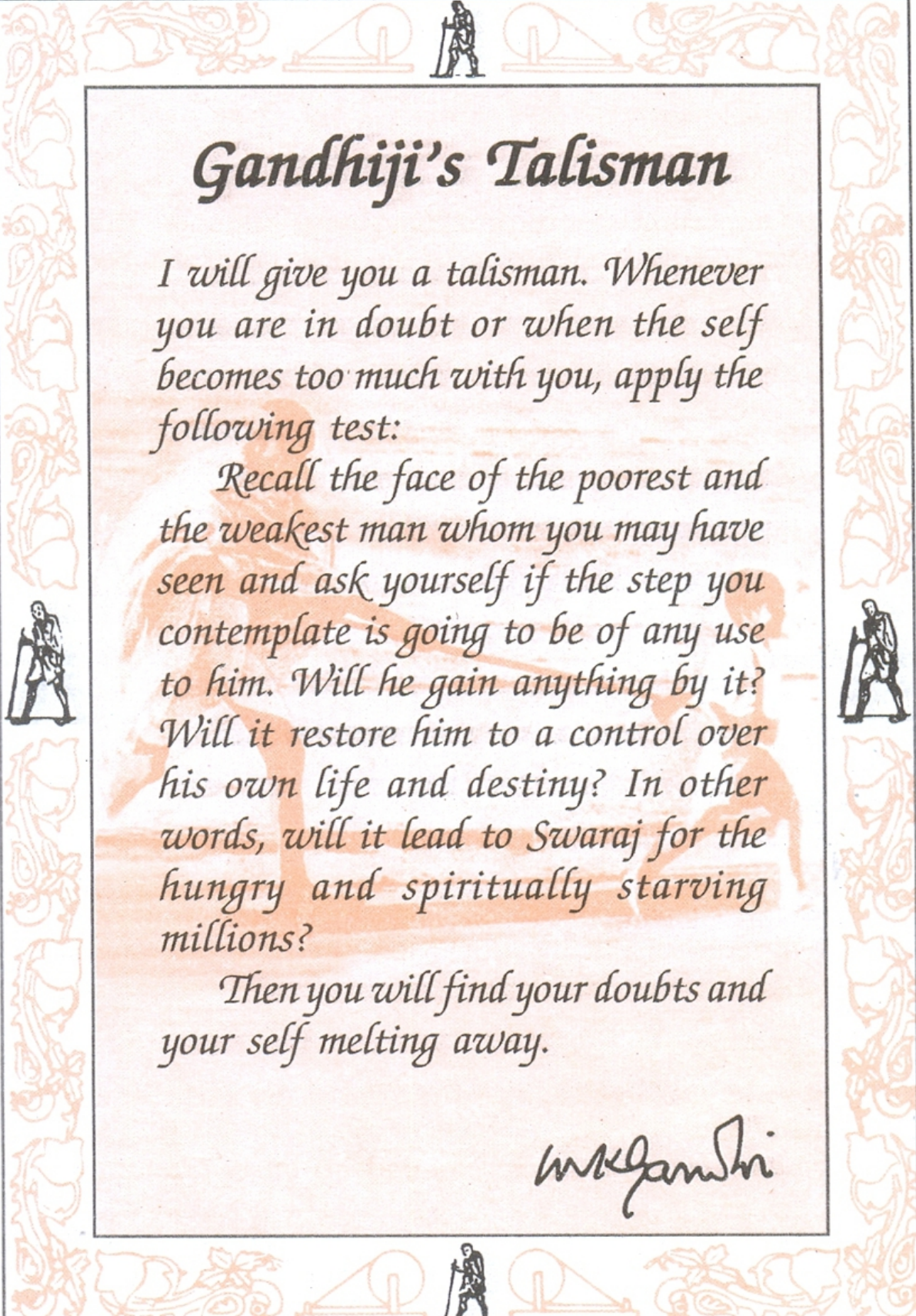
Classes 9 and 10



**PSS CENTRAL INSTITUTE OF VOCATIONAL
EDUCATION**



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

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



Gandhiji's Talisman

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



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

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

M.K. Gandhi

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Showroom Hostess

(QUALIFICATION PACK: Ref. Id. ASC/Q1103)

SECTOR: Automotive

Classes 9 and 10



**PSS CENTRAL INSTITUTE OF VOCATIONAL
EDUCATION**

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

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

PATRON

Prof. H.K. Senapathy, Ph.D.,

Director, National Council of Educational

Research and Training (NCERT),

New Delhi

Prof. Rajesh Khambayat, Ph.D

Joint Director

PSS Central Institute of Vocational Education,

Bhopal

COURSE COORDINATOR

Prof. Saurabh Prakash. Head

Engineering and Technology Department,

PSSCIVE, Bhopal

LEARNING OUTCOME BASED CURRICULUM

Automotive- Showroom Hostess

June, 2017

© PSSCIVE, 2017

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

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being used by the purchaser of the work.

The views and opinions expressed in this publication are those of the contributors/ authors and do not necessarily reflect the views and

policies of PSS Central Institute of Vocational Education, Bhopal. The PSSCIVE does not guarantee the accuracy of the data included in this publication and

accepts no responsibility for any consequence of their use.

Published by:

Joint Director

PSS Central Institute of Vocational Education,

NCERT, Shyamla Hills, Bhopal

FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Central y Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). The main purpose of the learning outcome based curricula is to bring about the improvement in teaching-learning

process and working competences through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of **Showroom Hostess**. The curriculum has been developed for the 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 Qualification 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.

DR.H.K. SENAPATHY

Director

National Council of Education Research & Training

(i)

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 that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based curricula, student workbooks, 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 need 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 PSSSCIVE has initiated the work on developing learning outcome based curricula 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 100 job roles in various sectors.

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

(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 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.

DR. RAJESH P. KHAMBAYAT

Joint Director

PSS Central Institute of Vocational Education

(iii)

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 *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA) 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, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of RMSA, MHRD, RMSA Cel at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and **Automotive Skill Development Council (ASDC)** for their academic support and cooperation.

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

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC) and Vipin Kumar Jain, Associate Professor and Head, Programme Planning and Monitoring Cel (PPMC), PSSCIVE in development of the curriculum for the employability skills are duly acknowledged.

Mr. Nagendra Kore, RMSA, Goa and Mr. Sudhir Vishwakarma, CRISP, Bhopal for reviewing this document.

We are also grateful to the Course Coordinator **Prof. Saurabh Prakash**, Professor & Head, Department of Engineering & Technology for developing this curriculum.

The assistance provided by Mr Akhilesh Kashiv, Computer Operator Grade III in typing and composing of the material is duly acknowledged.

PSSCIVE Team

(iv)

CONTENTS

S.No	Title	Page No.
.	Foreword	(i)
	Preface	(ii)
	Acknowledgement	(iv)
1.	Course Overview	1
2.	Scheme of Units	2
3.	Teaching/Training Activities	4
4.	Assessment and Certification	4
5.	Unit Content	
	CLASS 9	
	Part A Employability Skills	
	Unit 1: Communication Skills-I	7
	Unit 2: Self-management Skills-I	8
	Unit 3: Information and Communication Technology Skills-I	9
	Unit 4: Entrepreneurial Skills-I	10
	Unit 5: Green Skills-I	11
	Part B Vocational Skills	
	Unit 1: Basic automobile	12
	Unit 2: Carry out activities for hosting customers in automobile showroom	13
	Unit 3: Hospitality and communication skill	15
	Unit 4: Coordination with customer and sales team	15
	CLASS 10	
	Part A Employability Skills	
	Unit 1: Communication Skills-II	16
	Unit 2: Self-management Skills-II	17
	Unit 3: Information and Communication Technology Skills-II	17
	Unit 4: Entrepreneurial Skills-II	18
	Unit 5: Green Skills-II	19
	Part B Vocational Skills	
	Unit 1: Customer Service	19
	Unit 2: Plan and organising work to meet expected outcomes	21
	Unit 3: Follow up procedure for delivery of vehicle. And also for service	22
	Unit 4: Work effectively in team	22
	Unit 5: Maintain a healthy, safe and secure working environment	23
6.	Organisation of Field Visits	24
7.	List of Equipment and Materials	25
8.	Vocational Teacher's/ Trainer's Qualification and Guidelines	25
9.	List of Contributors	28

1. COURSE OVERVIEW

COURSE TITLE: Automotive-Showroom Hostess

Automotive - A Showroom Hostess is responsible for handling the front office work. The Showroom Hostess attends to the customers and coordinates response to their queries. Showroom Hostess understand the customer query and respond appropriately to provide any additional information on the product or on any other sales/ service requirements

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

Identify the principal components of a computer system□

Identify and control hazards in the workplace that pose a danger or threat to their safety or health, or that of others.□

Demonstrate self-management skills.□

Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities. □

Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection.□

Communicate effectively with the customers□

Greet, escort, seat the customers and offer refreshments(tea/coffee)□

Enquire and understand customer queries related to vehicle type, model, specifications□

Hand out vehicle brochure and specification cards to customers□

Coordinate with other colleagues to ensure satisfactory response to customer's queries□

Assist the customer in filling the form related to the basic information, contact details to obtain basic demographic information

about each customer, using a computer system, a log sheet, or other method established by the dealership □

Support the overall sales process □

Plan and organise work to meet expected outcomes □

Recognize the benefits of great customer service; □

Provide customers necessary information appropriately and systematically; □

Use techniques to provide services based on customer's needs and wants; □

Administer first aid to a casualty with small cuts, grazes, bruises, external bleeding, minor burns and scalds

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

COURSE LEVEL: This is a beginner level course. On completion of this course, a student can take up an Intermediate level course for a job role in Automotive sector, such as Sales Executive Dealer in Class XI and Class XII.

COURSE DURATION: 400 hrs

Class 9 : 200 hrs

Class 10 : 200 hrs

Total : 400 hrs

2. SCHEME OF UNITS

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

CLASS 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	10
	Unit 2 : Self-management Skills-I	10	
	Unit 3 : Information and Communication Technology Skills-I	20	
	Unit 4 : Entrepreneurial Skills-I	15	
	Unit 5 : Green Skills-I	10	
		75	10
Part B	Vocational Skills		
	Unit 1: Basic automobile	25	30
	Unit 2: Hospitality and communication skill	25	
	Unit 3: Carry out activities for hosting customers in an automobile showroom	25	
	Unit 4: Coordination with customer and sales team	20	
		95	30
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
		15	15
Part E	Continuous and Comprehensive Evaluation (CCE)		
	Total	5	10
	Grand 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	10
	Unit 2 : Self-management Skills-II	10	
	Unit 3 : Information and Communication Technology Skills-II	20	
	Unit 4 : Entrepreneurial Skills-II	15	
	Unit 5 : Green Skills-II	10	
		75	10
Part B	Vocational Skills		
	Unit 1: Customer Service	20	

	Unit 2: Plan and organising work to meet expected outcomes	20	30
	Unit 3 : Follow up procedure for delivery of vehicle. And also for service	20	
	Unit 4 : Work effectively in team	20	
	Unit 5 : Maintain a healthy, safe and secure working environment	15	
		95	30
Part C	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
		15	15
Part E	Continuous and Comprehensive Evaluation (CCE)		
	Total	5	10
	Grand 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 that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

FIELD VISITS/ EDUCATIONAL TOUR

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

necessary arrangements for the visits. At least three field visits should be conducted in a year.

4. ASSESSMENT AND CERTIFICATION

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

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

KNOWLEDGE ASSESSMENT (THEORY)

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

Board. The assessment tools shall contain components for testing the knowledge and application of knowledge.

The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

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

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

Duration: 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, provide 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 (14 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors

assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

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

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

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

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

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

CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. In this scheme, the term 'continuous' is meant to emphasize that evaluation of identified aspects of students 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. For details, the CCE manual of Central Board of Secondary Education (CBSE) or the guidelines issued by the State Boards on the procedure for CCE should be followed by the Institutions.

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	Entrepreneurial Skills-I	15
5	Green Skills-I	10

Sub-Unit 1: Communication Skills-I			
Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Total Duration (20 Hrs)
1. Demonstrate knowledge of various methods of communication	1. Methods of communication <ul style="list-style-type: none"> - Verbal - Non-verbal - Visual 	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	05
2. Identify elements of communication cycle	1. Meaning of communication 2. Importance of communication skills 3. Elements of communication cycle <ul style="list-style-type: none"> (i) sender, (ii) ideas, (iii) encoding, (iv) communication channel, (v) receiver, (vi) decoding, and (vii) feedback 	1. Draw a diagram of communication cycle 2. Role plays on communication process related to the sector/job role	05
3. Identify the factors affecting our perspectives in communication	1. Perspectives in communication 2. Factors affecting perspectives in communication <ul style="list-style-type: none"> - Visual perception - Language - Past experience - Prejudices - Feelings - Environment 	1. Group discussion on factors affecting perspectives in communication 2. Sharing of experiences on factors affecting perspectives 3. Sharing experiences on factors affecting communication at workplace	05
4. Demonstrate the knowledge of basic writing skills	1. Writing skills related to the following: <ul style="list-style-type: none"> • Phrases • Kinds of sentences • Parts of sentence • Parts of speech • Use of articles • Construction of a paragraph 	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05

Sub-Unit 1: Communication Skills-I

Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Total Duration (10 Hrs)
1. Describe the meaning and importance of self-management	<ol style="list-style-type: none"> 1. Meaning of self-management 2. Positive results of self-management 3. Self-management skills 	<ol style="list-style-type: none"> 1. Identification of self-management skills 2. Strength and weakness analysis 	05
2. Identify the factors that helps in building self-confidence	<ol style="list-style-type: none"> 1. Factors that help in building self-confidence – social, cultural, and physical factors 2. Self-confidence building tips - getting rid of the negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic and smart, chatting with positive people, etc. 	<ol style="list-style-type: none"> 1. Role play exercises on building self-confidence 2. Use of positive metaphors/ words 3. Positive stroking on wakeup and before going bed 4. Helping others and working for community 	05

Sub-Unit 3: Information and Communication Technology Skills– I			
Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Total Duration (20 Hrs)
1. Describe the role of Information and Communication Technology (ICT) in day-to-day life and workplace	<ol style="list-style-type: none"> 1. Introduction to ICT 2. Role and importance of ICT in personal life and at workplace 3. ICT in our daily life (examples) 4. ICT tools - Mobile, tab, radio, TV, email, etc. 	<ol style="list-style-type: none"> 1. Discussion on the role and importance of ICT in personal life and at workplace. 2. Preparing posters / collages for showing the role of ICT at workplace 	04
2. Identify components of basic computer system and their functions	<ol style="list-style-type: none"> 1. Computer system - Central Processing Unit (CPU), memory, motherboard, storage devices 2. Hardware and software of a computer system 3. Role and functions of Random Access Memory(RAM) and Read Only Memory(ROM) 4. Role and functions of Central Processing Unit 5. Procedure for starting and shutting down a computer 	<ol style="list-style-type: none"> 1. Connecting the cables and peripherals to the Central Processing Unit 2. Starting and shutting down a computer 3. Group discussion on the various aspects of hardware and software 	07
3. Demonstrate use of various components and peripherals of computer system	<ol style="list-style-type: none"> 1. Peripherals devices and their uses – mouse, keyboard, scanner, webcam, etc. of a computer system 	<ol style="list-style-type: none"> 1. Identification of various parts and peripherals of a computer 2. Demonstration and practice on the use of 	05

		mouse 3. Demonstration and practice on the use of keyboard 4. Demonstration of the uses of printers, webcams, scanner and other peripheral devices 5. Drawing diagram of computer system and labelling it	
4. Demonstrate basic computer skills	1. Primary operations on a computer system – input, process, storage, output, communication networking, etc.	1. Identification of the various input and output units and explanation of their purposes	04

Sub-Unit 4: Entrepreneurship Development - I

Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Total Duration (15 Hrs)
1. Identify various types of business activities	1. Types of businesses – service, manufacturing, hybrid 2. Types of businesses found in our community Business activities around us	1. Prepare posters of business activities found in cities/villages, using pictures 2. Discuss the various types of activities, generally adopted by small businesses in a local community 3. Best out of waste 4. Costing of the product made out of waste 5. Selling of items made from waster materials 6. Prepare list of businesses that provides goods and services in exchange for money	09
2. Demonstrate the knowledge of distinguishing characteristics of entrepreneurship	1. Meaning of entrepreneurship development 2. Distinguishing characteristics of entrepreneurship 3. Role and rewards of entrepreneurship	1. Prepare charts showing advantages of entrepreneurship over wages 2. Group discussions on role and features of entrepreneurship 3. Lectures/presentations by entrepreneurs on their experiences and success stories 4. Identify core skills of successful entrepreneur	06

Sub-Unit 5: Green Skills - I			
Learning Outcome	Theory (07 hrs)	Practical (03 hrs)	Total Duration (10 Hrs)
1. Demonstrated the knowledge of the factors influencing natural resource conservation	1. Introduction to environment, 2. Relationship between society and environment, ecosystem and factors causing imbalance 3. Natural resource conservation 4. Environment protection and conservation	1. Group discussion on hazards of deteriorating environment 2. Prepare posters showing environment conservation 3. Discussion on various factors that influence our environment	05
2. Describe the importance of green economy and green skills	1. Definition of green economy 2. Importance of green economy	1. Discussion on the benefits of green skills and importance of green economy 2. Prepare a Poster showing the importance of green economy with the help of newspaper/magazine cuttings	05
Total	34	41	75

Part B: Vocational Skills

	Units	Duration (Hrs.)
	Basic automobile	25
2	Hospitality and communication skill	25
3	Carry out activities for hosting customers in an automobile showroom	25
4	Coordination with customer and sales team	20
	Total	95

Unit 1: Basic Automobile			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Introduction to Specification of vehicle.	Reading Brochures and pamphlets	1. Visit to vehicle show room and collect the brochures and pamphlets	5
2. Identify the various systems and parts of a automobile vehicle	<ol style="list-style-type: none"> 1. Type of vehicle 2. Class of vehicle 3. Interior of a car 4. Room space 5. Leg space 6. Dashboard features and signals 7. Engine capacity 8. Special features 9. Salient features 10. Car shape and advantages 11. Pickup and speed 12. Type of Transmission 13. Types of brakes 14. Climatic zones 15. Colors 16. Safety and control. 17. Sensors and safety features 18. Type of drive 19. Economic performance 	1. Visit to vehicle show room and identify these components	15
3. Demonstrate the various parts of an automobile	<ol style="list-style-type: none"> 1. Method of demonstration 2. Salesman etiquettes 	1. Practice of demonstration of vehicle components at vehicle at dealership	10
Total			25

Unit 2: Carry out activities for hosting customers in an automobile showroom			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Reading of company CRM framework	<ol style="list-style-type: none"> Standard operating procedures of OEM Standard operating procedures of dealership. Collection of basic demographic information of the customer. Intervention of sales executive for which customer is waiting customer query reporting along with their resolution mechanism through the sales team in the organization Customer Relationship Management (CRM) related framework provided by the organization 	<ol style="list-style-type: none"> Reading and doing practice of Customer Relationship Management (CRM) , related framework Reading and filling of different forms used to collect basic information from the customer. Identify the members hierarchy of sales and service department. List the methods to attend the customer to improve the customer relation activities during sales process and after sales. 	10
2. Demonstrate customer enquiry	<ol style="list-style-type: none"> Basic customer requirements and personal service principles and processes offered for providing customer and personal services Technical specifications of various OEM vehicles and the different variant/ model used along with those of the competitor auto component manufacture Vehicle features/ specifications and colours of the newly launched vehicles/ variants along with basic details of parts and accessories available how to handle and resolve basic customer queries Software or format such as MS word, excel, PowerPoint and Management Information System (MIS) How to capture customer voice/ feedback on the services provided by the dealership When to contact the 	<ol style="list-style-type: none"> Do the practice of greet, escort, seat the customers and offer refreshments (tea/ coffee) Do the practice of enquiring and understand customer queries related to vehicle type, model, specifications Do the practice of giving of hand out vehicle brochure and specification cards to customers Discuss the strategy of coordination with other colleagues to ensure satisfactory response to resolve customer's queries Reading of feedback forms Reading to the basic information, contact details to obtain basic demographic information about each customer, using a computer system, a log sheet, or other method established by the dealership given by Showroom/Organization Recording the appropriate sales executive that a customer is waiting, or introduce the customer to sales executive thereby 	15

	sales executive/ sales team lead depending on customer requirement	<p>transferring the showroom sales lead to sales executive</p> <p>8. Collect and Provide basic information related to accessories/ value added or special services and transfer the lead to accessory/ VAS sales executive for detailed discussions</p> <p>9. Discuss and provide information when requested and promote organisation's services, facilities</p> <p>10. Practice the wishing the customer before he leaves the showroom and enquire if his visit was satisfactory take a feedback from the customer at the time of his leaving on whether his visit was satisfactory and all his queries were adequately addressed or not</p> <p>11. Practice on coordinate with sales colleagues to ensure that all pending responses promised to the customer are responded to in a timely and satisfactory manner</p> <p>12. Reporting and coordinate with support staff in maintaining show room in presentable condition (including the models on display are cleaned, brochures are available etc.)</p>	
Total			25

Unit 3: Hospitality and communication skill			
Learning Outcome	Theory	Practical	Duration (25 Hrs)
1. Describe Hospitality skill	1. Hospitality skill and its importance 2. Presentation of hospitality skill 3. Precaution during hospitality skill	1. List the Hospitality skill 2. Practice of different type of hospitality skill 3. Checking and improving hospitality skill 4. Precaution during hospitality skill	10
2. Demonstrate competencies for oral communication	1. Meaning of oral communication	1. Demonstration and practice of one to one oral communication	15

in a variety of contexts	2. Types of oral communication 3. Written communication	2. Demonstration and practice of small-group discussion 3. Debates 4. Presentations 5. Speeches	
Total			25

Unit 4: Coordination with customer and sales team			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Inform the sale team	1. Customer and type of customer 2. Record the requirement of customer 3. Record the detail of customer 4. Inform all detail to sale team 5. Follow up procedure	1. Practice of meeting and communicating with customer 2. Preparation of document on customer requirement 3. Brief the detail of customer to the sales team	10
2. Inform the customer	1. Report the detail to customer 2. Follow up with customer	1. Preparation of document on customer requirement	10
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)	Total Duration (20 Hrs)
1. Demonstrate knowledge of various methods of communication	1. Methods of communication - Verbal - Non-verbal - Visual	1. Writing pros and cons of written, verbal and non-verbal communication 2. Listing do's and don'ts for avoiding common body language mistakes	05
3. Provide descriptive and specific feedback	1. Communication cycle and importance of feedback 2. Meaning and importance of feedback 3. Descriptive feedback - written comments or conversations 4. Specific and non-specific feedback	1. Constructing sentences for providing descriptive and specific feedback	03
3. Apply measures to overcome barriers in communication	1. Barriers to effective communication – types and factors 2. Measures to overcome barriers in effective communication	1. Enlisting barriers to effective communication 2. Applying measures to overcome barriers in communication	04
4. Apply principles of communication	1. Principles of effective communication 2. 7 Cs of effective communication	1. Constructing sentences that convey all facts required by the receiver 2. Expressing in a manner that shows respect to the receiver of the message 3. Exercises and games on applying 7Cs of effective communication	03
5. Demonstrate basic writing skills	2. Writing skills to the following: <ul style="list-style-type: none"> • Sentence • Phrase • Kinds of Sentences 	1. Demonstration and practice of writing sentences and paragraphs on topics related to the subject	05

	<ul style="list-style-type: none"> • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph 		
Total			20

Unit 2: Self-management Skills - II

Learning Outcome	Theory (05 hrs)	Practical (05 hrs)	Total Duration (10 Hrs)
1. Apply stress management techniques	<ol style="list-style-type: none"> 1. Meaning and importance of stress management 2. Stress management techniques – physical exercise, yoga, meditation 3. Enjoying, going to vacations and holidays with family and friends 4. Taking nature walks 	<ol style="list-style-type: none"> 3. Exercises on stress management techniques – yoga, meditation, physical exercises 4. Preparing a write-up on an essay on experiences during a holiday trip 	06
2. Demonstrate the ability to work independently	<ol style="list-style-type: none"> 1. Importance of the ability to work independently 2. Describe the types of self-awareness 3. Describe the meaning of self-motivation and self-regulation 	<ol style="list-style-type: none"> 1. Demonstration on working independently goals 2. Planning of an activity 3. Executing tasks in a specific period, with no help or directives 4. Demonstration on the qualities required for working independently 	04
Total			10

Unit 3: Information and Communication Technology Skills– II

Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Total Duration (20 Hrs)
1. Distinguish between different operating systems	<ol style="list-style-type: none"> 1. Classes of operating systems 2. Menu, icons and task bar on the desktop 3. File concept, file operations, file organization, directory structures, and file-system structures 4. Creating and managing files and folders 	<ol style="list-style-type: none"> 1. Identification of task bar, icons, menu, etc. 2. Demonstration and practicing of creating, renaming and deleting files and folders, saving files in folders and sub-folders, restoring files and folders from recycle bin 	17
2. Apply basic skills for care and maintenance of computer	<ol style="list-style-type: none"> 1. Importance and need of care and maintenance of computer - Cleaning computer components 	<ol style="list-style-type: none"> 1. Demonstration of the procedures to be followed for cleaning, care and maintenance of hardware and software 	03

	<ul style="list-style-type: none"> - Preparing maintenance schedule - Protecting computer against viruses - Scanning and cleaning viruses and removing SPAM files, temporary files and folders 		
Total			20

Unit 4: Entrepreneurial Skills - II

Learning Outcome	Theory (06 hrs)	Practical (09 hrs)	Total Duration (15 Hrs)
1. List the characteristics of successful entrepreneur	<ol style="list-style-type: none"> 1. Entrepreneurship and society 2. Qualities and functions of an entrepreneur 3. Role and importance of an entrepreneur 4. Myth about entrepreneurship 5. Entrepreneurship as a career option 	<ol style="list-style-type: none"> 1. Writing a note on entrepreneurship as career option 2. Collecting success stories of first generation and local entrepreneurs 3. Listing the entrepreneurial qualities – analysis of strength and weaknesses 4. Group discussion of self-qualities that students feel are needed to become successful entrepreneur 5. Collect information and related data for a business 6. Make a plan in team for setting up a business 	15
Total			15

Unit 5: Green Skills - II

Learning Outcome	Theory (07 hrs)	Practical (3 rs)	Total Duration (10 Hrs)
1. Demonstrate the knowledge of importance, problems and solutions related to sustainable development	<ol style="list-style-type: none"> 1. Definition of sustainable development 2. Importance of sustainable development 3. Problems related to sustainable development 	<ol style="list-style-type: none"> 1. Identify the problem related to sustainable development in the community 2. Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage 3. Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and 	10

		protection of environmental values	
		4. Preparing models on rain water harvesting, drip / sprinkler irrigation, vermicompost, solar energy, solar cooker, etc.	
Total			10

Part B: Vocational Skills

S. No.	Units	Duration (Hrs.)
1	Customer Service	20
2	Plan and organising work to meet expected outcomes	20
	Follow up procedure for delivery of vehicle. And also for service	20
	Work effectively in team	20
	Maintain a healthy, safe and secure working environment	15
	Total	95

Unit 1: Customer Service			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Identify customer's needs and expectations	1. Meaning of customer and consumer 2. Differences between customer service and customer care 3. Roles and functions of associated regulatory organisations providing customer protection and redress, such as consumer forum, etc.	1. Identification of the key elements of consumer legislation and the functions of associated regulatory organisations providing customer protection and redress, such as consumer forum, etc.	6
2. Communicate effectively with customers	1. Ways to communicate effectively and respectfully with customers – greeting politely, listening patiently and showing positive attitude	1. Role plays on greetings customers, making eye contact and smiling when face to face with a customer 2. Asking for repetition and clarification 3. Interrupting someone politely 4. Role plays on talking on telephone	6
3. Identify and express about the salient features of the products, accessories and spares sold at dealership	1. Features of vehicle and the benefits of respective model long time and short time, spare material and accessories sold at dealership	1. Making sentences using comparatives and superlatives for comparing products 2. Reading labels and describing the benefits of the products 3. Describing plants and	5

		materials 4. Responding to customer's request with a sense of urgency	
3. Responding to complaints of customers	<ol style="list-style-type: none"> 1. Meaning of unsatisfactory services and products 2. Meaning of good service 3. Meeting customer needs, such as diversity of products and disabilities 	<ol style="list-style-type: none"> 1. Demonstration of the procedure and sentences used for thanking customer for sharing information regarding the product and apologizing for the customer's negative experience 2. Demonstration of the readiness and willingness to listen to the customer 3. Demonstration of the procedure of reporting complaint to the appropriate person or supervisor 	3
Total			20

Unit 2: Plan and organising work to meet expected outcomes			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Describe work requirements including various activities within the given time and set quality standards	<ol style="list-style-type: none"> 1. Organisation's policies, procedures and priorities for area of work, role and responsibilities in carrying out that work 2. Limits of responsibilities and when to involve others 3. Specific work requirements and who these must be agreed with 4. Importance of having a tidy work area and how to do this 5. How to prioritize workload according to urgency and importance and the benefits of this 6. Organisation's policies and procedures for dealing with confidential information and the importance of complying with these 7. The purpose of keeping others updated with the progress of work 8. Flexible and adapting work plans to reflect change 9. how to complete tasks accurately by following standard procedures 10. Technical resources needed for work and how to obtain and use 	<ol style="list-style-type: none"> 1. Practice keeping immediate work area clean and tidy 2. Practice on treating confidential information as per the organisation's guidelines 3. Practice work in line with organisation's policies and procedures 4. Practice of doing work within the limits of job role 5. Follow guidance from appropriate people, where necessary 6. Practice of management of time, materials and cost effectively 7. Maintain the records of the feedbacks from the customer. 8. Place the major suggestions given by the customer in the regular meeting of the organization 	20
Total			20

Unit 3: Follow up procedure for delivery of vehicle and also for service			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Develop rapport with customer during sale	<ol style="list-style-type: none"> 1. Technical detail of selected vehicle 2. Standard sale procedure 	<ol style="list-style-type: none"> 1. Practice of helping in selection of vehicle 2. Practice of explaining the 	10

	<ol style="list-style-type: none"> 3. Explain the procedure of purchase 4. Documents required during the purchase with finance management and insurance. 5. Documents required for the registration of the vehicle 6. Sales of accessories 7. Assembly of accessories. 8. Anti-rust coatings 9. Warranty claims and procedures 	<p>procedure of purchase</p> <ol style="list-style-type: none"> 3. Making a list of documents required during the purchase 4. Practice of selection of accessories 5. Assembly of accessories 6. Preparation of the list of documents require for the registration and for vehicle booking 	
2. Reminder about service	<ol style="list-style-type: none"> 1. Checking with sale record, date of purchase of vehicle 2. Call of Reminder about services 3. Reminder about first free service 4. Reminder about second free service 5. Reminder about third free/paid service 6. Rating about the services provided by the dealership from the customer 	<ol style="list-style-type: none"> 1. Reminder about first service 2. Reminder about second service 3. Reminder about third service 4. Feedback about service provided by the dealership 	10
<i>Total</i>			20

Unit 4: Work effectively in team			
Learning Outcome	Theory	Practical	Duration (20 Hrs)
1. Interact and communicate effectively with colleagues including member in the own group as well as other groups	<ol style="list-style-type: none"> 1. Organisation's policies and procedures for working with colleagues, role and responsibilities in relation to this 2. Importance of effective communication and establishing good working relationships with colleagues 3. Different methods of communication and the circumstances in which it is appropriate to use these 4. The importance of creating an environment 	<ol style="list-style-type: none"> 1. Practice of maintaining clear communication with colleagues (by all means including face-to-face, telephonic as well as written) 2. Practice of working with colleagues to integrate work 3. Practice of passing on information to colleagues in line with organisational requirements both through verbal as well as non-verbal means 4. Practice of working 	20

	<p>of trust and mutual respect</p> <p>5. The implications of own work on the work and schedule of others</p> <p>6. Different types of information that colleagues might need and the importance of providing this information when it is required</p> <p>7. The importance of helping colleagues with problems, in order to meet quality and time standards as a team</p>	<p>in ways that show respect for colleagues</p> <p>5. Practice of carry out commitments made to colleagues</p> <p>6. Let colleagues know in good time if cannot carry out commitments, explaining the reasons</p> <p>7. identify problems in working with colleagues and take the initiative to solve these problems</p> <p>8. Organisation's policies and procedures for working with colleagues</p>	
Total			20

Unit 5: Maintain a healthy, safe and secure working environment

Learning Outcome	Theory	Practical	Duration (15 Hrs)
<p>1. Describe the importance of health safe and secure working environment</p>	<p>1. legislative requirements and organisation's procedures for health, safety and security and individual's role and responsibilities in relation to this</p> <p>2. what is meant by a hazard, including the different types of health and safety hazards that can be found in the workplace</p> <p>3. How and when to report hazards</p> <p>4. Limits of responsibility for dealing with hazards</p> <p>5. Organisation's emergency procedures for different emergency situations and the importance of following these</p> <p>6. The importance of maintaining high standards of health, safety and security</p> <p>7. Implications that any non-compliance with health, safety and security may have on</p>	<p>1. Prepare a report on organisation's current health, safety and security policies and procedures</p> <p>2. Discuss and report any identified breaches in health, safety, and security policies and procedures to the designated person</p> <p>3. Coordinate with other resources at the workplace to achieve the healthy, safe and secure environment for all incorporating all government norms esp. for emergency situations like fires, earthquakes etc.</p> <p>4. Identify and correct any hazards like illness, accidents, fires or any other natural calamity safely and within the limits of individual's authority</p> <p>5. Prepare and report any hazards outside the individual's authority to the relevant person in line with organisational</p>	15

	individuals and the organisation 8. different types of breaches in health, safety and security and how and when to report these 9. Evacuation procedures for workers and visitors 10. How to summon medical assistance and the emergency services, where necessary 11. How to use the health, safety and accident reporting Procedures and the importance of these Skills	procedures and warn other people who may be affected 6. Follow organisation's emergency procedures for accidents, fires or any other natural calamity 7. Identify and recommend opportunities for improving health, safety, and security to the designated person 8. Complete all health and safety records are updates and procedures well defined	
Total			15

6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace like . Automobile show room, Automobile Fair, Different section of show room and service centre, Telecal er centre, Service centre

Visit a Automobile showroom and service centre and observe the following: During the visit, students should obtain the following information from the owner or the supervisor of the showroom:

1. Activity of Automobile show room
2. Different section of show room and service centre
3. Telecal er centre activities
4. Service centre

5. Automobile Fair
6. Different section of showroom
7. Number of Vehicles sold annually
8. Sale procedure
9. Manpower engaged
10. Total expenditure of showroom
11. Total annual income
12. Profit/Loss (Annual)
13. Any other information

7. LIST OF EQUIPMENT AND MATERIALS

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

1. Computer
2. Printer
3. Laptop
4. Internet connection
5. Video film
6. Projector
7. Vehicle

8. Vehicle accessories
9. Almiraha
10. Charts/Poster
11. Modes of vehicles
12. Water cooler
13. AC
14. Table
15. Chair
16. Reception room type arrangement

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:

S.No	Qualification	Minimum Competencies	Age Limit
1.	Degree in Automobile Engineering from a recognized Institute /University, with at least 1 year work / teaching experience	<ul style="list-style-type: none">• Effective communication skills (oral and written)• Basic computing skills.	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules.

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of Rashtriya Madhyamik Shiksha *Abhiyan* (RMSA). 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

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

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

** The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations*

involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.

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

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

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

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having

representatives of both the State Government and the VTP.

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

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

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

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

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

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

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Class X or Class XII;
4. Continuous 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. Organisation of activities for promotion of vocational subjects;

11. Involvement in placement of students/student support services.

9. LIST OF CONTRIBUTORS

Prof. Saurabh Prakash

Head

Engineering and Technology Department,

PSS Central Institute of Vocational Education,

Bhopal



**PSS CENTRAL INSTITUTE OF VOCATIONAL
EDUCATION**
Shyamla Hills, Bhopal- 462 002, M.P., India
<http://www.psscive.ac.in>

Document Outline

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