

Competency Based Curriculum

National Skills Qualification Framework (NSQF)

Multi Skill Foundation Course (MSFC) Level II

(1)

Workshop & Engineering
Techniques



(2)

Energy & Environment



(3)

Gardening, Nursery,
& Agriculture Techniques



(4)

Personal Health
& Hygiene



Developed by:

Directorate of Vocational Education and Training, Maharashtra

Vetted by:

PSS Central Institute of Vocational Education, Bhopal

Introduction

The National Vocational Education Qualification Framework (NSQF) developed by the Ministry of Human Resource Development (MHRD), Government of India is a descriptive framework that provides a common reference for linking various qualifications. It is used for setting common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, and Universities/Colleges.

The NSQF organizes qualifications according to a series of levels of knowledge and skills. These levels are defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Qualifications are made up of occupational standards for specific areas of learning units or unit of competency. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace. The Unit of competency or National Occupation Standards comprising generic and technical competencies an employee should possess are laid down by the Sector Skill Council of the respective economic or social sector.

Competency is defined in terms of what a person is required to do (performance), under what conditions it is done (conditions) and how well it is to be done (standards). It can be broadly categorized into foundational, practical and reflexive competencies. Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task and its processes and its rules and regulations. An executive order F.No.1-4/2011-VE dated 3 Sept., 2012 on the various aspects of NSQF has been issued by the MHRD. For more details on the NSQF, please visit the website of MHRD at [www: mhrd.gov.in](http://www:mhrd.gov.in).

The term “**curriculum**” (plural: *curricula or curriculums*) is derived from the Latin word for “*race course*”, referring to the course of deeds and experiences through which children grow to become mature adults. A competency based curriculum describes what learners must “know” and “be able to do” by the end of a program or study. It identifies the competencies and sub-competencies each learner is expected to master. It states clearly the criteria and conditions by which performance will be assessed. It also defines the learning activities that will lead to the learner to mastery of the targeted learning outcome.

Multi Skill Foundation Course (MSFC)

The **Multi-Skill Foundation Course curriculum** is broken down into coherent parts known as **Units**. Each unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

“Multi-Skill Foundation Course”(MSFC) is revised version of successful pre-vocational program V-1 “Introduction to Basic Technology”, being implemented in Maharashtra since 1987. The new curriculum takes into account all learning’s while implementing V-1 program.

Nature of the course:

The course is divided into four modules, two of them related to the living world and two to the non-living.

1. Workshop & Engineering Techniques
2. Energy & Environment
3. Nursery, Gardening and Agriculture Techniques
4. Food Processing Techniques (Level 1) / Personal Health & Hygiene (Level 2)

The Engineering (material-joining, shaping and otherwise fabricating into usable articles, including housing) and Energy-Environment (application of electricity, non-conventional energy and systems, processes, and tools- computers, management techniques). It also covers basics of engineering and project management. Home-Health (related to human society), and Agriculture (Plant and animal kingdom) give the skills related to clothing food and health of the society. Agriculture covers the skill needed for production and preservation of food of both plant and animal origin, including care of plants/crops.

Benefits:

- 1) Multi-skill nature of the program helps students to select choice of his/her future specialization. He/she is a jack of all skills and will be enabled to select one for his/her future.
- 2) Most importantly, the variety of experiences students gets during “Multi-Skill Foundation’ training will stimulate their intellect. Multidisciplinary knowledge will help him to appreciate underlying principles and processes and apply that knowledge in new areas.
- 3) All ground level work activities need multi skills. For e.g farmer need to have basic knowledge of electricity, food processing, agriculture and even construction. This helps him to become self-reliant under adverse conditions. A fabricator, who gets orders for construction of poultry, will be in better position to serve his client if he knows basics of poultry. The helps to develop such kinds of interdisciplinary approaches with appreciation for other fields.

Content and Methodology :

The content though it looks formidable, is easily worked through because of the ‘learning while doing’ method. The learning system in “Multi-Skill Foundation Course” is ‘Learning while doing’. It is the same method, we used to learn to ride a bicycle, or to swim or do myriad new things we learn throughout life. Students will learn all principles and theoretical component by experience in real life work situations. ‘Real life work’ is at the center of all educational activities. Process of Knowledge acquisition will be centered on the work. Therefore ‘Theory’ and ‘Practical’s will not be separate but are integrated. Theory will be introduced after each stage of ‘Work’. We not only learn how to do but also get an insight of how it works. This practical work needs to be supplemented with computer lessons which give a deeper understanding of the ‘why’ of it.

Work Centered Education Methodology : MSFC program implementation methodologies advice not to implement Theory and Practical’s in different session. Selected ‘Productive Work’ should be at the center and teacher should introduce various principals and techniques as the work progresses. Involving students in the community service tasks and productive work is must from the beginning.

Community Services :

Instead of carrying out practical’s for the sake of ‘doing practical’s’, MSFC recommends to provide community services. A job should be selected based on the need of the community such work will able to cover many of the practical’s. This will provide service to the community and students will get real on-the-job training. Community services are therefore essential part of BT implementation strategy. Examples of the community services are given in the annexure. School must try to provide services based on new technologies or services so that they will not be in competition with local entrepreneurs. Carrying out innovative projects, providing repair and services, selling products and services to the community are all essential to provide students necessary skills in business dealings.

Classroom Activities:

Classroom activities are an integral part of this programme and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional aids, such as Videos, Colour Slides, Charts, Diagrams, Models, Exhibits, Handouts, Recorded Compact Discs, etc. to transmit knowledge in projective and interactive mode.

Practical Activities:

Activities that provide practical experience in chosen trade should include case based problems, role play, games, etc. and practical exercises using props, tools and equipment and drills. Equipment and supplies should be provided to enhance hands-on experiences for students in the chosen

occupation. A training plan signed by the student, teacher, and employer that reflects equipment, skills and tasks should be prepared for training of the students in the organization/industry.

On-the-Job Training:

On-the-job training (OJT) occurs whenever more experienced employee or supervisor teaches less experienced person on how to do one or more tasks of a job. The training utilizes actual equipment and materials. OJT should be undertaken in a structured manner with a training plan under the supervision of an experienced trainer or supervisor. A training plan that reflects tasks to be performed and competencies to be imparted should be prepared and signed by the student, teacher, and / or supervisor with a full report of the job undertaken with the economics of the job including costs and revenue earned in providing community service. The trainer should break down all the steps of the job and train the students as per the training plan. In a structured OJT, the following steps should be followed:

- Step 1: The Instructor or the trainer tell, show, demonstrate, and explain. The trainer gives an overview of the task while explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks.
- Step 2: The Instructor or the trainer demonstrates each step in detail, actually doing the steps of the task and explaining each step, one at a time, while the trainee watches. The steps may not necessarily be demonstrated in the sequence of actual operation, as sometimes it is better that simple tasks are demonstrated first to build confidence. Showing finished products at each appropriate step will help the learner understand what is required as outcome. While demonstrating, the trainer explains why each step is done in the way it is done.
- Step 3: It involves direct trainee participation. The trainer monitors the progress on a checklist of competencies and offers feedback and pointers where and when needed.
- Step 4: The trainee practices with clearly defined targets for performance standards.

Certification:

Upon successful completion of this course the State Education Board will provide a certificate to the student verifying the competencies acquired by the candidate.

NSQF Level 2: Multi-skill Foundation Course (MSFC)

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Competency Based Curriculum

Multi Skill Foundation Course (MSFC) Level II

Workshop and Engineering Techniques



NSQF Level 2: Multi-skill Foundation Course (MSFC)

Module: Workshop and Engineering Techniques

Objectives of the Module

Upon completion of this module, you will be able to:

1. Identify tools and equipment used in the workshop in this section
2. Demonstrate safe use and application of workshop tools and equipment, as per manufacturer's instructions;
3. Prepare objects from M.S. Angle and Rods using techniques such as welding and soldering; Demonstrate ability to fabricate articles using welding m/c viz. Table , stool, shoe rack.
4. Prepare concrete sheet and Ferro cement structures
5. Demonstrate preparing mortar, plastering of a wall
6. Demonstrate painting of a wall
7. Demonstrate making of an RCC column
8. Make drawing of plinth, foundation
9. Demonstrate understanding of concept of plan, elevation and side-view(orthographic and isometric projections)
10. Estimate costing of projects such as fabrication work, ferro cement articles, carpentry work and RCC or brick construction etc.
11. Draw simple orthographic projection of square, cylinder, cone (3 sheets)
12. Draw sketch map of ground/ city/ place
13. Calculate cost of the construction job done , distinguish between quotation, invoice and challan

Module Structure: This module is a planned sequence of instructions consisting of the following 02 units.

S.No.	Unit Code	Unit Title	No. of Notional Learning Hours
1.	MSFC-WET101- NQ2015	Basic Workshop Tools and Techniques	20 (3+17)
2.	MSFC-WET102- NQ2015	Basic Techniques in Building Construction	30 (5+25)
Total			50

Successful completion of 8 hours of theory sessions and 42 hrs of on-the-job learning (practice sessions) is to be done for full qualification.

Unit Code: MSFC-WET101- NQ2015	Unit Title: Basic Workshop Tools and Techniques			
Duration: 20 hours				
Location: Classroom and Workshop	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Make any one of the following objects: Shoe stand, Candle stand, Hanger, Garbage collector, Tin box, Bangle stand using T-fillet joint, Open corner joint, Single V-butt joint	1. Describe safety precautions for making object 2. Describe the various types of material that can be used for making objects	1. Prepare the design and drawing for the object 2. Made necessary measurement and marking as per the specifications 3. Demonstrate to cut and weld given material for making the object as per the design and specification 4. Follow safety precautions 5. Demonstrate the use of	Suggested Community Services- repair of benches, doors, make new objects or repair involving metal cutting, drilling, welding needed by school/community. Interactive Lecture: Making objects using various types of joints (T-fillet Joint, Open

			<p>personal protective clothing and equipment</p> <ol style="list-style-type: none"> 6. Clean the work area before and after the task 7. Calculate the cost of the article prepared 	<p>Corner Joint, Single V-Butt Joint).</p> <p>Activity:</p> <p>Practice sessions on making chosen object by cutting and welding</p>
	Carry out GI piping by carrying out treading, coupling two or more pipes using different fittings.	<ol style="list-style-type: none"> 1. Describe use of different piping fitting used in GI piping. 	<ol style="list-style-type: none"> 1. Installing die in pipe wrench 2. Adjusting pipe wrench for threading 3. Carry out threading 4. Connect pipes using appropriate coupling. 	<p>Suggested Community Services - Removal of leakages, installing pipeline, making stand using GI pipe</p> <p>Activity:</p> <p>Practice sessions on threading pipe and couple it in GI elbow, socket, coupling</p> <p>Interactive Lecture: pipe threading</p>
	Draw plan, elevation of simple objects (Cone, cylinder, cube)	<ol style="list-style-type: none"> 1. Identify orthographic and isometric view. 2. Read and understand orthographic drawing and its dimension. 3. Able to interpret scale on the drawing. 	<ol style="list-style-type: none"> 1. Draw plan, elevation and side view of an object. 2. Selecting scale 3. Draw drawing using proper Line, lettering and system of giving dimensions in drawing. 	<p>Interactive session :</p> <p>Draw and explain concept of plan, elevation and side view of simple objects. Orthographic and isometric projection. Line, letters and giving dimensions, selection of scale</p>

				Activity : Draw 3 sheets of orthographic projection of square, cylinder and cone
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Unit Code: MSFC-WET102- NQ2015	Unit Title: Basic Techniques in Building Construction			
	Duration: 30 hours			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Location: Classroom, Workshop, Laboratory, Construction Site	Prepare a Ferro cement object (Sheet / tank) as per given specifications	<ol style="list-style-type: none"> 1. Describe what is Ferro cement and state its applications 2. Describe advantages of ferro cement. 3. Describe the safety precautions to be followed when preparing a Ferro cement structure 	<ol style="list-style-type: none"> 1. Construct a Ferro cement job, following relevant safety precautions 2. Weld mesh cutting, welding, tieing weld mesh with wire 3. Preparing mortar 4. Curing of job 5. Draw orthographic sketch of job with dimension. 6. To calculate costing of job. 	Suggested community services - Cover for water tank, cover for gutters, small water tank, dust bin etc. Interactive Lecture: Constructing Structures using Ferro Cement Activity: Practice sessions on constructing a structure of Ferro

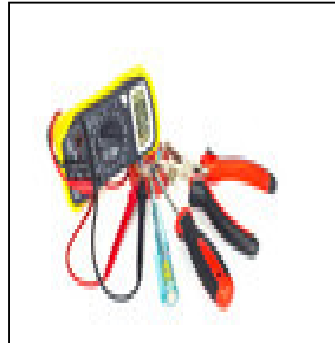
	Prepare Reinforced Cement Concrete (RCC)column	<ol style="list-style-type: none"> 1. Describe what is an RCC work and its applications. 2. Describe function of Torsion bar. 3. Describe safety precautions while constructing Reinforced Cement Concrete (RCC) work 	<ol style="list-style-type: none"> 1. Identify materials used in Reinforced Cement Concrete (RCC)work 2. Perform Reinforced Cement Concrete (RCC)work to prepare column as per given specifications and following necessary safety precautions 3. Make wooden mould from plywood sheets 4. Cutting of torsion bar and bending of 6mm bar 	<p>Suggested Community Services -RCC column for fencing, small column for structure</p> <p>Interactive Lecture: Reinforced Cement Concrete Work</p> <p>Activity: Practice sessions on preparing 1 meter RCC column work.</p>
	Plaster & painting of the brick work of min 1 sq. meter.	<ol style="list-style-type: none"> 1. Describe safety precautions while plastering with mortar 2. Describe the benefits of plastering 3. Describe the benefits of painting 4. Function of cement, sand and water 	<ol style="list-style-type: none"> 1. Demonstrate the use of personal protective clothing and equipment 2. Plaster an area of 1 sq. meter 3. Painting of wall 	<p>Suggested community service activities - Repair of walls, fencing, bench, steps etc.</p> <p>Interactive Lecture: Mortar Joints and Plastering, paints and types</p> <p>Activity: Practice sessions on preparing mortar. Laying brick, plastering, curing, painting</p>

	Prepare bill for the job.	<ol style="list-style-type: none">1. Describe difference between bills , estimate and quotation2. Describe component of costing and basis for calculating sales price.	<ol style="list-style-type: none">1. Calculate costing of job2. Raise bill to customer	<p>Interactive session - Difference between estimate, quotation, invoice and challan</p> <p>Activity : Prepare bill for the job done in the workshop.</p>
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Competency Based Curriculum

Multi Skill Foundation Course (MSFC) Level II

Energy and Environment



NSQF Level 2 - Multi-Skill Foundation Course (MSFC)

Module: Energy and Environment

Objectives of the module

Upon completion of this module, you will be able to:

1. Calculate electrical consumption and inverter capacity;
2. Demonstrate understanding of inverter/UPS functions and its basic maintenance
3. Demonstrate installation of DOL/starter to motor.
4. Describe the functioning and operation of a Petrol or diesel Engine
5. Demonstrate the understanding of motor / pump and its operation viz. Priming, foot valve etc
6. Demonstrate making of charcoal using biomass.
7. Demonstrate installation of solar lights
8. Demonstrate understanding of biogas or windmill and its application
9. To be able to select site for rain Water harvesting
10. To make rain gauge & measure rainfall and understand weather parameters
11. Estimate costing of electrical/environment projects such as earthing, electrical wiring etc.

Module Structure: This module is a planned sequence of instructions consisting of the following 03 Units.

S.No.	Unit Code	Unit Title	No. of Notional Learning Hours
1	MSFC-EE201-NQ2015	Introduction to Electrical Techniques and Practices	30 (5+25)
2	MSFC-EE202-NQ2015	Introduction to Energy Conservation	10 (2+8)
3.	MSFC-EE203-NQ2015	Introduction to Waste Disposal and Recycling	10 (1+9)
Total			50

Successful completion of 8 hrs of theory sessions and 42 hrs of on-the-job learning (practice sessions) is to be done for full qualification.

Unit Code: MSFC-EE201- NQ2015	Unit Title: Introduction to Electrical Techniques and Practices			
Duration: hours				
Location: Classroom and Workshop	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Prepare a simple electrical circuit	1. Explain the meaning of various terms used in simple circuit such as electrical potential difference/ voltage, conductive path, electrical resistance potential difference, transistor, conventional current, direct current, capacitor, attractive	1. Prepare the diagram of a simple electrical circuit 2. Prepare a simple electrical circuit for operating one lamp by one switch and 2 lamps by two switches. 3. Connect two or more lamps in a series	Suggested community service :Carry out connection of tube light or bulb. Interactive Lecture: Simple circuit connection Activity: Practice sessions on drawing a diagram of simple electrical circuit and

		current, ohm's law, ohm's etc. 2. Describe the purpose of simple circuit	4. Connect two or more lamps in parallel	connecting lamps in series and parallel
	Demonstrate the knowledge of the basic features and capacity of Inverter and its maintenance	1. Describe the working principle of Inverter and state the various components of an inverter 2. Describe various maintenance needs and procedure to perform the maintenance	1. Identify the various parts of an inverter 2. Determine inverter capacity for various combinations of electrical and electronic gadgets (e.g. two tube light and one fan) 3. Perform maintenance of an inverter	Interactive Lecture: Inverter: Working Principle and Calculation of Capacity Activity: Practice session on estimating inverter capacity and its maintenance
	Demonstrate installation of DOL/starter to motor	1. Describe purpose of DOL/Starter and how it works	1. Open DOL Starter 2. 3. connect DOL starter with the given motor 4. Make proper cable joint.	Interactive Lecture: DOL/Starter and motor Activity: Practice sessions on installation of DOL/starter to motor
	Demonstrate the understanding of motor / pump and its operation viz. Priming, foot valve etc	1. Describe various parts of motor/pump. 2. Demonstrate understanding of specification written on pump. Viz. Head/flow/HP 3. Describe the need of priming , foot valve, starter etc.	1. 1. Carry out priming of motor. 2. Start the pump/motor.	Interactive Lecture: Electric pump and motor, principles and function and types. Specification of pump : Head, flow, HP Activity: Practice sessions on operating pump/ motor,

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Unit Code: MSFC-EE202- NQ2015	Unit Title: Introduction to Energy Conservation			
	Duration: hours			
Location: Classroom / Workshop	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Demonstrate the knowledge of functioning of solar lights and devices	<ol style="list-style-type: none"> 1. Explain the working principle of solar panel and solar devices (any one of solar cooker, solar heater, solar lamp, etc.) 2. Describe the advantages and limitations of the use of solar energy 	<ol style="list-style-type: none"> 1. Identify the various components of solar devices and gadgets (any one of solar cooker, solar heater, solar lamp, etc.) 2. Demonstrate the knowledge of functioning and maintenance of solar devices and gadgets (any one of solar cooker, solar heater, solar lamp, etc.) 	<p>Interactive Lecture: Solar Lights and Devices (any one of solar cooker, solar heater, solar lamp, etc.)</p> <p>Activity: Practice sessions on use of solar devices (any one of solar cooker, solar heater, solar lamp, etc.)</p>
	Describe the functioning and operation of a Petrol or diesel Engine	<ol style="list-style-type: none"> 1. Describe the design and working principle of petrol or diesel engine 2. Describe the operation of petrol or diesel engine. 3. Describe the functioning of 	<ol style="list-style-type: none"> 1. Draw a diagram demonstrating the working of petrol or diesel engine. 2. Start & stop diesel/petrol engine. 3. 	<p>Interactive Lecture: Petrol Engine or diesel engine. Its different parts.</p> <p>Activity: Practice sessions on starting petrol / diesel engine.</p>

		important parts like piston, spark plug, cylinder.		
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Unit Code: MSFC-EE203- NQ2015	Unit Title: Introduction to Waste Disposal and Recycling			
	Duration: hours			
Location: Classroom, Workshop, Laboratory, Vermicompost Unit	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Demonstrate the knowledge of biogas.	<ol style="list-style-type: none"> 1. Describe the various components of Floating Dome Type and Fixed Dome Type Biogas Plants 2. Describe the basic principle involved in biogas production 3. Describe the working principle of biogas plant 	<ol style="list-style-type: none"> 1. Identify the various components of a biogas plant 2. Identify different types of feeds for biogas plant viz.cowdung, poultry litter, starchy biomass kitchen waste etc. 3. Draw a diagram of a biogas unit 	Interactive Lecture: Biogas from Kitchen Waste, biomass, cow dung. Activity: Practice sessions on preparing a model of biogas unit. Visiting a biogas plant in locality.

	Demonstrate making of charcoal using biomass	<ol style="list-style-type: none"> 1. Describe what is a biomass and examples of bio mass material 2. Describe the purpose of making charcoal from biomass 3. Describe steps to make charcoal from biomass 	<ol style="list-style-type: none"> 1. Make charcoal out of locally available biomass material 	<p>Interactive Lecture: Charcoal from biomass</p> <p>Activity: Student project to make charcoal out of biomass</p>
	Select site for rain Water harvesting	<ol style="list-style-type: none"> 1. Describe what is rainwater harvesting and why it is necessary 2. Describe what is a contour lines and what are they used for 3. Describe application of different survey instruments. 	<ol style="list-style-type: none"> 1. Make “A” frame out of the local available wooden material 2. Find points on the ground which are at the same level and draw contour. 3. Use plain table/dumpy level to mark contours. 	<p>Interactive Lecture: Rainwater harvesting and contouring.</p> <p>Activity:</p> <ol style="list-style-type: none"> i) Practice session on drawing contours using “A” frame ii) Use of plain table/sumpy level method to mark contours.

	To make rain gauge & measure rainfall and understand weather parameters	<ol style="list-style-type: none">1. Describe why do we need to measure rainfall2. Describe what are the different weather parameters	<ol style="list-style-type: none">1. Make a rain gauge using a plastic bottle and funnel2. Record the rainfall3. Analyze the results4. Analyze other weather parameters measurement from a secondary source (e.g. newspaper, TV)	<p>Community service activity :Carry out water audit of the village.</p> <p>Interactive Lecture: Rainwater harvesting and measuring rainfall.</p> <p>Activity: Practice session on making of a rain gauge and getting information about other weather parameters from secondary sources.</p>
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Competency Based Curriculum

Multi Skill Foundation Course (MSFC) Level I

Gardening, Nursery & Agriculture Techniques



NSQF Level 1: Multi-skill Foundation Course (MSFC)

Module: Gardening, Nursery and Agriculture Techniques

Objectives of the module

Upon completion of this course, you will be able to:

1. Demonstrate the knowledge of applying basic techniques in cultivation and maintenance of nursery plants (To be able to use humidity chamber, raised beds for making seedlings);
2. Propagate plants asexually;
3. Demonstrate testing of soil and use its results.
4. Maintain records of nursery operations;
5. Demonstrate installation of drip/sprinkler.
6. Demonstrate understanding of vaccination of animals by visit an AI center
7. To produce for animal feed/fodder for dairy/poultry.

Module Structure: This course is a planned sequence of instructions consisting of the following 02 Units.

S.No.	Unit Code	Unit Title	No. of Notional Learning Hours
1	MSFC-NGA301 - NQ2015	Introduction to Nursery technique	40 (6+34)
2	MSFC-NGA302 - NQ2015	Introduction to Dairy Technology	10 (2+8)
Total			50

Successful completion of **8 hours of theory sessions and 42 hrs** of on-the-job learning (practice sessions) is to be done for full qualification.

Unit Code: MSFC-NGA301 - NQ2015	Unit Title: Introduction to Introduction to Nursery technique			
Duration: hours				
Location: Classroom and Agricultural Farm, nursery	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Apply nursery techniques	<ol style="list-style-type: none"> 1. Describe the various components of a plant nursery 2. Describe the procedure of potting and repotting of plants 3. Describe the precautions to be taken when sowing seed/planting plant materials. 	<ol style="list-style-type: none"> 1. Identify various plants suitable for growing in nursery 2. Prepare seed bed/raised bed 3. Sow seeds in propagation trays and seed bed 4. Prepare pots for growing plants 5. Perform potting 6. Perform depotting 7. Maintaining records of plant growth 	<p>Suggested Community Services: Preparing seedlings using seedling tray technique & sale it, prepare plants for plantation drive in community.</p> <p>Interactive Lecture: Nursery Techniques , Grafting technique</p> <p>Activity:</p> <p>Practice sessions on identifying plants to be grown in nursery, preparation of seed bed, seed sowing in trays and seed bed, potting, repotting and depotting. Raised bed, humidity chamber etc.</p>

	<p>Demonstrate the knowledge and application of different irrigation and water conservation methods</p>	<ol style="list-style-type: none"> 1. Describe the advantages and limitations of various irrigation methods (surface, sprinkler, drip, basin, furrow, etc.) and water conservation methods (bund, rainwater harvesting, trenching etc.) 	<ol style="list-style-type: none"> 1. Identify various irrigation methods 2. Demonstrate installation and maintenance of drip/sprinkler irrigation system 2. Demonstrate various water conservation methods (bund, rainwater harvesting, trenching etc.) 	<p>Interactive Lecture: Irrigation methods</p> <p>Activity: Practice sessions on installation and use of sprinkler and drip irrigation system in nursery or on farm.</p> <p>Practice sessions on assembling and dismantling sprinkler and drip irrigation system</p> <p>Practice session on various water conservation methods (bund, rainwater harvesting, trenching etc.)</p>
	<p>Demonstrate the knowledge of interpreting results of soil testing</p>	<ol style="list-style-type: none"> 1. Describe the importance and purpose of soil testing 2. Describe how to collect soil sample 3. List the methods used for testing nitrogen, phosphorus and potash in soil 	<ol style="list-style-type: none"> 1. Demonstrate the use of soil auger 2. Demonstrate the procedure for collecting soil sample for testing 3. Interpret the results of soil test for fertilizer application 	<p>Interactive Lecture: Soil Testing</p> <p>Activity: Practice sessions on how to collect soil sample and testing for basic NPK parameter.</p> <p>Interpretation of the soil test results for</p>

				application of fertilizers.
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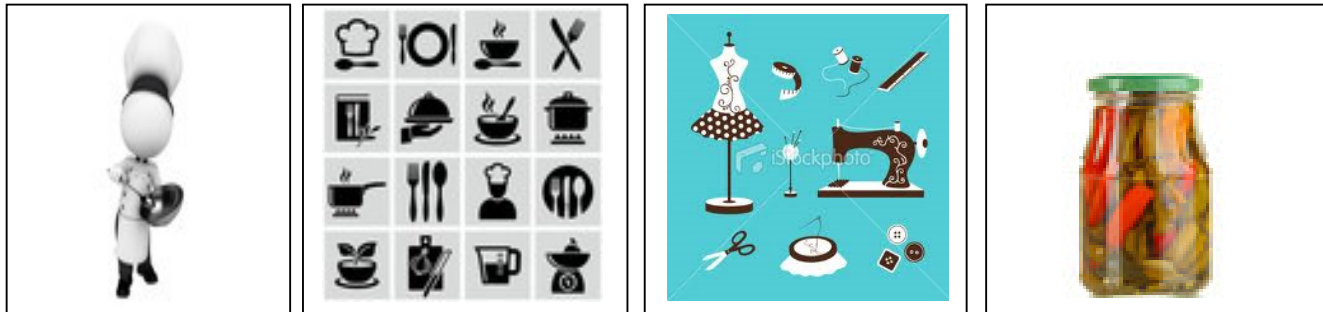
Unit Code: MSFC-NGA302 - NQ2015	Unit Title: Introduction to Dairy Technology			
	Duration: hours			
Location: Classroom , Dairy Farm / Dairy Plant	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
		1.	1.	
	Assist in artificial insemination	1. Explain artificial insemination and its benefits 2. Describe the AI process	1. Identify breeds used for artificial insemination	Interactive Lecture: Different Insemination method, breeding technique Activity: Visit nearby Artificial Insemination Center and assist in Artificial Insemination, tools and instrument used for AI.
	Prepare fodder for animals	1) Describe different fodder making techniques. 2) Advantages of giving particular type of	1)To select best fodder for animal in the surrounding. 2) Carry out the procedure for preparing fodder. 3) Maintain record and	Interactive Lecture : Introduction to Different fodder making techniques Activity : Prepare fodder by at least

		fodder to cattle.	costing of fodder preparation and its effect.	any of the one technology : 1) Azolla 2) Silage 3) Concentrate feed for cow etc. 4) Aquaponics
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Competency Based Curriculum

Multi Skill Foundation Course (MSFC) Level I

Personal Health and Hygiene



NSQF Level 1 - Multi-Skill Foundation Course (MSFC)

Module: Personal Health and Hygiene

Objectives of the course

Upon completion of this course, you will be able to:

1. Demonstrate good health behaviour and practices for maintaining personal hygiene and wellness;
2. Prepare a personal hygiene plan;
3. Demonstrate and maintain personal hygiene;
4. Demonstrate the knowledge of blood group testing;
5. Demonstrate the knowledge of taking hemoglobin count; measuring blood pressure using self-administered test and preparing Oral Rehydration Salt (ORS) solution;
6. Identify and reflect upon various issues and problems related to sanitation;
7. Identify and reflect upon various issues and problems related to water consumption and conservation and take appropriate action (e.g. testing water quality for potability, basic water filtration methods)
8. Identify and reflect upon various issues and problems related to food consumption (e.g. detection of food adulteration and interpretation) and take appropriate action;

Module Structure: This module is a planned sequence of instructions consisting of the following 2 Units.

S.No.	Unit Code	Unit Title	No. of Notional Learning Hours
1	MSFC-PHH401-NQ2015	Introduction to Health Wellness	30 (5+25)
2	MSFC-PHH402-NQ2015	Community & Environment care	20 (3+17)
Total			50

Successful completion of 8 hours of theory sessions and 42 hrs of on-the-job learning (practice sessions) is to be done for full qualification.

Unit Code: MSFC-PHH401- NQ2015	Unit Title: Introduction to Health and Wellness			
Duration: hours				
Location: Classroom, Health Centre, Hospital	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	Identify the symptoms of nutrient deficiencies	<ol style="list-style-type: none"> Describe the importance of balanced diet in health and wellness Describe the advantages of being healthy (mental, physical and social wellness) 	<ol style="list-style-type: none"> Identify the symptoms of nutrient deficiencies Identify how families can influence personal health 	Suggested Community Services : Students will visit public hospital and help health staff in their duties as OJT for one day. Interactive lecture: Importance of Balanced Diet in Nutrition and Health Activity: OJT in hospital and patient care. Practice sessions on preparing a diet chart and including healthy food
	Identify the personal health behaviours and factors affecting personal health	<ol style="list-style-type: none"> Describe the importance of a healthy and safe environment. Define the terms communicable (infectious) and non-communicable (noninfectious) diseases and identify 	<ol style="list-style-type: none"> Identify the personal health behaviours and factors affecting personal health Perform hand washing as per the standard procedure Identify and practice ways to prevent disease and other health 	Interactive lecture: Personal Health, vaccination. Essential vaccination for child. Activity: Participating in national vaccination drive such as

		<p>ways that help to prevent diseases</p> <ol style="list-style-type: none"> 3. List personal health behaviours (e.g. hand washing, teeth brushing, use of tissues, explaining feelings, making healthy food choices, daily physical activity) 4. Describe how families and peers can influence the health of adolescents 5. Describe Importance of vaccination & essential vaccines for a child. 	<p>problems</p> <ol style="list-style-type: none"> 4. Maintain a wellness log including exercise and food intake for a particular period of time 	<p>polio etc.</p>
	<p>Demonstrate the knowledge of identifying causes and treating dehydration</p>	<ol style="list-style-type: none"> 1. Describe dehydration and its effect 2. Recognize physiological indicators (e.g., heart rate, body temperature, perspiration, thirst) of health and physical activity 	<ol style="list-style-type: none"> 1. Identify symptoms of dehydration and take remedial measures. 2. Prepare Oral Rehydration Salt (ORS) solution. 	<p>Interactive Lecture:</p> <p>Dehydration</p> <p>Activity: Practice sessions on making ORS solution and using home made remedies for treating dehydration</p>

	Demonstrate knowledge and measurement of blood pressure, hemoglobin count and identify blood group using self-administered kits	<ol style="list-style-type: none"> 1. 2. Describe the importance of blood pressure 3. Describe the precautions to be taken while measuring blood pressure, hemoglobin count or identifying blood group 	<ol style="list-style-type: none"> 1. Determine blood pressure using blood pressure machine, measure hemoglobin count and identify blood group 2. Analyze the results 	<p>Interactive Lecture:</p> <p>Blood pressure, blood group and hemoglobin count</p> <p>Activity:</p> <p>Practice session on measuring blood pressure, measuring hemoglobin count and identify blood group</p>
	Test quality of water using H ₂ O strip test	<ol style="list-style-type: none"> 1. Describe harmful ingredients in a contaminated water 2. Describe how to analyze results of water quality test 	<ol style="list-style-type: none"> 1. Perform water quality test using H₂O strip testing kit 2. Analyze the results 	<p>Interactive Lecture:</p> <p>Water quality</p> <p>Activity:</p> <p>Practice session testing quality of water. Test quality of water in community well/ hand pump/water tank etc.</p>

Unit Code: MSFC-PHH402- NQ2015	Unit Title: Community and Environment Care			
	Duration: hours			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method

Location: Classroom, Science Laboratory,	Identify various community services and programmes	<ol style="list-style-type: none"> 1. Describe the needs of disadvantaged people, people with special needs, travelers, people affected with natural and manmade disasters, aged people, etc. 2. Describe need of preventive health care for maintaining personal health by calculating health expenses of family. 3. Describe emergency first aid help to needy. 	<ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> i) Calculate medical / health expenses of a family in previous year. ii) Learn to use first aid kits in emergency. 	Interactive Lecture: Health scheme by Govt. Public health care system. Rights of patients. First aid Activity: <ol style="list-style-type: none"> iii) Calculate medical / health expenses of a family in previous year. iv) Learn to use first aid kits in emergency. v) Role play : First aid to patient in emergency viz. accident/ snake bite/ heart attack bleeding etc/
	Identify measures for pollution control and take appropriate action	<ol style="list-style-type: none"> 1. Explain different sources of pollution 2. Describe the effects of pollution on environment and on living beings 3. Describe different measures for prevention and control of pollution 	<ol style="list-style-type: none"> 1. Identify the sources of pollution 2. Identify the effects of pollution on environment and on living beings 3. Demonstrate the measures to control pollution 	Interactive Lecture: Pollution Control Activity: Discussion on implication of pollution and measures to control them Participate in a drive to reduce pollution of river/nala/air/public place by community. Viz. throwing

				wastage in dustbin, immersion of idol like Ganesh in river etc.
	Identify food related issues and problems and take appropriate action	<ol style="list-style-type: none"> 1. Differentiate between fresh and stale food 2. Describe the advantages and disadvantages of loose and packed food 3. Describe how to handle and serve food for maintaining personal hygiene and health 	<ol style="list-style-type: none"> 1. Identify the hygienic practices/methods adopted for handling of food 2. Demonstrate the knowledge of safe transportation of food 	<p>Interactive Lecture: Food Safety</p> <p>Activity: Practice session on identifying fresh and stale food, handling and serving food in hygienic manner</p> <p>Develop and administer a questionnaire on food habits and hygienic practices</p>

Assessment Guide

Assessment is a process used for determining an individual's progress or level of mastery/competence in an occupational area. It may be formative (continuous) and/or summative (final). It is a process of collecting evidence and making judgment about the extent to which a person demonstrates the knowledge and skills set out in the standards or learning outcomes of a unit of competency. Assessment should be done on the basis of information or evidence about the individual's ability against clearly stated objectives or standards. A diversity of assessment methods is required to achieve the multiple purposes and to satisfy the requirements of competency based assessment. Appropriate evidence is to be collected from activities that can be clearly related to the Units of Competency. It should cover all the elements and performance criteria/indicators in the competency standards. Student's achievements should be assessed by using the following methods of assessment.

S.No.	Method of Assessments	Weightage (Max. marks)	Evaluator
1.	Practical Test	50	Certified Assessor #
2.	Written test	20	Certified Assessor #
3.	Portfolio (journal)	20	Teacher
4.	Oral	10	Certified Assessor #
Total		100	

Assessors will be certified by the State Education Board.

- Written test:** It allows candidates to demonstrate that they have the knowledge and understanding of a given topic.
- Practical test:** It allows candidates to demonstrate application of skills in simulated or real work conditions against competency standards (skill and academic standards).
- Oral test/viva voce:** It allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of oral test or viva voce.
- Portfolio:** It is a compilation of documents that supports the candidate's claim of competence that was acquired from prior learning and experience. Documents (including photo's, newspaper articles, reports, etc.) of practical experience in the workplace or the community and photographs of the products prepared by the candidates related to the units of competency should be included in the portfolio.

5. **Project:** Projects (individual or group projects) are a great way to assess the practice skills on a deadline, but these 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.
6. **Direct Observation** - Direct observation requires a considerable degree of commitment from the observer and those being observed. Employability skills evaluation listed below in the table should be evaluated through direct observation by the teacher/trainer and appropriate records should be maintained for transparency in evaluation.

Employability Skill Area	S.No.	Competencies and Performance Standards	Competent	Not Yet Competent
Communication	1.	Questions appropriately		
	2.	Writes clearly and legibly		
	3.	Demonstrates good listening and responding skills		
	4.	Informs about the absence and reasons of absence		
Responsibility	5.	Organizes work		
	6.	Manages time effectively and efficiently		
	7.	Complete assignments timely		
	8.	Displays care for tools and equipment		
	9.	Accepts responsibility pleasantly		
	10.	Exhibits patience		
	11.	Demonstrates pride in work		
Interpersonal relationship	12.	Displays friendly and cooperative attitude		
	13.	Demonstrates tactfulness in difficult situations		
	14.	Accepts constructive criticism		
Health and Safety	15.	Exhibits positive attitude		
	16.	Practices good personal hygiene regularly		
	17.	Maintains good personal health		
Innovation and creativity	18.	Dresses well and in appropriate manner		
	19.	Give reasons and make judgments objectively		
	20.	Share ideas and thoughts with others		

Competent = 0.5 marks, Not yet competent = 0

List of Tools, Equipment and Materials

The list given below is suggestive and an exhaustive list should be prepared by the 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.

Workshop & Engineering Techniques

1. Adhesives for Carpentry Work
2. Adjustable Wrench
3. Air Filters
4. American Wire Gauge
5. Ammeter
6. Arc Welding Machine
7. Ball Peen Hammer
8. Bar Level
9. Bending Tool
10. Blueprint
11. Borax
12. Boring Tools - Auger Bit, Brace, Gimlet, Hand Drill
13. Branch Rule
14. Buzzers
15. Capacitor
16. C-Clamps
17. Chimes
18. Circuit Breaker/Safety Switch/Fuses
19. Clamp Ammeter
20. Clamp Meter
21. Claw Hammer
22. Condenser (Fan Motor)
23. Condulets
24. Crimping Tools

25. Cutting Tools - Back Saw, Cross Cut Saw, Rip Saw
26. Defective Capacitors
27. Defective Electrical Controls
28. Diagonal Cutting Pliers
29. Electrical Metallic Tubing
30. Electrical Power Tools
31. Electrical Tape
32. Electrical Wire
33. Electrician's Holster
34. Electrician's Knife
35. EMT Adapters
36. Evaporator Fan and Motor
37. Fan Motor
38. Fastening Devices
39. Filler Rolls (Bronze, Steel, Aluminum Relevant To Required Activity/ Task)
40. Filter
41. Filter Drier
42. Filter Drier Connection
43. Fish Tape Reel
44. Fittings
45. Flaring Tool
46. Flat Screwdriver
47. Fluxes (Borax, Aluminum and Silver)
48. Frequency Meter
49. Gimlet
50. Good Condition Electrical Controls
51. Grease
52. Hacksaw
53. Hacksaw Pliers
54. Holding Tools - Vise Grip, C-Clamp, Bench Vise

55. Insulation Resistance Tester
56. Intercom Cables
57. Intermediate Metal Conduit
58. Junction Box
59. Kilowatt Hour Meter
60. Leak Detector
61. Level Bar
62. Linesman's Pliers
63. Lock Nut And Bushing
64. Long Nose Pliers
65. Manufacturer's Manual for various Tools and Equipment
66. Masonry Drill
67. Measuring Tools - Pull-Push Rule, Meter, Ruler, Zigzag Rule
68. Megger Tester
69. Metal Moulding
70. Metric Rule
71. Mica Tube
72. Micrometer Clipper
73. Motor Compressor
74. Multi-Tester
75. Ohmmeter
76. Oil
77. Open End Wrench
78. Overload Protector
79. Oxy-Acetylene Welding Outfit
80. Personal Protective Equipment- Gloves, Mask, Apron, etc.
81. Philippine Electrical Code
82. Philips Screwdriver
83. Pipe Bender
84. Pipe Cutter

85. Pipe Reamer
86. Pipe Wrench
87. Pliers
88. Plumb Bob
89. Pull Box
90. Pull-Push Switch
91. Push and Pull Rule
92. Push Tape Rule
93. PVC Adapters
94. PVC Moulding
95. PVC Pipe
96. Rags
97. Recovery/Recycling Machine
98. Refrigerant Cylinder
99. Relay
100. Relays
101. Requisition Slip
102. Rigid Steel Conduit
103. Rotary Switch
104. Sand Paper
105. Screw Driver
106. Sealant
107. Set Of Screw Drivers
108. Sharpening Tools
109. Soap
110. Solid Wire 2.0 Mm²
111. Solid Wire 2.6 Mm²
112. Solid Wire 3.5 Mm²
113. Spirit Level/Water Level
114. Steel Rule

115. Straight Edge
116. Strike Lighter
117. Swaging Tool
118. Switch
119. Switch Pull-Push/Rotary
120. System Analyzer
121. Teflon Tape
122. Thermostat
123. Timer
124. Tri-Square
125. Tube Cutters
126. Tubes (Copper, Steel, Aluminum Relevant To Required Activity Task.
127. Utility Box
128. Vacuum Pump
129. Vernier Caliper
130. Voltmeter
131. Voltmeter
132. Wattmeter
133. Wire Gauge
134. Wire Stripper
135. Wiring Diagrams
136. Wood Moulding
137. Wrench Box

Energy & Environment

1. ACSR Conductors
2. Air Circuit Breaker
3. Allen Wrench Set (Hex Set)
4. Battery
5. Cables

6. Channel Lock Pliers
7. Discharge Rod
8. Earth Leakage Circuit Breaker
9. Earthing Pipe
10. Earthing Plate
11. EarthingRod
12. Fish Tape
13. G I Wire
14. Hammer
15. HT Tray Set
16. Inverter
17. Light Emission Diode
18. Lighting arrestors
19. Linesman Pliers
20. Manual Cover
21. Miniature Circuit Breaker
22. Model of Biogas Plant
23. Model of Soak Pit
24. Model of Simple Electrical Circuit
25. Model of Windmill
26. Moulded Case Circuit Breaker
27. Non-contact Voltage Detector
28. Razor Blade Knife (Utility Knife)
29. Residual Circuit Breaker with Overload
30. Rubber Matting
31. Screwdriver
32. Side Cutter Diagonal Pliers
33. Solar Lights and Devices
34. Stay Wire
35. Switches

36. Tape Measure
37. Telescopic type Operating Rod
38. Torpedo Level
39. Vacuum Circuit Breaker
40. Voltmeter
41. Wire Crimpers
42. Wire gauge
43. Wire Strippers
44. Wires

Gardening, Nursery and Agriculture Techniques

1. Bamboo Sticks
2. Blotting Paper
3. Budding Knife
4. Chemical Balance
5. Clay Pots
6. Compost
7. Dutch Hand Hoe
8. Edger
9. Farmyard manure
10. Fertilizers
11. Garden Hand Tools
12. Garden Hoes
13. Garden Knife
14. Garden Rake
15. Garden/Digging Fork
16. Garden/Digging Spade
17. Grafting Knife
18. Hoe
19. Hori Hori Knife

20. Leaf Rake
21. Long Handle Hoes
22. Loppers or Pruning Saw
23. Nursery Recordbook
24. Personal Protective Clothing (Apron, Mask, Gloves, Boots, etc.)
25. Petri Dishes
26. Plastic Baskets
27. Plastic Pots
28. Polybags
29. Pruners
30. Pruning Knife
31. Pruning Shears
32. Rabbiting Spade
33. Secateurs
34. Seeds of Vegetables and Field Crops
35. Shade Net/Green Net
36. Shovels and Specialty Spades
37. Soil Auger
38. Soil Scoop
39. Soil Testing Kit
40. Trowels
41. Vermicompost
42. Water Hose
43. Watering Can
44. Weighing Balance
45. Wheelbarrow or Garden Cart

Food Processing Techniques / Personal Health & Hygiene

1. Aluminum Foil
2. Baking Sheet
3. Beeswax/Candle
4. Bent-Handled Shears
5. Bowls
6. Candy Thermometer
7. Casserole Dish with Lid
8. Coffee Grinder and Press Pot
9. Corer
10. Corkscrew
11. Cutting Board/Table
12. Cutting boards
13. Dish towels
14. Emery Bag
15. Thread
16. Freezer Bags
17. Glass Dishes with Lids
18. Graters
19. Hem Gauge
20. Kettle
21. Knives
22. Labels
23. Measuring Cups
24. Melon Baller
25. Microplane Grater
26. Needles
27. Nonstick pan with high, curved sides

28. Openers for Cans, Bottles, Cartons
29. Pasta Spoon or Server
30. Pin Cushion and Pins
31. Pinking Shears
32. Potato Masher
33. Pressure Cooker
34. Seam Ripper
35. Serving and Salad Spoons
36. Serving Tongs
37. Serving tray or platter
38. Sewing and Embroidery Scissors
39. Sewing Box
40. Sewing Gauge
41. Soup Ladle
42. Spatulas
43. Splatter Screen
44. Spoons
45. Tape Measure
46. Thimble
47. Toaster
48. Trimming Scissors
49. Vegetable Peelers
50. Waterproof pens and markers
51. Whisks
52. Wooden Spoons
53. Metre Stick
54. Zester

Teacher's Qualifications

Qualification, competencies and other requirements for instructor on contractual basis are as follows:

Qualification	Minimum Competencies
Diploma, degree or ITI certificate in relevant field (mechanical, electrical, welding, fitter, turner, agriculture, home science, food processing) / HSC – vocational / DBRT / RPL Level 3	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills. • Technical competencies

(* RPL = Recognition of prior learning/skills & demonstrable skills, DBRT – Diploma in Basic Rural Technology)

Examples of Community Service

Vaccination of animals

There is a misconception about vaccinating animals among tribals. They fear that it will reduce productivity of animal or they fall sick. In Dhule district, Animal husbandry department trained high school children about vaccination and its benefits. They also corrected misunderstanding. Once students are convinced, with the help of these school children from 7 schools, government veterinary doctors could vaccinate 6449 (cows, buffalo and goats) in 15days. Children talked to villagers, and explained to them, some of them got trained to administer vaccine under supervision of doctors.

Nursery and environment

The schools in Nandurbar district learned to grow plants in nursery. Against an order from a local NGO, they prepared 9020 plants. They took out a rally in the village to create awareness about environmental issues and carry out plantation drive. Many students adopted 1-2 plants. After seeing success of school nursery, farmer Mr.Jagannath Gaikwad from Tisangi took help of school instructors and made nursery on his own farm.

Sanitation

Construction of soak pit to stop breeding of mosquitoes is regular activity in IBT schools. Every year hundreds of soak pits are made by students for e.g Botoni school made 10 soak pit this year. They also breed Gappi fish which eat mosquito's eggs. Construction of low cost toilets, toilets with less water can all demonstrated and used in school. Testing portability of water, soil testing, blood group and hemoglobin test are carried out in school laboratory. Last year, Hingangaon school found out 2 wells out of 4 in the village is not good for drinking water. They informed Village council head about their result to take action.

ICT for Development

School with internet access provides 'Agricultural information service' to farmer using website www.aqua.org. They post the question on the website and get the advice from experts in agricultural science center. 18 schools also subscribed to weather forecast on SMS. Students are given responsibility to write it on village and school notice board for benefit of all farmers.

Drip Irrigation

Farmer in Brahmanwel village gave order to school to install drip irrigation system in his farm. Students completed it as part of their project work. Farmer got services at low cost and students get hands on training. Like drip irrigation, schools also provides service of sprinklers, mulching, vermi composting etc. to farmers.

Fertiliser in Agriculture

9th class students from Tandulwadi village learn new agriculture techniques from 'Farmers Diary' published by agricultural university. They created a demonstration plot of Zendu flowers. They prepared the land, carry out seeds treatment. They prepared seedlings in nursery for 21days. They used bio fertilizers and planted plants by leaving proper distance between the crops. Based on the soil testing, they decided quantity of fertilizers. They planted the plants by estimating flowering time will come during festival seasons. No wonder they got bumper crop!

Agricultural Tools

Small farmers normally do not buy agricultural tools like Knapsack pump for spraying pesticide. 13 farmers from Chaddwel village took knapsack pump from the school on rent of Rs.20/- per day. Repairing of agricultural tools or get the tools made as per own design is always done by students. Students from Mangli village sold 35 tree guards. Nagaj school sold 5 poultry cages.

Watershed Development

Students at Gawadewadi constructed a small dam by doing dumpy table and plane table survey. They contributed their labor to construct it. Survey sites for watershed development are part of IBT curriculum.

Food Preservation

Schools try to make different food items using local agriculture produce. Jams, Jelly, cake, Biscuits, local snacks, chikki etc. are common in IBT schools. Snacks on annual day, school functions etc. is responsibility of school. This also helps in standardization of some local snacks. Some of the instructors run their enterprises once they get confidence.

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Auto-Serv- NQ2012

NVEQF Level II - Class X

Name of Module: Service Technician

Module Overview:

Student should be able to know and understand all major systems of a automobile, handling of tools, introduction to servicing of vehicles, customer sales care and innovation and development aspects.

Name and Code of Units

<i>Unit Code</i>	<i>Unit Title</i>	<i>Total Hours</i>
AUTOT-L2-01	Automobile and its components	96
AUTO-L2-02	Tools	40
AUTO-L2-03	Vehicle Servicing	40
AUTO-L2-04	Customer sales care	10
AUTO-L2-05	Innovation and Development	10
AUTO-L2-06	Reading of Service Manual	04
	Total	200

List of Elements of unit AUTO-L2-01**Automobiles and its component**

Element Code	Element	Duration (Hours)
AUTO-L2-01-E1	Chassis	6
AUTO-L2-01-E2	Body	6
AUTO-L2-01-E3	Engine	8
AUTO-L2-01-E4	Lubrication System	6
AUTO-L2-01-E5	Cooling System	6
AUTO-L2-01-E6	Fuel Supply system	6
AUTO-L2-01-E7	Transmission System	8
AUTO-L2-01-E8	Front axle	6
AUTO-L2-01-E9	Steering	6
AUTO-L2-01-E10	Rear axle	6
AUTO-L2-01-E11	Suspension System	10
AUTO-L2-01-E12	Wheels and Tyres	6
AUTO-L2-01-E13	Brake	6
AUTO-L2-01-E14	Use of Electrical & electronic Systems	10
	Total	96

Detail of Elements of unit AUTO-L2-01**Automobiles and its component**

UNIT CODE	AUTO-L2-01	
DURATION	100 Hours	
UNIT OVERVIEW	Student will be able to know Automobile and its Components	
Element Code	Performance Criteria	Knowledge Criteria
ELEMENT AUTO-L2-01-E1	Able to identify and describe Chassis	C h a s s i s
	Able to understand details of Chassis	
ELEMENT AUTO-L2-01-E2	Able to identify and describe Body	Body and Use
	Able to understand details of body	
ELEMENT AUTO-L2-01-E3	Able to identify and describe Engine and its type	Engine and its components
	Able to understand details of engine	
ELEMENT AUTO-L2-01-E4	Able to identify and describe Lubrication system	Lubrication System
	Able to understand details of Lubrication and its components	
ELEMENT AUTO-L2-01-E5	Able to identify and describe importance Cooling System	Cooling System
	Able to understand detail of Cooling System	
ELEMENT AUTO-L2-01-E6	Able to identify and describe Fuel Supply System	Fuel Supply system

	Able to understand Fuel Supply System	
ELEMENT AUTO-L2-01-E7	Able to identify and describe importance of Transmission System	Transmission System
	Able to understand Transmission System	
ELEMENT AUTO-L2-01-E8	Able to identify and describe importance of Front Axle	Front axle
	Able to understand Front Axle	
ELEMENT AUTO-L2-01-E9	Able to identify and describe importance of steering	Steering
	Able to understand steering	
ELEMENT AUTO-L2-01-E10	Able to identify and describe rear axle	Rear axle
	Able to understand rear axle	
ELEMENT AUTO-L2-01-E11	Able to identify and describe importance of suspension system	Suspension System
	Able to understand Suspension System	
ELEMENT AUTO-L2-01-E12	Able to identify and describe wheels and tyres	Wheels and Tyres
	Able to understand of Wheels and Tyres	
ELEMENT AUTO-L2-01-E13	Able to identify and describe of Brake	Brake
	Able to understand Brake system	

ELEMENT AUTO-L2-01-E14	Able to identify and describe of Electrical & Electronic Systems	Electrical & electronic Systems
	Able to understand Electrical & Electronic Systems	

List of Elements of unit AUTO-L2-02

Automobiles Service Tools

Element Code	Automobiles Service Tools	Duration(Hours)
AUTO-L2-02-E1	Hand Tools	8
AUTO-L2-02-E2	Measuring Tools	8
AUTO-L2-02-E3	Electrical Tools	8
AUTO-L2-02-E4	Special Tools	8
AUTO-L2-02-E5	Service Workshop machine	8
	Total	40

Detail of Elements in Unit AUTO-L2-02

Automobiles Service Tools

UNIT CODE	AUTO-L2-02	
DURATION	40Hours	
UNIT OVERVIEW	Student will be able to identify and handle of various types of tools	
ELEMENT AUTO-L2-02-E1	PERFORMANCE CRITERIA	KNOWLEDGE CRITERIA
Hand Tools	Able to identify hand tools used.	Hand tools
	Drawing of hand tools.	Parts/Components of hand tools
ELEMENT AUTO-L2-02-E2	PERFORMANCE CRITERIA	KNOWLEDGE CRITERIA
Measurement Tools	Able to identify measurement tools used.	Measurement tools make, model, specifications
	Drawing of measurement tools	Parts/Components of measurement tools
ELEMENT AUTO-L2-02-E3	PERFORMANCE CRITERIA	KNOWLEDGE CRITERIA
Electrical Tools	Able to identify electrical tools used	Electrical tools make, model, specifications
	Drawing of electrical tools	Parts/Components of electrical tools

ELEMENT AUTO-L2-02-E4	PERFORMANCE CRITERIA	KNOWLEDGE CRITERIA
Special Tools	Able to identify special tools	Special tools make, model, specifications
	Drawing of special tools	Parts/Components of Special tools
ELEMENT AUTO-L2-02-E5	PERFORMANCE CRITERIA	KNOWLEDGE CRITERIA
Service workshop equipment	Able to identify Service workshop equipment	Service workshop equipment make, model, specifications
	Drawing of hand tools	Parts/Components of hand tools

Detail of Elements of unit AUTO-L2-03

Vehicle Servicing

Element Code	Vehicle Servicing	Duration(Hours)
AUTO-L2-03-E1	Washing of a Vehicle	8
AUTO-L2-03-E2	Changing of oil and oil filter	8
AUTO-L2-03-E3	Changing of air filter	8
AUTO-L2-03-E4	Changing of fuel filter	8
AUTO-L2-03-E5	Changing of Coolant	8
	Total Duration	40

Detail of Elements in Unit AUTO-L2-03

UNIT CODE	AUTO-L2-03	
DURATION	40 Hours	
UNIT OVERVIEW	Student will be able to understand about vehicle servicing	
ELEMENT AUTO-L2-03-E1	PERFORMANCE CRITERIA	KNOWLEDGE CRITERIA
	Able to understand washing procedure of a Vehicle.	Washing of a Vehicle
	Able to do washing of a Vehicle	
ELEMENT AUTO-L2-03-E2	PERFORMANCE CRITERIA	KNOWLEDGE CRITERIA
	Able to understand procedure of changing of oil and oil filter	Changing of oil and oil filter
	Able to change the oil and oil filter	

ELEMENT AUTO-L2-03-E3	PERFORMANCE CRITERIA	KNOWLEDGE CRITERIA
	Able to understand procedure of air filter changing	Changing of air filter
	Able to change air filter	
ELEMENT AUTO-L2-03-E4	PERFORMANCE CRITERIA	KNOWLEDGE CRITERIA
	Able to understand procedure of fuel filter changing	Changing of fuel filter
	Able to change fuel filter	
ELEMENT AUTO-L2-03-E5	PERFORMANCE CRITERIA	KNOWLEDGE CRITERIA
	Able to understand procedure of changing of coolant	Changing of coolant
	Able to change coolant	

List of Element of Unit AUTO-L2-04

Customer sales care

Element Code	Customer sales care	Duration(Hour)
AUTO-L2-04-E1	Customer sales care	10
	Total Duration	10 hours

Detail of Elements in Unit AUTO-L2-04

UNIT CODE	AUTO-L2-04	
DURATION	10 Hours	
UNIT OVERVIEW	Student will be able to understand about customer sales care	
ELEMENT AUTO-L2-05-E1	PERFORMANCE CRITERIA	KNOWLEDGE CRITERIA
	Able to understand about meaning of customer service	Customer service
	Able to list duties of a automobile sales person	

List of Elements of Unit AUTO-L2-05

Innovation and Development

Element Code	Innovation and Development	Duration
AUTO-L2-05-E1	Innovation and Development	10 Hours
	Total Duration	10 hours

Detail of Elements in Unit AUTO-L2-05

UNIT CODE	AUTO-L2-07	
DURATION	10 Hours	
UNIT OVERVIEW	Student will be able to understand about Innovation and Development in automobile	
ELEMENT AUTO-L2-05-E1	Knowledge CRITERIA	Performance Criteria
	Importance of innovation and development	Able to identify innovation in automobile. Able to understand about new development

List of Elements of Unit AUTO-L2-06
Innovation and Development

Element Code	Reading of Service Manual	Duration
AUTO-L2-06-E1	Service manual of respective vehicle	2 Hours
AUTO-L2-06-E2	Reading and use of the service manual	2 Hours
	Total Duration	4 hours

Detail of Elements in Unit AUTO-L2-06

UNIT CODE	AUTO-L2-07	
DURATION	4ours	
UNIT OVERVIEW	Student will be able to understand Service manual	
ELEMENT AUTO-L2-06-E1	Knowledge CRITERIA	Performance Criteria
	Importance of Service manual	Able to identify Service manual of respective vehicle
ELEMENT AUTO-L2-06-E2	Knowledge CRITERIA	Performance Criteria
	Reading and use of the service manual	Able to read and use y Service manual of respective vehicle

Competency Based Curriculum

National Vocational Education Qualification Programme

NVEQ Level 2

Sector: Beauty and Wellness

LabourNet Services India Pvt. Ltd.

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Introduction

The National Vocational Education Qualification Framework (NVEQF) developed by the Ministry of Human Resource Development (MHRD), Government of India provides a common reference for linking various qualifications to be used for setting common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, and Universities/Colleges.

As per NVEQF qualifications are to be developed in series of levels of knowledge and skills, defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Competency is defined in terms of what a person is required to perform, under what conditions it is done and how well it is to be done. Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task and its processes. An executive order F.No.1-4/2011-VE dated 3 Sept., 2012 on the various aspects of NVEQF has been issued by the MHRD. For more details on the NVEQF, please visit the website of MHRD at [www: mhrd.gov.in](http://www.mhrd.gov.in).

A competency based curriculum describes what learners must “know” and “be able to do” by the end of a program or study. It identifies the competencies and sub-competencies each learner is expected to master. It states clearly the criteria and conditions by which performance will be assessed. It also defines the learning activities that will lead to the learner to mastery of the targeted learning outcome.

The **competency based curriculum** is broken down into parts known as **Units**. Each unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

About the Sector

The Beauty and Wellness sector in India is witnessing exponential growth due to consumerism, globalization and changing lifestyles. Rising disposable income of the rapidly expanding Indian middle class, demand fuelled by increasing stress levels and willingness of people to 'look and feel good' are further fueling the growth of the Beauty & Wellness industry. India is currently the 10th fastest growing market globally in Beauty & Wellness sector. This industry is presumed to reach a remarkable INR 875,000 crores by the year 2014. The Indian Beauty and Wellness sector comprises of mainly two segments: Products and Services. The Services segment alone contributes as much as 40% of total market. This lucrative market has drawn attention not only of domestic players, VCs, and angel investors but also of established international players that are also now keen to tap into this market.

The rapid growth in beauty and wellness industry along with the entry of giant organized players both nationally and globally, has led to huge demand for trained personnel. The skilled and trained personnel requirement in the next five years is an estimated 4.47 million. However, there is a huge deficit in the availability of skilled and trained personnel. This talent deficit poses extreme threat to the growth and expansion of the whole beauty and wellness industry.

Critical Occupations:

Critical occupations have been identified from existing job roles in the industry based on maximum demand and minimum available skill set in the workplace. Critical occupations, identified in this sector, embrace 75% to 85% of total employee strength where employers are facing huge challenge to meet the demand of the skilled workforce:

Salon & Beauty Center	Rejuvenation	Fitness & Slimming Centers	Alternate Therapy & Treatment	Product consultation & sales
1. Beauty Therapist 2. Hair Stylist 3. Pedicurist & Manicurist	1. Spa Therapist 2. Beauty Therapist 3. Nail Technician 4. Spa Supervisor	1. Slimming Therapist 2. Dietician	1. Panchakarma therapist 2. Masseur 3. Dietician 4. Yoga Therapist	1. Beauty Advisor

Objectives of the course

Upon completion of this course, students will be able to:

- Identify the components of a balanced diet and perform basic exercises for endurance, strength, balance and flexibility
- Describe different alternative therapies
- Demonstrate the basic pressure technique on hand which will be further helpful in reflexology
- Perform basic manicure and pedicure
- Demonstrate the procedure of waxing on arms and legs
- Perform basic facial and apply knowledge and skills to perform facial as per common skin problem
- Demonstrate the procedure of facial hair removal- shaving beard and facial waxing
- Deal with the techniques involved in hair care as per hair and scalp problems or hair type
- Describe the different sectors in beauty and wellness
- Identify the different products available in the market for manicure, pedicure, facial and hair treatment

Competency Based Curriculum

Sector: Beauty and Wellness

Course Structure: This course (vocational qualification package) is a planned sequence of instructions consisting of the following 07 modules called as Units.

NVEQ Level 1				
S.No.	Unit Code	Unit Title	No. of Notional /Learning Hours	Pre-requisite Unit, if any
1.	BW201-NQ2013	Body Care and Wellness I	33	Introduction to Body Care and Wellness
2.	BW202-NQ2013	Hand Care I	30	Introduction to Hand Care
3.	BW203-NQ2013	Foot Care I	25	Introduction to Foot Care
4.	BW204-NQ2013	Face & Beauty I	45	Introduction to Face & Beauty
5.	BW205-NQ2013	Hair Care I	35	Introduction to Hair Care
6.	BW206-NQ2013	Beauty & Wellness as a business sector I	2	
7.	BW207-NQ2013	Work integrated learning	30	
Total			200	

Successful completion of **90 hours** of **theory sessions** and **110 hours** of **practical activities and on-the-job learning** is to be done for full qualification.

Classroom Activities:

The main activity in Classroom is Interactive lecture session, followed by discussions. Teachers should make effective use of a variety of instructional aids, such as Videos, Power Point Presentations, Charts, Diagrams, Models, Exhibits, Handouts, etc. to transmit knowledge in projective and interactive mode.

Practical Activities:

Activities that provide practical experience are termed as Practical activities such as Chart preparation, Collation of objects relevant to the topics, Preparation of Informative document, role play, games, etc; Props, tools and equipment are used for practical activities to provide hands-on experiences for students in the chosen occupation. Specialized techniques such as handling of products and equipment, maintaining safe and hygienic conditions, handling customer's complaints and requirements, etc are to be imparted to the Students by expert Trainers. For practical training in any should be as per a plan signed by the student, teacher, and employer that reflects tasks to be performed and competencies to be imparted.

On-the-Job Training:

On-the-job training (OJT) utilizes actual equipment and materials in a structured manner following a training plan that reflects tasks to be performed and competencies to be imparted under the supervision of an experienced trainer or supervisor. Training plan is prepared and signed by the student, teacher, and supervisor at the organization/industry. In the first step of OJT the Trainer will provide an overview of the task to the Student, explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks. In the second step Trainer will tell, show, demonstrate step by step the use of tools, materials and equipment for performing a task showing the finished product products at each appropriate step will help the learner understand what is required as outcome. Student will directly participate in the next level while the Trainer monitors the progress and provides the fed back. At the last level Student practices with clearly defined targets for performance standards.

Certification:

The CBSE will issue a 'National Certificate for Work Preparation'. This will be in addition to the regular CCE certificate issued to students.

UNITS

Unit Code: BW201- NQ2013	Unit 1 Title: Body care & wellness I			
	Duration: 33 hrs			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The students will be able to differentiate between different types of diet requirement as per body type, age and work occupation	<ol style="list-style-type: none"> 1. Explain the importance of a balanced diet for healthy living 2. Differentiate between a body building diet and a weight loss diet 	<ol style="list-style-type: none"> 1. Identify the components of a balanced diet 2. Determine the nutritional requirement as per age and lifestyle 	<p>Interactive lecture: Diet and nutrition</p> <p>Activity:</p> <ul style="list-style-type: none"> • Group discussion concluding to poster preparation work
	2. The student will be able to perform basic exercises for endurance, strength, balance and flexibility	<ol style="list-style-type: none"> 1. Differentiate between endurance and flexibility 2. Describe the importance of strength building exercises 3. List the names of different endurance exercises 	<ol style="list-style-type: none"> 1. Perform various flexibility exercises 2. Perform basic yoga <i>asanas</i> 	<p>Interactive lecture: Types of exercise - endurance, strength, balance and flexibility</p> <p>Activity:</p> <ul style="list-style-type: none"> • Demonstration of aerobic exercises with video presentation

	<p>3. The students will be able to apply the basic knowledge acquired in alternative therapies for beauty and wellness i.e. Aromatherapy, Ayurveda and home herb remedies</p>	<ol style="list-style-type: none"> 1. Differentiate between aroma therapy and Ayurveda 2. Explain the importance of herbs such as: Aloe Vera Gel, turmeric, neem, and Tea Tree Oil 	<ol style="list-style-type: none"> 1. Identify the pressure points on the body 2. Identify the herbs for healthy skin 	<p>Interactive lecture: Basics of Aromatherapy, Ayurveda, herbal therapy, Reflexology</p> <p>Activity:</p> <ul style="list-style-type: none"> • Interactive Quiz for different therapies. • Practical exercises - Basic pressure technique on hand
	<p>4. The students will be able to demonstrate the basic pressure technique on hand which will be further helpful in reflexology</p>	<ol style="list-style-type: none"> 1. Illustrate the human body reflex points on hand and foot 	<ol style="list-style-type: none"> 1. Demonstrate the basic pressure technique on hand which will be further helpful in reflexology 	<p>Interactive lecture: Reflexology</p> <p>Activity:</p> <ul style="list-style-type: none"> • Practical exercises - Basic pressure technique on hand

Unit Code: BW202- NQ2013	Unit 2 Title: Hand Care I			
Duration: 30 hrs				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The student will be able to perform basic manicure	1. Describe the importance of manicure 2. Differentiate between cuticle clipper and cuticle pusher 3. Enlist the safety and hygiene measures to be taken care of during and after the process of manicure	1. Identify the tools, equipment and materials used in manicure 2. Perform basic manicure 3. Observation of the same during practical session	Interactive lecture: Basic technique of manicure, Safety & hygiene Activity: <ul style="list-style-type: none"> Practical demonstration Or video presentation
	2. The students will be able to identify different manicure products offered by various brands	1. List the names of various brands offering manicure products	1. Identify the different products available in the market for manicure as per skin type	Interactive lecture: Different manicure products offered by various brands Activity: <ul style="list-style-type: none"> Students will be asked to collect pictures of different products from magazines and newspapers for preparation of collage Mock store

	<p>3. The students will be able to demonstrate the making of cone and step by step method of preparing the mixture of henna required for designing</p>	<ol style="list-style-type: none"> 1. Describe the required consistency of a mehendi mix 2. List the steps involved in preparing the mehendi cone 	<ol style="list-style-type: none"> 1. Demonstrate the process of mixing henna to make mehendi 2. Demonstrate the process of making mehendi cones 	<p>Interactive lecture: Making of cone and mixing of henna</p> <p>Activity:</p> <ul style="list-style-type: none"> • Preparation of henna mixture using bowls, henna water, sugar, eucalyptus oil. • Plastic sheet and cello tape for filling
	<p>4. The students will be able to perform the procedure of waxing on arms</p>	<ol style="list-style-type: none"> 1. Differentiate between hot and cold wax 2. Explain pre-waxing and post-waxing care 	<ol style="list-style-type: none"> 1. Demonstrate the procedure of waxing on arms 2. Identify the materials required in waxing 	<p>Interactive lecture: Waxing on arms</p> <p>Activity:</p> <ul style="list-style-type: none"> • Practical demonstration or flash cards presentation.

Unit Code: BW203-NQ2013	Unit 3 Title: Foot Care I			
Duration: 25 Hrs				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The students will be able to perform basic pedicure	1. Describe the importance of pedicure 2. Differentiate between cuticle clipper and pumice stone 3. Enlist the safety and hygiene measures to be taken care of during and after the process of pedicure	1. Identify the tools, equipment and materials used in pedicure 2. Perform basic pedicure	Interactive lecture: Basic technique of Pedicure, Safety & hygiene Activity: <ul style="list-style-type: none"> Group activity (Preparing a sequence chart which will show complete process of basic pedicure)
	2. The students will be able to identify different pedicure products offered by various brands	1. List the names of various brands offering pedicure products	1. Identify the different products available in the market for pedicure as per skin type	Interactive lecture: Different pedicure products offered by various brands Activity: <ul style="list-style-type: none"> Quiz about different products and advertisements. Role play: enacting the advertisements

	3. The students will be able to perform the procedure of waxing on legs	<ol style="list-style-type: none"> 1. Differentiate between hot and cold wax 2. Explain pre-waxing and post-waxing care 	<ol style="list-style-type: none"> 1. Demonstrate the procedure of waxing on legs 2. Identify the materials required for waxing 	<p>Interactive lecture: Waxing on leg</p> <p>Activity: Practical demonstration using appropriate tools</p>
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Unit Code: BW204-NQ2013	Unit 4 Title: Face and Beauty I			
	Duration: 45 hrs			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The student will be able to perform basic facial	<ol style="list-style-type: none"> 1. Describe the importance of facial 2. List the materials, tool and equipment used in facial 3. Differentiate between exfoliate and extraction 	<ol style="list-style-type: none"> 1. Identify the tools, equipment and materials used in facial. 2. Perform basic facial i.e. Cleanse, Exfoliate, Extraction, Massage, Mask, Hydration 	<p>Interactive lecture: Basic facial</p> <p>Activity:</p> <ul style="list-style-type: none"> • The students will be showed the tools used for facial.

	<p>2. The students will be able to identify the facial treatment required as per the skin problems and types</p>	<ol style="list-style-type: none"> 1. List the appropriate facial treatment w.r.t. skin problems 2. Differentiate between black heads and white heads 	<ol style="list-style-type: none"> 1. Identify the facial treatment for acne 2. Demonstrate the process of removal of black heads and white heads 	<p>Interactive Lecture: Facial Treatment w.r.t. skin problems</p> <p>Activity:</p> <ul style="list-style-type: none"> • Demonstrate basic facial. Allow student to demonstrate the basic facial in groups
	<p>3. The students will be able to identify the different products and brands available in the market for facial</p>	<ol style="list-style-type: none"> 1. List the names of various brands offering facial products 	<ol style="list-style-type: none"> 1. Identify the different products available in the market for facial as per skin type and skin problem 	<p>Interactive lecture: Different face care and Facial products offered by various brands</p> <p>Activity:</p> <ul style="list-style-type: none"> • Blind fold game <p>In this activity the students are required to feel & identify the type of the tool used during facial.</p>
	<p>4. The students will be able to apply basic make up using eye liner, mascara, foundation, face powder, lip liner, lipstick, lip gloss</p>	<ol style="list-style-type: none"> 1. List the cosmetics used in basic make up 2. Explain the steps involved in applying basic make up 3. Differentiate between eye line and mascara 	<ol style="list-style-type: none"> 1. Identify the shades of foundation and face powder as per skin complexion 2. Demonstrate the process of lip make up 	<p>Interactive lecture: Application of basic make-up</p> <p>Activity:</p> <ul style="list-style-type: none"> • Worksheet (worksheet will have different diagrams of the tools and the students have to circle the right one) • The students will discuss the steps involved in basic make-up.

	<p>5. The students will be able to demonstrate the procedure of shaving various shapes/styles of beard, threading and facial waxing</p>	<p>1. List the materials, tools required in shaving men's beard 2. Explain pre-waxing and post-waxing care</p>	<p>1. Demonstrate the procedure of shaving a beard 2. Draw the different styles of beards 3. Demonstrate the procedure of facial waxing</p>	<p>Interactive lecture: Shaving Beard, Facial waxing</p> <p>Activity: Practical demonstration</p> <ul style="list-style-type: none"> • Giving students old magazines and ask them to cut the different types of beard VS clear faces
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<p>Unit Code: BW205-NQ2013</p>	<p>Unit 5 Title: Hair Care I</p>			
<p>Duration: 35 hrs</p>				
	<p>Learning Outcome</p>	<p>Knowledge Evaluation</p>	<p>Performance Evaluation</p>	<p>Teaching and Training Method</p>
	<p>1. The student will be able to distinguish and identify the different ingredients required for: - hair care - hair problems - shapes & textures of hair</p>	<p>1. List the ingredients required to treat frizzy hair 2. Differentiate between hair nourishing ingredient and hair conditioning ingredient</p>	<p>1. Identify the ingredients for treating oily hair 2. Identify the ingredients for treating hair fall</p>	<p>Interactive lecture: Hair treatment ingredients</p> <p>Activity:</p> <ul style="list-style-type: none"> • Using different hair texture samples, the students are required to identify.

	<p>2. The student will be able to perform hair spa/hair treatment required for common hair and scalp problems</p>	<p>1. Differentiate between the treatment for oily hair and dry hair 2. Describe the process of treating dandruff 3. Enlist the safety and hygiene measures to be taken care while using dandruff shampoo</p>	<p>1. Demonstrate the process of hair spa 2. Identify shampoos to cure dandruff 3. Identify prevention methods for split ends</p>	<p>Interactive lecture: Technique of using hair products, Hair treatment</p> <p>Activity:</p> <ul style="list-style-type: none"> • Simulation activity for dry shampooing
	<p>3. The students will be able to identify different hair treatment products offered by various brands</p>	<p>1. List the names of various brands offering hair care products</p>	<p>1. Identify the different products available in the market for hair care as per hair type and scalp problem</p>	<p>Interactive lecture: Different hair care products offered by various brands</p> <p>Activity:</p> <ul style="list-style-type: none"> • The students will make collage on the different products available using news-paper and color

Unit Code: BW206- NQ2013	Unit 6 Title: Beauty & wellness as a business sector I			
	Duration: 2 hrs			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. The students will be able to describe the sectors and occupations in beauty & wellness	<ol style="list-style-type: none"> List the different sectors in beauty & wellness Differentiate between rejuvenation and alternate therapy 	1. Match the job opportunities with their respective sector	<p>Interactive lecture: Beauty sectors</p> <p>Activity:</p> <ul style="list-style-type: none"> Students are divided in groups and each group will enact role-play on different sectors of the beauty and wellness

BW207-NQ2013

Work integrated learning and practice

List of work integrated activities

- Manicure & Pedicure (Basic)
- Facial (Basic)
- Make-up (Basic)
- Hair spa/treatment
- Shaving
- Arm & leg waxing

Assessment Guide

Assessment is a process used for determining an individual's progress or level of mastery/competence in an occupational area. It may be formative (continuous) and/or summative (final). It is a process of collecting evidence and making judgment about the extent to which a person demonstrates the knowledge and skills set out in the standards or learning outcomes of a unit of competency. Assessment should be done on the basis of information or evidence about the individual's ability against clearly stated objectives or standards. A diversity of assessment methods is required to achieve the multiple purposes and to satisfy the requirements of competency based assessment. Appropriate evidence is to be collected from activities that can be clearly related to the Units of Competency. It should cover all the elements and performance criteria/indicators in the competency standards. Student's achievements should be assessed by using the following methods of assessment.

The final assessment will be in line with the CBSE guidelines.

List of tools, equipment and materials

BW202-NQ2013: Hand Care I

Manicure

1. Tools: Nail clippers, Cuticle knife and clippers, Cuticle pusher, Nail file, emery board, Buffer, Small Scissors, Brush, Orange Stick, Spatula for cuticle creams
2. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water
3. Cosmetics: Cuticle softener cream, Massage lotion, Nail polish, nail polish remover (Acetone), Astringent, soap or shampoo, Hand scrub, Hand cleanser
4. Equipment/Furniture: Manicure table, Patron's chair and manicurist's chair or stool

Waxing

1. Tools: Wax heating pot, Spatula
2. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water, wax or cold wax, Powder, Cloth strips
3. Cosmetics: Massage lotion, Astringent,
4. Equipment/Furniture: Waxing cum massage Bed

Mehendi

1. Tools: Spoon
2. Materials: Dry henna powder, Cloth, Water, Bowl, Plastic paper to make cone, Glue or cello tape, Scissor, eucalyptus oil, sugar

BW203-NQ2013: Unit Title: Foot Care I**Pedicure**

1. Tools: Nail clippers, Cuticle clippers, clippers, Cuticle pusher, Nail file, emery board, Buffer, Small Scissors, Brush, Orange Stick, Spatula for cuticle creams, Feet scraper, metal filer
2. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water, Pumice stone
3. Cosmetics: Cuticle softener cream, Massage lotion, Nail polish, nail polish remover (Acetone), Astringent, soap or shampoo, foot scrub, foot cleanser
4. Equipment/Furniture: Pedicure table

Waxing

1. Tools: Wax heating pot, Spatula
2. Materials: Towel, Cleaning cloth, Cotton balls/pads, Bowl, Water, wax or cold wax, Powder, Cloth strips
3. Cosmetics: Massage lotion, Astringent,
4. Equipment/Furniture: Waxing cum massage Bed

BW204-NQ2013: Unit Title: Face & Beauty I**Facial**

1. Tools: Blackhead removal tool
2. Materials: Towel, Distilled water, Head band,
3. Cosmetics: anti-bacterial soap or face wash, Cleanser for all skin types, Moisturizer for all skin types, Face scrub, facial mask, Toner for skin types
4. Equipment/Furniture: Facial vaporizer/steamer

Make-Up

1. Materials: Towel, Distilled water, Head band,
2. Cosmetics: Eye liner, mascara, foundation, face powder, lip liner, lipstick, lip gloss

Shaving

1. Tool: Razor, Blade, Shaving brush
2. Material: Water, towel, Shaving cream, after shave lotion
3. Equipment/Furniture: Wash Basin

BW205-NQ2013: Unit Title: Hair Care-I

1. Tools: Hair brush, comb
2. Materials: Towel, water
3. Cosmetics: Oil, Shampoo, Conditioner, serum
4. Equipment/Furniture: Wash Basin, blow dryer, head steamer

Trainers Qualification

- Graduate with Cosmetology / Beauty and Wellness certification or Diploma in Beauty and Wellness with 5+ years of experience as a beautician
- Work experience in Beauty and Wellness segment (at least 2 years)
- Good knowledge of sector related processes/ services
- With prior experience in training / teaching

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Introduction

The National Skills Qualifications Framework (NSQF) developed by the Ministry of Human Resource Development (MHRD), Government of India is a descriptive framework that provides a common reference for linking various qualifications. It is used for setting common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, and Universities/Colleges.

The NSQF organizes qualifications according to a series of levels of knowledge and skills. These levels are defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Qualifications are made up of occupational standards for specific areas of learning units or unit of competency. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

The Unit of competency or National Occupation Standards comprising generic and technical competencies an employee should possess is laid down by the Sector Skill Council of the respective economic or social sector. Competency is defined in terms of what a person is required to do (performance), under what conditions it is done (conditions) and how well it is to be done (standards). It can be broadly categorized into foundational, practical and reflexive competencies.

Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task and its processes and its rules and regulations. An executive order F.No.1-4/2011-VE dated 3 Sept., 2012 on the various aspects of NSQF has been issued by the MHRD. For more details on the NSQF, please visit the website of MHRD at [www: mhrd.gov.in](http://www:mhrd.gov.in).

The term “**curriculum**” (plural: *curricula or curriculums*) is derived from the Latin word for “*race course*”, referring to the course of deeds and experiences through which children grow to become mature adults. A competency based curriculum describes what learners must “know” and “be able to do” by the end of a program or study. It identifies the competencies and sub-competencies each learner is expected to master. It states clearly the criteria and conditions by which performance will be assessed. It also defines the learning activities that will lead to the learner to mastery of the targeted learning outcome.

The **competency based curriculum** is broken down into coherent parts known as **Units**. Each unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

About the Sector

Healthcare sector in India has been growing rapidly over the years and is estimated to reach US\$ 280 billion by 2020. Consequently, the sector is also experiencing an incremental demand for human resources including doctors, nurses, General Duty Assistants, allied health professionals and technicians. As per the recent Public Health Foundation of India (PHFI) report, India has a shortfall of 6 million allied health professionals in the country. India is far behind global standards in terms of availability of doctors per 1000 people (India 0.6; US 2.56 or UK 2.3), Nurses (India 0.8; US 9.37 or UK 12.12), Midwives (India 0.47; UK 0.63) and Lab Technicians (India 0.02; US 2.15). To meet the growing human resource challenges, the National Skill Development Corporation (NSDC) and the Confederation of Indian Industry (CII) have constituted the Healthcare Sector Skill Council (HSSC). The Council is expected to promote a vibrant vocational education system in healthcare in the country by setting up occupational standards, affiliating training institutes, assessing competency of trainees and issuing certificates. The Council aims to facilitate skilling of 4.8 million people over the next 10 years in allied health and paramedics space.

One of the job roles in the healthcare sector is the Patient Care Assistant/General Duty Assistant. Patient Care Assistants work under the direction and supervision of registered nurses and other medical staff. Patient Care Assistants stay constantly in contact with patients and provide personal care such as bathing, feeding and dressing. They also perform support functions such as transporting patients, taking vital signs, making beds, helping patients and answering patient calls. They might also be called upon to set up equipment, such as X-ray machines and overhead irrigation bottles. Patient/Personal Care Assistant are often responsible for observing and reporting how patients respond to the care that is being given.

The various functions of a PCA/GDA is given below

- Assist Nurses in looking after the patients;
- Transport the patients to the various areas of the Hospitals as or when asked;
- Perform everyday jobs and carry messages;
- Clean and dusts beds, doors, windows and other furniture;
- Render first aid to the patients when required;
- Prepare dead bodies, arrange their transportations to the mortuary and assist in terminal disinfections.

Objectives of the Course

There is an increased need in the healthcare space for qualified assistants to support nurses in all hospitals and healthcare clinics. As healthcare scenario changes, the demand for qualified assistants and nurses also increases. Consequently the responsibilities become greater for the assistant assigned to each nurse. To bridge the gap in formal training and healthcare services, it is proposed to conduct vocational education and training programmes in schools to prepare Patient Care Assistants/General Duty Assistants.

Upon completion of this course, you will be able to:

- Demonstrate the knowledge of role and functions of various of healthcare professionals and staff in different departments of hospitals.
- Assist in the development and implementation of Care Plan.
- Perform various activities for prevention and control of Hospital Acquired infections.
- Assist in administering First Aid and providing Emergency Medical Relief.
- Assist in developing and maintaining public relations

Competency Based Curriculum

Sector: Healthcare

Course Structure: This course (vocational qualification package) is a planned sequence of instructions consisting of the following 06 modules called as Units.

NSQF Level 2				
S.No.	Unit Code	Unit Title	No. of National Learning Hours	Pre - requisite Unit, if any
01	HSS201-NQ2014	Hospital Structure and functions	25	NIL
02	HSS202 -NQ2014	Introduction to Care Plan and Care of Patients	25	NIL
03	HSS203 -NQ2014	Sterilization and Disinfection	20	NIL
04	HSS204 -NQ2014	Basic First Aid and Emergency Medical Relief	20	NIL
05	HSS205 -NQ2014	Human Body: Structure, Functions and Nutrition	20	NIL
06	HSS206 -NQ2014	Public Relations in Hospital	20	NIL
TOTAL			130	

Successful completion of 130 hours of theory sessions and 70 hrs of practical activities and on-the-job learning is to be done for full qualification.

Classroom Activities: Classroom activities are an integral part of this program and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional aids, such as Videos, Color Slides, Charts, Diagrams, Models, Exhibits, Handouts, Recorded Compact Discs, etc. to transmit knowledge in projective and interactive mode including

Practical Activities: Activities that provide practical experience in clinical set up would include hands on training on mannequins, simulated clinical set up, case based problems, role play, games, etc. on various clinical incidents and practical exercises in skill lab. Equipment and supplies should be provided to enhance hands-on experiences for students. Trained personnel should teach specialized techniques. A training plan signed by teacher that reflects equipment, skills and tasks should be prepared for training of the students in the organization/industry.

On-the-Job Training: On-the-job training (OJT) occurs whenever more experienced employee or supervisor teaches less experienced person on how to do one or more tasks of a job. The training utilizes actual equipment and materials. OJT should be undertaken in a structured manner with a training plan under the supervision of an experienced trainer or supervisor. A training plan that reflects tasks to be performed and competencies to be imparted should be prepared and signed by the student, teacher, and supervisor at the workplace for training of the students in the organization/industry. The trainer should break down all the steps of the job and train the students as per the training plan. In a structured OJT, the following steps should be followed:

- Step 1: The Instructor or the trainer tell, show, demonstrate, and explain. The trainer gives an overview of the task while explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks.
- Step 2: The Instructor or the trainer demonstrates each step in detail, actually doing the steps of the task and explaining each step, one at a time, while the trainee watches. The steps may not necessarily be demonstrated in the sequence of actual operation, as sometimes it is better that simple tasks are demonstrated first to build confidence. Showing finished products at each appropriate step will help the learner understand what is required as outcome. While demonstrating, the trainer explains why each step is done in the way it is done.
- Step 3: It involves direct trainee participation. The trainer monitors the progress on a checklist of competencies and offers feedback and pointers where and when needed.
- Step 4: The trainee practices with clearly defined targets for performance standards.

Certification: Upon successful completion of this course the State Education Board and the Healthcare Sector Skill Council will provide a certificate to the student verifying the competencies acquired by the candidate. For more details about SSC visit the website of Healthcare Sector Skill Council at <http://www.healthcare-ssc.in/>

Unit Code: HSS201-NQ2014	UNIT TITLE: HOSPITAL STRUCTURE AND FUNCTIONS			
Duration: 25 Hours				
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom / Hospital / Clinic	Demonstrate the knowledge of roles and functions of various departments, professionals and supportive staff of the hospital	1. Describe the roles and functions of various departments and professionals in the hospital	1. Identify the various types of hospitals 2. Distinguish between General Hospital and Specialized Hospital 3. Draw a chart depicting the roles of departments, professionals and supporting staff of the hospital	Interactive Lecture: Roles and Functions of Hospitals Activity: <ul style="list-style-type: none">Visit nearby hospital and study the roles and functions of the various departments, professionals and supportive staff of the hospitalPrepare a chart depicting the roles and functions of departments/professionals/supporting staff
	Demonstrate the knowledge of roles and functions of supporting departments in hospital	1. Describe the role and functions of various supporting departments of hospital 2. State the services provided by the Medical Record Department and Outpatient Department 3. Explain the activities performed by the hospital housekeeping department	1. Draw a chain of command in the various department and laboratories of hospital	Interactive Lecture: The roles and functions of various supporting departments in the Hospital Activity: <ul style="list-style-type: none">Visit nearby hospital and study the roles and functions of the various supporting departments in hospitalPrepare a chart showing the chain of commands in various departments
	Classify the hospitals on the basis of different criteria	1. State the criteria used for of classifying the hospitals 2. Describe the different	1. Classify the hospitals on the basis of bed strength, specialty and level of medical care	Interactive Lecture: Classifying Hospital Activity: <ul style="list-style-type: none">Internet search on hospitals

		levels of medical care		and classify them on the basis of bed strength, specialty and level of medical care
	Relate the role of General Duty Assistant various to the functions of hospital	<ol style="list-style-type: none"> 1. Describe the roles and functions of General Duty Assistant in the hospital 2. Explain the various activities/tasks that should be performed by GDA to effectively discharge his/her duties and responsibilities in hospital 	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of activities for prevention of spread of diseases 2. Draw a diagram depicting the various role and functions of GDA 	<p>Interactive Lecture: Roles and Functions of General Duty Assistant</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and study the role of General Duty Assistant in providing services • Draw a diagram depicting the roles and functions of GDA
	Demonstrate the knowledge of the qualities of a Good General Duty Assistant	<ol style="list-style-type: none"> 1. Describe the qualities of a Good General Duty Assistant in the hospital 	<ol style="list-style-type: none"> 1. Identify the activities performed by GDA in supporting the healthcare team member 2. Demonstrate the ability to provide personal care 	<p>Interactive Lecture: Qualities of a Good General Duty Assistant</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a hospital and enlist the qualities of a Good General Duty Assistant

Unit Code: HSS202-NQ2014	UNIT TITLE: INTRODUCTION TO CARE PLAN AND CARE OF PATIENTS			
Duration: 25 Hours				
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom / Hospital / Clinic	Identify the role of General Duty Assistant in implementing Care Plan	<ol style="list-style-type: none"> 1. Describe the objectives of care plan 2. Describe the role of General Duty Assistant in preparation and implementation of care plan 	<ol style="list-style-type: none"> 1. Enlist the various steps involved in formulating a care plan 2. Identify role of General Duty Assistant in formulating care plan 	Interactive Lecture: Role of General Duty Assistant in preparation and implementation of Care Plan Activity: <ul style="list-style-type: none"> • Visit a nearby hospital and study the care plan prepared for the patient care • Prepare a care plan for an elderly patient
	Demonstrate the knowledge of the role of General Duty Assistant in feeding a patient	<ol style="list-style-type: none"> 1. Describe the characteristics of a healthy person 2. Describe the various types of diets and their importance with regard to nutrition 	<ol style="list-style-type: none"> 1. List the various types of diet available in the hospital / home 2. Demonstrate the knowledge of feeding and assisting patients with their meals, according to their needs and in a safe and dignified manner 	Interactive Lecture: Feeding Patients Activity: <ul style="list-style-type: none"> • Visit a hospital and observe the type of diets being served to different patients. • Observe the procedure adopted by the General Duty Assistants/ Nurses in feeding patients • Prepare a diet chart for feeding a patient

	Identify and report vital signs	<ol style="list-style-type: none"> 1. List the important vital signs of the body 2. Describe the abnormal vital signs 	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of taking temperature, reading pulse rate and measuring blood pressure 2. Fill the forms for documenting information on vital signs 	<p>Interactive Lecture: Identifying and Reporting Vital Signs</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and observe the procedures and recording being done for vital signs
	Prepare bed according to the patient's need	<ol style="list-style-type: none"> 1. Describe the features and importance of various types of bed in a hospital 2. Describe the various steps of bed making 3. Describe the roles and functions of General Duty Assistant in bed making 	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of articles used in bed making 2. Demonstrate the steps involved in making of open bed 	<p>Interactive Lecture: Preparing Bed for Patients</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and learn the steps for making bed
	Position the patient according to the need	<ol style="list-style-type: none"> 1. Enlist various positions of patients 2. Describe therapeutic position 3. Describe the importance of Fowler's position 	<ol style="list-style-type: none"> 1. Identify the various position of a patient 2. Demonstrate the procedure (s) for changing the patient's position 	<p>Interactive Lecture: Positioning the patient</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and learn the various positions in which patients are placed on the bed

Unit Code: HSS203-NQ2014	UNIT TITLE: STERILIZATION AND DISINFECTION			
Duration: 20 Hours				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Location: Classroom / Hospital / Clinic	Describe the Diseases Caused by Microorganism	<ol style="list-style-type: none"> 1. What is Disease 2. What is the process of infection due to microbes 3. What is pathogen 4. What are the three vertices of the epidemiological triangle 5. Differentiate between different types of microorganisms 	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of common places of the body where microbes are commonly found 2. Identify the common places in the hospital with highest rate of infection 3. Identify the factors affecting the occurrence and prevention of disease causing microorganisms 	<p>Interactive Lecture: The Disease Causing Microorganisms</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and discuss with the medical professionals about the common causes of diseases
	Demonstrate the knowledge of common human diseases and their causal agents	<ol style="list-style-type: none"> 1. State the common diseases 2. Enlist the names of bacteria and viruses causing diseases in human 	<ol style="list-style-type: none"> 1. Differentiate between bacteria, virus, fungi and parasites 2. Demonstrate the knowledge of human diseases caused by the Bacteria, Virus, Fungi and Parasites 	<p>Interactive Lecture: Common Human Diseases and their Casual Agents</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a hospital and discuss with the doctors about the common human diseases, their source of infection and casual agents
	Demonstrate the knowledge of the role of professionals and staff in prevention and control of Hospital Acquired Infections	<ol style="list-style-type: none"> 1. Describe the meaning of Hospital Acquired Infection (HAI) 2. Describe the activities to be performed by GDA for controlling 	<ol style="list-style-type: none"> 1. Enlist the common places of infection in the hospital 2. Demonstrate the knowledge of causes of HAI 	<p>Interactive Lecture: Prevention and Control of Hospital Acquired Infections</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and study the activities performed

				by various health professional in prevention of microorganism or hospital acquired infection
	Perform disinfection of wards and equipment	<ol style="list-style-type: none"> 1. State the difference between antiseptic, sterilization and disinfectant 2. Differentiate between the physical agents and chemical agents used in disinfection and sterilization 	<ol style="list-style-type: none"> 1. Perform physical methods of sterilization 2. Enlist the common disinfectant used in the hospital 3. Enlist the chemicals used for disinfecting glassware 	<p>Interactive Lecture: Disinfecting Ward and Equipment</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and study the various method of sterilization and disinfection

Unit Code: HSS204-NQ2014	UNIT TITLE: BASIC FIRST AID AND EMERGENCY MEDICAL RELIEF			
	Duration: 20 Hours			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Location: Classroom / Hospital / Clinic	Describe the principles and rules of First Aid	<ol style="list-style-type: none"> 1. Describe the purpose of First Aid 2. State the principles of First Aid 	<ol style="list-style-type: none"> 1. Identify types of health risks and hazards at various departments of hospitals 2. Enlist emergency situations in a hospital 3. Perform ABC on a dummy 	<p>Interactive Lecture: Principles and Rules of First Aid</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a hospital and study the First Aid practices
	Identify facilities, equipment and materials used for First Aid	<ol style="list-style-type: none"> 1. Describe the facilities and materials used for administering First Aid 	<ol style="list-style-type: none"> 1. Enlist the equipment used for First Aid 2. Demonstrate the knowledge of the use of First Aid kit 	<p>Interactive Lecture: Facilities, equipment and materials for First Aid</p> <p>Activity:</p> <ul style="list-style-type: none"> • Prepare a First Aid box

	Perform the role of first aider in fever, heat stroke, back pain, asthma and food borne illness	1. Describe the role and functions of a First Aider	1. Perform ABC (Airway, Breathing and Circulation) 2. Measure body temperature using a digital thermometer	Interactive Lecture: Role of First Aider in fever, heat stroke back pain, asthma and food borne illness Activity: <ul style="list-style-type: none"> Perform activities for measuring and controlling temperature
	Perform the role of first aider in cuts, bleeding, burns, insect bites and stings, dog bites and snake bites	1. Describe the causes of various types of burns 2. Describe the reasons for using methods for treating burns	1. Administer first aid for cut and burns in hypothetical situations 2. Demonstrate the knowledge of dealing with insect, dog and snake bite	Interactive Lecture: Role of First Aider in cuts, bleeding, burns, insect bites and stings, dog bites and snake bites Activity: <ul style="list-style-type: none"> Practice First Aid on a dummy with the help of a First Aider

Unit Code: HSS205-NQ2014	UNIT TITLE: HUMAN BODY: STRUCTURES, FUNCTIONS AND NUTRITION			
Duration: 20 Hours				
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Classroom / Hospital / Clinic	Identify the parts of human body	1. Describe the various terms of anatomy and physiology 2. Describe the functions of various tissues and bones in human body	1. Identify the different parts of the body 2. Draw diagrams of lungs, urinary system, heart and kidney 3. Demonstrate the knowledge of roles and functions of various systems of human body	Interactive Lecture: Biological Parts of Human Body Activity: <ul style="list-style-type: none"> Visit a biological lab, Research Laboratory and study the anatomy and physiology of human body

	Demonstrate the knowledge of nutrients in the nutrition and growth of human body	<ol style="list-style-type: none"> Describe the role of various nutrients and vitamins Describe the importance of a balanced diet 	<ol style="list-style-type: none"> Enlist the food sources of carbohydrate, protein and fat Demonstrate the knowledge of diseases/disorders caused due to the deficiency of vitamins Demonstrate the knowledge of a balanced diet 	<p>Interactive Lecture: Nutrition and Balanced Diet</p> <p>Activity:</p> <ul style="list-style-type: none"> Preparing a balanced diet
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Unit Code: HSS206-NQ2014	UNIT TITLE: PUBLIC RELATIONS IN HOSPITAL			
Duration: 20 Hours				
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
Location: Classroom / Hospital / Clinic	Demonstrate the knowledge of the roles and functions performed by a Medical Receptionist	<ol style="list-style-type: none"> Describe the qualities of a good medical receptionist Describe the tasks performed by a Medical Receptionist 	<ol style="list-style-type: none"> Demonstrate the knowledge of greeting patients and other callers in a courteous and efficient manner Answer telephone calls courteously and as per procedure and norms Demonstrate the knowledge of making appointments for patients and maintaining file medical records 	<p>Interactive Lecture: Roles and Functions of Medical Receptionist</p> <p>Activity:</p> <ul style="list-style-type: none"> Visit a nearby hospital and study the activities in reception area and the tasks being performed by a Receptionist

	<p>Demonstrate the knowledge of responding to emergency calls</p>	<ol style="list-style-type: none"> 1. Describe the knowledge of responding to emergency calls 2. Describe the roles and functions of “on call duty doctor” 3. Describe the various equipments available in a 108 emergency service ambulance 	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of the responsibility in emergency management activities 2. Demonstrate the knowledge of routine call and emergency call 	<p>Interactive Lecture: Responding to emergency calls</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and study the major and minor emergency and non-emergency services provided by the hospital
	<p>Use computers in maintaining public relations</p>	<ol style="list-style-type: none"> 1. Describe the impact of technological revolution in healthcare sector 2. Describe the use of computer in hospital administration 3. Identify the use of computer in various sections/departments of a hospital 	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of applications of computer in hospital 2. Demonstrate the knowledge of maintaining files and records in computer 	<p>Interactive Lecture: Using computers in maintaining public relations</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and study the use of computer in maintaining files and records in a hospital
	<p>Demonstrate the knowledge of dealing with patients attendant</p>	<ol style="list-style-type: none"> 1. Enlist the general stressful situations in hospital 2. Describe the factors affecting relationship between a General Duty Assistant and patient 	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of handling people with emotional stress or emotional outbursts 2. Enlist the skills required for General Duty Assistant in managing stressful situation 	<p>Interactive Lecture: Dealing with patients attendant</p> <p>Activity:</p> <ul style="list-style-type: none"> • Visit a nearby hospital and study health professional handling the patient’s relative in emergency situation

Assessment Guide

Assessment is a process used for determining an individual's progress or level of mastery/competence in an occupational area. It may be formative (continuous) and/or summative (final). It is a process of collecting evidence and making judgement about the extent to which a person demonstrates the knowledge and skills set out in the standards or learning outcomes of a unit of competency. Assessment should be done on the basis of information or evidence about the individual's ability against clearly stated objectives or standards. A diversity of assessment methods is required to achieve the multiple purposes and to satisfy the requirements of competency based assessment. Appropriate evidence is to be collected from activities that can be clearly related to the Units of Competency. It should cover all the elements and performance criteria/indicators in the competency standards. Student's achievements should be assessed by using the following methods of assessment.

S.No.	Method of Assessments	Weightage (Max. marks)	Evaluator
1.	Written test	30	Teacher
2.	Practical test	30	Certified Assessor #
3.	Oral test/viva voce	10	Teacher/External Examiner
4.	Portfolio	10	Teacher
5.	Project	10	Teacher/Trainer
6.	Direct Observation	10	Teacher/Trainer
Total		100	

Assessors will be certified by the State Education Board.

- 1. Written test:** It allows candidates to demonstrate that they have the knowledge and understanding of a given topic.
- 2. Practical test:** It allows candidates to demonstrate application of skills in simulated or real work conditions against competency standards (skill and academic standards).
- 3. Oral test/viva voce:** It allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of oral test or viva voce.
- 4. Portfolio:** It is a compilation of documents that supports the candidate's claim of competence that was acquired from prior learning and experience. Documents (including photo's, newspaper articles, reports, etc.) of practical experience in the workplace or the community and photographs of the products prepared by the candidates related to the units of competency should be included in the portfolio.
- 5. Project:** Projects (individual or group projects) are a great way to assess the practice skills on a deadline, but these 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.

6. **Direct Observation** - Direct observation requires a considerable degree of commitment from the observer and those being observed. Employability skills evaluation listed below in the table should be evaluated through direct observation by the teacher/trainer and appropriate records should be maintained for transparency in evaluation.

Employability Skill Area	S.No.	Competencies and Performance Standards	Competent	Not Yet Competent
Communication	1.	Questions appropriately		
	2.	Writes clearly and legibly		
	3.	Demonstrates good listening and responding skills		
	4.	Informs about the absence and reasons of absence		
Responsibility	5.	Organizes work		
	6.	Manages time effectively and efficiently		
	7.	Complete assignments timely		
	8.	Displays care for tools and equipment		
	9.	Accepts responsibility pleasantly		
	10.	Exhibits patience		
	11.	Demonstrates pride in work		
Interpersonal relationship	12.	Displays friendly and cooperative attitude		
	13.	Demonstrates tactfulness in difficult situations		
	14.	Accepts constructive criticism		
	15.	Exhibits positive attitude		
Health and Safety	16.	Practices good personal hygiene regularly		
	17.	Maintains good personal health		
	18.	Dresses well and in appropriate manner		
Innovation and Creativity	19.	Give reasons and make judgements objectively		
	20.	Share ideas and thoughts with others		

1. Competent = 0.5 marks
2. Not yet competent = 0

List of Tools, Equipment and Materials

The list given below is suggestive and an exhaustive list should be prepared by the 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. Airway Mannequin | 32. Patient remote bell |
| 2. Ambu Bag with Mask (Adult) | 33. Pocket Mask |
| 3. Artery Forceps | 34. Rubber Sheet (2 x 2 meters) |
| 4. Auto loading Stretcher made of aluminum alloy | 35. Sand Bag |
| 5. Back Rest | 36. Scissor |
| 6. Bath Tub | 37. Scoop Stretcher |
| 7. Beds | 38. Simulation Equipment - Mannequins |
| 8. Bed Pan | 39. Spine Board |
| 9. Bed Sheet, Blanket, Pillow with Pillow Cover | 40. Spoon |
| 10. Bed Side Locker | 41. Steel Basin 1 Set (3 Large, 3 Medium, 3 Small) |
| 11. Birthing Simulator | 42. Steel Bowl |
| 12. Call bell | 43. Steel Glass |
| 13. CPR Mannequin | 44. Steel Jug |
| 14. Crutch | 45. Steel Plate |
| 15. Cupboard | 46. Steel Tray 1 set (2 Large, 2 Medium and 3 small) |
| 16. Dissecting Forceps | 47. Sterilizer |
| 17. Doctors Table | 48. Stethoscope |
| 18. Electronic BP Monitoring Machine | 49. Stop Watch |
| 19. Enamel Basin | 50. Suction Apparatus |
| 20. Foot Step | 51. Syringe Destroyer and Needle Burner |
| 21. Full Body Mannequin - Basic | 52. Thermometer |
| 22. Gown | 53. Towel |
| 23. ICU Bed with mattress | 54. Urinal Set (1 Male + 1 Female) |
| 24. IV Stand | 55. Walker |
| 25. Male Multi Venous Intravenous Arm | 56. Weighing Machine |
| 26. Malleable Splint set of Large Medium and Small | 57. Wheel Chair |
| 27. Measuring Glass | 58. Wound care Model Anatomical |
| 28. Nail Cutter | |
| 29. Oral care Set | |
| 30. Oxygen Cylinder with Connector, Key, Face Mask and tubing | |
| 31. Patient Examination Table | |

Teachers' Qualifications

Qualification, competencies and other requirements for Graduate Teacher (Private Security Services) on contractual basis are as follows:

S.No.	Qualification	Minimum Competencies	Age Limit
1.	Vocational Teacher B.Sc. Nursing & Midwifery (4 years) or 3 ½ years Diploma in GNM with one year experience	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills • Technical competencies 	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules.
2.	Healthcare Assistant 10+2 vocational course in Medical lab Technician, or 10+2 with science followed by certification/Diploma in MLT.	<ul style="list-style-type: none"> • Technical competencies • Basic computing skills • Should demonstrate skills and maintain lab 	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules.

Career Path - Patient Care Assistant/General Duty Assistant

Sector	Allied Health and Paramedics		
Sub-sector	Non-Direct Care	Diagnostic Services	Curative Services
Occupation	General Duty Assistant	Radiology Technician	Dialysis Technician
Leadership level	Housekeeping Supervisor	Supervisor	Dialysis in-charge
Middle Management level	GDA Supervisor	Senior Radiology Technologist	Senior Dialysis Technician
Entry Level	GDA - OT/ Radiology/ ICU	Radiology Technologist	
	General Duty Assistant	Radiology Technician*	Dialysis Technician*

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Competency Based Curriculum

National Vocational Education Qualification Framework

Sector: Organized Retailing

NVEQ Level 2: Retail Merchandizing



PSS Central Institute of Vocational Education, Bhopal
(a constituent unit of NCERT, an autonomous organization under Ministry of Human Resource
Development, Government of India)

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Introduction

The National Vocational Education Qualification Framework (NVEQF) developed by the Ministry of Human Resource Development (MHRD), Government of India is a descriptive framework that provides a common reference for linking various qualifications. It is used for setting common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, and Universities/Colleges.

The NVEQF organizes qualifications according to a series of levels of knowledge and skills. These levels are defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Qualifications are made up of occupational standards for specific areas of learning units or unit of competency. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace. The Unit of competency or National Occupation Standards comprising generic and technical competencies an employee should possess are laid down by the Sector Skill Council of the respective economic or social sector.

Competency is defined in terms of what a person is required to do (performance), under what conditions it is done (conditions) and how well it is to be done (standards). It can be broadly categorized into foundational, practical and reflexive competencies. Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task and its processes and its rules and regulations. An executive order F.No.1-4/2011-VE dated 3 Sept., 2012 on the various aspects of NVEQF has been issued by the MHRD. For more details on the NVEQF, please visit the website of MHRD at [www: mhrd.gov.in](http://www.mhrd.gov.in).

The term “**curriculum**” (plural: *curricula or curriculums*) is derived from the Latin word for “*race course*”, referring to the course of deeds and experiences through which children grow to become mature adults. A competency based curriculum describes what learners must “know” and “be able to do” by the end of a program or study. It identifies the competencies and sub-competencies each learner is expected to master. It states clearly the criteria and conditions by which performance will be assessed. It also defines the learning activities that will lead to the learner to mastery of the targeted learning outcome.

The **competency based curriculum Retail Merchandising** is broken down into coherent parts known as **Units**. Each unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

About the Sector

A retailer is the one who stocks the producer's goods and is involved in the act of selling to the customer or consumer, at a margin of profit. Retailing is the last link that connects the individual consumer with the manufacturing and distribution chain. It adds value in terms of bulk breaking and providing a wide variety of goods and services to customers.

The retail industry is divided into organised and unorganised sectors. **Organised retailing** refers to trading activities undertaken by licensed retailers, that is, those who are registered for sales tax, income tax, etc. These include the corporate-backed hypermarkets and retail chains, and also the privately owned large retail businesses. **Unorganised retailing**, on the other hand, refers to the traditional formats of low-cost retailing, for example, the local kirana shops, owner manned general stores, paan/beedi shops, convenience stores, hand cart and pavement vendors, etc.

Organised retail can be categorised by the type of products retailed as well as the by the different kind of retail formats. The major retail formats include Department store, Supermarkets, Hypermarket, Specialist Stores, Convenience Stores, and Kiosks. The various operations involved in store operation and management include Store Operations, Back end operations, Merchandising, Logistics and Distribution, Marketing, Procurement/Purchase, and Corporate Services.

The middle level jobs in organized retailing include (i) **Store Assistant**, who makes layout and design of store, (ii) **Retail Junior Merchandiser**, who assist customers in finding merchandise, introduce customers to new merchandise, and highlight product features in order to promote sales. (iii) **Transport Assistant** who held to transport the goods from store to customers house (iv) **Billing Assistant** who provides billing and handed over products to the retail bagger, (v) **House Keeper in Retail** who makes housekeeping in the store and (vi) **Security Personnel**, who secure the customers products, vehicles & guide them to entering into the retail outlets.

Objectives of the Course

After completion of this course, you will be able to:

Unit -1: Retail Operations

Session -1: Fundamentals of retail operations

- Understanding the Retail Operations
- List out the types of retail outlets

Session - 2: Types of Retailers

- Identify the ways to categorized retail
- Describe the ways and means of meeting organization's policies, standards, and procedures

Session - 3: Trends in Retailing

- Identify the segments for Urban and Rural areas
- Find out the driving forces in Indian retailing

Session - 4: Retail Selling Skills

- Identify the customers
- Observe the Customer's body language
- Grasp the Customer attention
- Approach to the customer in a better way

Unit -2: Merchandise Planning

Session - 1: Kinds of Merchandise

- Be acquainted with terms and concepts of Merchandise
- List out the rights and guidelines of merchandising
- Identify the kinds of merchandising

Session -2: Role and functions of Junior Merchandiser

- Identify the role and functions of junior merchandiser
- Apply the functions of the Junior merchandisers at different level

Session-3: Visual Merchandising and Display

- Identify the basic aspects of visual merchandising
- List out the functions, principles and techniques of visual merchandising
- Evaluate the impact of display of merchandise

Session 4: Duties and Responsibilities of Junior Merchandiser

- Describe the duties and responsibilities of Junior Merchandiser
- Plan and prepare display of products

Unit -3: Store Operations

Session 1: Store Layout

- Competencies required for store operations in retail knowledge
- Identify the formalities required for store layout
- Describe the Location and proportion of space through numeric and visual space planning.

Session 2: Store Design

- Describe the elements of store planning and design
- Identify the tips for Retail Store Design

Session 3: Store Procedures

- Describe the competencies of core areas in store procedures.
- Identify the competitive analysis of store promotions.
- Identify the opening and closing procedures in retail store

Session 4: Store Maintenance

- Managing the operations and maintenance of the retail stores.
- Manage the receipts of products issued from store

Unit -4: Billing, Transport and Delivery

Session 1: Billing Procedures

- Describe the Basic understanding & competencies for billing personnel
- Handle the various modes of payments during billing process

Session 2: Elements of Transportation

- Describe the various modes of transportation
- Identify objectives of loading and unloading
- Identify the problems associated with retail transport

Session 3: Delivery Procedures

- Understand the various Delivery Procedures for delivery of items
- State the Delivery Process of Departmental Store / Malls
- Identify the delivery process of Grocery/ Small Shops

Session 4: Laws in Record Maintenance

- Identify the various records & maintenance followed in Retail

- Understand the laws of various records & maintenance

Unit 5: Security Operations & Housekeeping in Retail

Session -1: Security points in Retail Store

- Identify the various security points.

Session-2: Role & functions of security personnel

- Identify the role and functions of security/ personnel

Session-3: Material Handling in House Keeping

- Describe the competencies required for Material Handling in Housekeeping
- Examine the process of Material Handling
- Identify and Operate housekeeping equipment in retail departmental stores

Session- 4: Procedure in Housekeeping

- Identify the competencies required for housekeeping in retail operations.
- Applying Housekeeping in the area of cleanliness, hygiene, safety, disposal of waste.

Unit - 6: Communication at Workplace

Session 1: Verbal and Non-verbal Communication

- Demonstrate effective use of verbal and non-verbal communication skills
- Identify the practices in verbal and non-verbal communication

Session 2: Forms of Communication

- Identify the forms of communication
- Find out the advantages and disadvantages of different forms of communication

Session 3: Communication media and Equipments

- Operate the communication media and equipments properly
- Evaluate the communication media

Session 4: Barriers in Communication

- Identify the barriers in communication
- Select the strategies for overcome barriers in communication

Unit -7: Health Care and Personal Grooming in Retailing

Session 1: Health Care Activities

- Describe the health care activities and health care rights in retail organizations
- Explain the principles of ergonomics, indoor air quality and pollution in retail organizations

Session 2: Health Care Measures

- Identify the health care measures in Retail
- List out the unsafe working conditions
- Identify the responsibilities of employers and employees for workplace health and safety

Session 3: Personal Grooming Techniques

- Describe the skills required for personal grooming
- Identify the food techniques

Session 4: Personal Grooming Tips

- List out the grooming tips
- Enlist the work related injuries and reporting them to supervisor

Competency Based Curriculum

Sector: Organized Retailing NVEQF Level - 2: Retail Merchandising

Course Structure: This course (vocational qualification package) is a planned sequence of instructions consisting of the following 06 modules called as Units.

NVEQ Level 1				
S.N.	Unit Code	Unit Title	No. of Notional / Learning Hours	Pre-requisite Unit, if any
1.	RS201-NQ2012	Retail Operations	15	Unit 101
2.	RS202-NQ2012	Merchandise Planning	15	Nil
3.	RS203-NQ2012	Store Operations	15	Nil
4.	RS204-NQ2012	Billing, Transport and Delivery	15	Nil
5.	RS205-NQ2012	Security Operations & Housekeeping in Retail	15	Nil
6.	RS206-NQ2012	Communication at Work Place	15	Unit 107
7.	RS207-NQ2012	Health Care and Personal Grooming in Retailing	10	Unit 106
Total			100	

Successful completion of **100 hours of theory sessions and 100 hrs of practical activities and on-the-job learning** is to be done for full qualification.

Classroom Activities: Classroom activities are an integral part of this programme and interactive lecture sessions, followed by discussions should be conducted by trained teachers. Teachers should make effective use of a variety of instructional aids, such as Videos, Colour Slides, Charts, Diagrams, Models, Exhibits, Handouts, Recorded Compact Discs, etc. to transmit knowledge in projective and interactive mode.

Practical Activities: Activities that provide practical experience in case based problems, role play, games, etc. and practical

exercises using props, tools and equipment. Equipment and supplies should be provided to enhance hands-on experiences for students in the chosen occupation. Trained personnel should teach specialized techniques such as handling of products and equipment, maintaining safe and hygienic conditions, handling customer's complaints and requirements, etc. A training plan signed by the student, teacher, and employer that reflects tasks to be performed and competencies to be imparted should be prepared for training of the students in the organization/industry.

On-the-Job Training: On-the-job training (OJT) occurs whenever more experienced employee or supervisor teaches less experienced person on how to do one or more tasks of a job. The training utilizes actual equipment and materials. OJT should be undertaken in a structured manner with a training plan under the supervision of an experienced trainer or supervisor. A training plan that reflects tasks to be performed and competencies to be imparted should be prepared and signed by the student, teacher, and supervisor at the workplace for training of the students in the organization/industry. The trainer should break down all the steps of the job and train the students as per the training plan. In a structured OJT, the following steps should be followed:

- Step 1:** The Instructor or the trainer tell, show, demonstrate, and explain. The trainer gives an overview of the task while explaining the constructional details and use of the tools, equipment, materials, etc. in performing the tasks.
- Step 2:** The Instructor or the trainer demonstrates each step in detail, actually doing the steps of the task and explaining each step, one at a time, while the trainee watches. The steps may not necessarily be demonstrated in the sequence of actual operation, as sometimes it is better that simple tasks are demonstrated first to build confidence. Showing finished products at each appropriate step will help the learner understand what is required as outcome. While demonstrating, the trainer explains why each step is done in the way it is done.
- Step 3:** It involves direct trainee participation. The trainer monitors the progress on a checklist of competencies and offers feedback and pointers where and when needed.
- Step 4:** The trainee practices with clearly defined targets for performance standards.

Certification: Upon successful completion of this course, the State Education Board and the Retailer's Association of Skill Council of India (RASCI). For more details about SSC visit the website of RASCI at www.rasci.in) will provide a certificate to the student verifying the competencies acquired by the candidate.

Unit Code: RS-201 NQ-2012	Unit Title: Retail Operations			
Location: Classroom Retail shop or supermarket, Malls	Duration: 15 hours			
	Session - 1 : Fundamentals of Retail Operations			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. Understanding the Retail Operations	1. Fundamentals of Retail Operations. 2. Importance of retail operations	1. Chart out Retail Operations. 2. Explain the various retail outlets 3. Practice the retail operations	Interactive lecture: Retail Operations and highlight the importance of Retail Operations Activity: Visit to a retail out-let stores & ask the students to make a report on importance of Retail Operations
	2. List out the types of retail outlets	1. Various types of Retail Outlets a. Store based retailing b. Chain retailers c. Leased departmental stores d. Non-store based retailing	1. Classified the various types of Retail Outlets 2. Identify the functions of each retail outlet 3. Demonstrate the knowledge of daily tasks and work routines at retail stores	Interactive lecture: On types of Retail Operations and its outlets Activity: Visit to retail stores, organizations and observe the types of all Retail outlets and write a small report on it.
	Session - 2 : Types of Retailers			
1. Identify the ways to	1. Retailers based on six factors	1. Classified the six factors based on	Interactive lecture: On various Retail Categories.	

	categorized retail	<ul style="list-style-type: none"> a) Target Market Served b) Product Offerings c) Pricing Structure e) Promotional Emphasis f) Distribution Methods g) Service Level <p>2. Retail category of ownership structure</p>	<p>marketing decision</p> <p>2. Explain the factors related with operations</p>	<p>Show the students chart on it</p> <p>Activity:</p> <p>Visit to Retail stores and assign the work to the students for making project on marketing decision.</p>
	2. Describe the ways and means of meeting organization's policies, standards, and procedures	<ul style="list-style-type: none"> 1. Describe the meaning and purpose of organizational structure and culture 2. Describe the purpose of chain of command in a retail business 3. Describe the importance of organizational values 4. Describe the retail industry expectations of staff 5. Describe the meaning and 	<ul style="list-style-type: none"> 1. Demonstrate the knowledge of interacting with other team members 2. Demonstrate the knowledge of interacting with supervisor and management 	<p>Interactive Lecture:</p> <p>Organizations Policies, Standards and Procedures of retail organization</p> <p>Activity:</p> <p>Visit to the retail outlet and ask to note down the Policies, Standards and Procedures of retail organization</p>

		importance of quality assurance 6. Describe workplace ethics		
Session 3: Trends in Retailing				
1. Identify the segments for urban and Rural areas	1. Various segments in Indian retailing 2. State the meaning of private brand retailing 3. Describe the advantages and disadvantages of online retailing and street shopping	1. Identify the various segment in Indian retailing 2. List out trends in different segments 3. Differentiate between online retailing and street shopping	Interactive Lecture: On various segments in Indian retailing. Activity: Visit to various retail stores for observation of various customers at different segments.	
2. Find out the driving forces in Indian retailing	1. Demographical factors, Plastic revolution, urbanization, Transportation	1. Identify the various growth drivers in Indian retailing 2. Find out the factors influencing growth drivers	Interactive Lecture: On various driving forces in Indian retailing Group Discussion: GD on driving forces in Indian retailing	
Session 4: Retail Selling Skills				
1. Identify the customers	1. Types of customers	1. Identify the customers	Interactive Lecture:	

		2. Selling methods to the customers	2. Estimate the customer behaviour	Types of customers Activity: Role Play to act on different methods for different customers
	2. Observe the Customer's body language	1. Various categories of body language 2. Physical appearance of the customers	1. Categories body languages 2. Identify the physical postures of the customers	Interactive Lecture: Customers body language Activity: Role play on body languages and then dealing with customers.
	3. Grasp the customer attention	1. Factors influencing grasping customer's attention. 2. Importance of customer	1. Identify the factors influencing the grasping of the customers 2. Evaluate the customer importance in retail environment	Interactive Lecture: Discuss the importance of customer, merchandise and sales people Activity: Visit to the retail store and observe how to grasp the customer attention for sale of goods
	4. Approach to the customer in a better way	1. Describe the different types of approaches 2. Common mistakes in approaching the customer	1. Enlist different types of approaches 2. Identify mistakes while approaching the customers	Interactive Lecture: Approach to the customer Activity: Visit to the retail store Identify mistakes while approaching the customers

Unit Code: RS-202 NQ-2012	Unit Title: Merchandise Planning			
Location: Classrooms, Retail Shop or merchandise Store	Duration: 15 hours			
	Session - 1: Kinds of Merchandise			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. Be acquainted with terms and concepts of Merchandise	1. Concept of Merchandise 2. The functions of merchandise 3. Planning of merchandising	1. Identify the steps in Merchandise and its planning 2. List out the functions of the merchandise 3. Make it clear the planning process of merchandising	Interactive lecture: Introduction to merchandise planning Activity: Visit to a retail shop or departmental store for identification of various types of merchandising and its planning
2. List out the rights and guidelines of merchandising	1. Types of rights 2. Tips in merchandising	1. List out tips for better merchandising 2. Scrutinize the rights of merchandising	Interactive lecture: Merchandising rights and about their guidelines Assignment: Group discussion on various Acts and Laws regarding to merchandise and used various Reference Books.	
3. Identify the kinds of merchandising	1. Types of General Merchandise	1. Identify various types of merchandising 2. Distinguish between different kinds of	Interactive lecture: Various merchandiser and tell the students to recognize the type of merchandise	

			merchandising	Pragmatic work: Assign the work to the students like make a project on any one type of merchandise. It's threats and opportunities.
Session - 2: Role and Functions of Junior Merchandiser				
1. Identify the role and functions of junior merchandiser	1. The Role of junior Merchandiser and their general functions 2. Describe the various merchandise presentations	1. Analyze the role of the junior merchandiser 2. Identify the general functions of junior merchandiser a. Read product labels b. Weigh goods for counter sales c. record customer details d. Place he goods in proper way		Interactive lecture: Highlight the role and functions of junior merchandisers Activity: Visit to various merchandise stores and observe the role and their general functions of junior merchandisers. Group Discussion: On the role of junior merchandisers.
2. Apply the functions of the junior merchandisers at different level	1. General functions of merchandiser 2. Functions of administration merchandiser 3. Basic duties of the merchandiser 4. Functions at different levels 5. Functions of Divisional merchandise	1. Enumerate the general functions of merchandiser 2. Elaborate administration functions of merchandiser 3. List out the basic duties of merchandiser 4. Scrutinize the functions of		Interactive lecture: Invite the Divisional merchandise manager to solve the queries of the students at practical base. Activity: Visit to merchandise stores and observe the functions of admin level and observe the work of Divisional merchandise manager

		manager	merchandiser at different level 5. Identify the functions of Divisional merchandise manager	Role play: Play act in the classroom as various merchandiser and tell the students to recognize the type of merchandiser.
Session 3: Visual Merchandising and Display				
1. Identify the basic aspects of visual merchandising	1. Meaning of visual Merchandising 2. Aspects of visual Merchandising 3. Elements of visual merchandising	1. Identify the elements of visual Merchandising 2. Find out the various aspects of visual Merchandising	Interactive Lecture: On visual Merchandising and PPT with interactive session Activity: Visit in various merchandise stores for observation of visual merchandise and find out the window display	
2. List out the functions, principles and techniques of visual merchandising	1. Functions of visual Merchandiser 2. Principles of visual Merchandising 3. Techniques of visual Merchandising 4. Types of visual Merchandising	1. Describe the functions of visual Merchandising 2. List out the principles of visual Merchandising 3. Identify the techniques of visual Merchandising 4. Spot out the types of visual Merchandising	Interactive Lecture: On visual merchandise Activity: Visit in various merchandise stores for observation and find out the functions of visual merchandiser at work-place	
3. Evaluate the impact of display of merchandise	1. Describe the factors (mannequins and alternatives fixtures, props	1. Differentiate between the various elements of display 2. Design window displays and visual	Interactive lecture: Evaluation of Impact of Display of Merchandise	

		displays & signage, planograms and store views, etc.) responsible for better visual display of merchandise	presentations with an understanding of target consumer	Activity: Visit to two retail stores to compare the display of merchandise
Session 4: Duties and Responsibilities of Junior Merchandiser				
	1. Describe the duties and responsibilities of Junior Merchandiser	<ol style="list-style-type: none"> 1. Describe the various career opportunities within the retail industry 2. Describe the purpose of knowing job descriptions and responsibilities 3. Describe the employee and employer rights and responsibilities in retail industry 4. Describe the duties of Junior Merchandiser in a retail store 5. Describe the role of Junior Merchandiser in business 	1. Demonstrate the knowledge of core competencies of a Junior Merchandiser	Interactive lecture: Role and Responsibility of Junior Merchandiser Activity: Visit to retail store to study the role and functions of Junior Merchandiser

		promotion		
	2. Plan and prepare display of products	<ol style="list-style-type: none"> 1. Describe the purpose of display of products 2. Describe the standards that the display should meet 	<ol style="list-style-type: none"> 1. Identify the equipment, materials, merchandise and props used for creating and installing the display 2. Demonstrate how to prepare the display area and put the display together in a way that causes the least inconvenience to customers 3. Demonstrate the knowledge of checking that the assembled display conforms to company's requirements and standards 4. Demonstrate the knowledge of keeping up-to-date record of displays. 	<p>Interactive lecture: Planning for merchandise display</p> <p>Activity: Visit to Retail Stores to understand how displays should conform to the company's requirements and standards.</p>

Unit Code: RS203- NQ2012	Unit Title: Store Operations			
Location: Classroom, Retail shop store operations	Duration: 15 hours			
	Session-1: Store Layout			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. Competencies required for store operations in retail knowledge	1. State whether the site is nearer to target market. 2. Describe the store area. 3. Describe the sources of power and water available. 4. State the components of the store layout	1. Differentiate between store area and retail area. 2. Store site compatible with retail shopping. 3. Describe the store layout. 4. Design of store layout. 5. Differentiate between different types of store layout	Interactive lecture: Store Operations Activity: 1. Visit a retail mall and understand the job responsibility of how store layout are designed and formed. 2. Work in retail store with the responsibility and function as store assistant.
2. Identify the formalities required for store layout.	1. State the design and location of stores. 2. Steps involved in preparing store layout. 3. Steps involved in identification of store location.	1. Differentiate the store layout with business layout operation. 2. Evaluate the compatibility of the store layout with location of potential customer.	Interactive lecture: Forming Store Layout and Design. Activity: 1. Visit retail store and learn how the store layout is drawn. 2. Design a small independent	

			3. Identify the market in respect of store location.	store layout for one product with reference to commercial operations in retail outlet. 3. Visit to a retail format & formalities.
	3. Describe the Location and proportion of space through numeric and visual space planning.	1. Planning a layout for the stores interior. 2. Describe the allocation of space based on sales, margins, products and strategy.	1. Enlist the function of store space and planning of store layout. 2. Differentiate store planner, architect and interior designer. 3. Calculate proportion of space through numeric and visual space planning	Interactive Lecture: Store planning, designing layouts, forming stores, planning and organizing retail store layouts. Activity: 1. Work with retail store planner and learn the store layout designing. 2. Visit a store in more than three retail malls and note down the salient features of how store layout is formed.
Session -2: Store Design				
	1. Describe the elements of store planning and design	1. Describe the elements (store design objectives, selling space, merchandise space, employee space, customer space, display areas, fixture arrangements, etc.)	1. Demonstrate the knowledge of the elements of store design 2. Differentiate between selling area, circulation area and back area	Interactive lecture: Store Design Activity: Visit to a retail store to study the store layout and design

	2. Identify the tips for Retail Store Design	<ol style="list-style-type: none"> 1. Store frontage, signage, furniture, display, lighting, decoration. 2. Tips for retail Store design 	<ol style="list-style-type: none"> 1. Differentiate the functions of stores space with store decoration. 2. Identify the tips in valued in retail store design 	<p>Interactive Lecture: Store space creation, furniture arrangements, merchandising display.</p> <p>Activity: Work with retail store planner and learn the store layout designing.</p>
	Session-3: Store Procedures			
	1. Describe the competencies of core areas in store procedures	<ol style="list-style-type: none"> 1. Learn core areas like store exterior, store interior, customer service, merchandise management. 	<ol style="list-style-type: none"> 1. Identify the function of stores procedures, at the entry level. 2. Find out the responsibility of entry level store procedures followed. 	<p>Interactive Lecture: Competencies of core areas in store procedure</p> <p>Activity: On-the-job or internship in a store management job in the retail sector.</p>
	2. Identify the competitive analysis of store promotions.	<ol style="list-style-type: none"> 1. Learn from advertising agency, public relation firm, marketing specialist to promote the products through retail. 	<ol style="list-style-type: none"> 1. List out the competitive analysis of store promotions 2. Take responsibilities to handle promotions of a new product through advertising. 	<p>Interactive Lecture: Process of store procedures and promotion of a product.</p> <p>Activity: Practically work in a retail store to understand the product promotions.</p>

	3. Identify the opening & closing procedures in retail store	1. Opening procedures in retail store 2. Closing procedures in retail store	1. Identify the opening procedures in retail store 2. Explain the formalities required for closing the retail store	Interactive Lecture: Opening & closing procedures in retail store Activity: Practically work in a retail store to complete for open & close the retail store.
	Session-4: Store Maintenance			
	1. Managing the operations and maintenance of the retail stores.	1. Cleanliness of the store premises depend on the maintenance of the store still merchandising with the customer goes on.	1. Differentiate between maintenance and administration of store. 2. Operate simple product handling with merchandising by maintaining flow of stocks. 3. Determines the business hours and the target audience of the stores.	Interactive Lecture: Process of store maintenance. Activity: On-the-job in a super market store and learn the process of handling and maintenance.
	2. Manage the receipts of products issued from store.	1. Product procurement & issues of products.	1. Identify the product movements from the stores and	Interactive Lecture: On movement of products issued from stores to the retail

			<p>purchase items by the customers.</p> <p>2. Maintain the receipts of products issued from store</p>	<p>section.</p> <p>Activity:</p> <p>On job orientation of receipts and issue of product from the stores.</p>
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Unit Code: RS204- NQ2012	Unit Title: Billing, Transport and Delivery			
Location: Classroom, Retail shop store operations	Duration: 15 hours			
	Session-1: Billing Procedures			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. Describes the Basic Understanding & Competencies for Billing Personnel	1. State various types of Billing and Accounting Heads 2. Understanding basic accounting terminologies related with Billing & Accounting Procedures. Example: Service Tax, Sales Tax, VAT, Other Duties etc.	1. Calculate the routine Accounting and Billing Transactions 2. Explain the various taxes and duties related with Billing to Customer	Interactive lecture: Understanding Basic Accounting and Billing Procedures. Activity: Role Plays and Activities based on Billing and Accounting Procedures.
2. Handle the various Modes of Payments during Billing Process	1. Describe various Modes of Payment. 2. State the precaution to be taken while handling the modes of Payments 3. Understanding uses of Various Equipments used in Payment Process	1. Differentiate between various modes of Payments 2. Collect and Operate various Payment Modes 3. Operational Knowledge of Various Equipments in Payment Process	Interactive Lecture : Based on Modes of Payment Activity: On-the-job to handle payments in retail organization.	

Session 2: Elements of Transportation			
1. Describe the various modes of transportation	<ol style="list-style-type: none"> 1. Common modes of retail transportation 2. Factors affecting modes of transportation 	<ol style="list-style-type: none"> 1. Differentiate between various modes of transportation 2. Identify the factors determining combination of mode of transportation 	<p>Interactive lecture:</p> <p>Modes of transportation and their cost benefit analysis</p> <p>Activity:</p> <p>Make a small report on cost effective modes of retail transportation</p>
2. Identify objectives of loading and unloading	<ol style="list-style-type: none"> 1. Describe the objectives of loading & unloading 2. Discuss the significance of loading & unloading 	<ol style="list-style-type: none"> 1. Enlist various objectives of loading & unloading 2. Practice each and every objective 	<p>Interactive lecture:</p> <p>Functions and objectives of loading & unloading</p> <p>Activity:</p> <p>Discuss with your instructor the significance of loading & unloading and make a brief report</p>
3. Identify the problems associated with retail transport	<ol style="list-style-type: none"> 1. Types of problems faced during transportation in retail 2. Solutions to overcome problems in retail 	<ol style="list-style-type: none"> 1. Analyze the various issues with retail transportation 2. Suggest solutions 	<p>Interactive lecture:</p> <p>Problems in retail transport</p> <p>Activity:</p> <p>Hold a group discussion to find</p>

		transportation	overcome for problems in retail transport	solutions to the problems of retail transportation
Session 3: Delivery Procedures				
	1. Understand the various Delivery Procedures for delivery of items	1. Describe various Delivery Procedures for delivery of Goods used in Malls, Grocery Shops and Web Based Service	1. Differentiate between Various Delivery Procedures	Interactive Lecture : Delivery procedure in retail stores Activity: Delivery process of Departmental Stores & Malls
	2. State the Delivery Process of Departmental Store / Malls	1. Identify the methods for packing, bagging and arranging for delivery in departmental stores & malls	1. Demonstrate Procedures of Packing, Labeling, Marking and arranging for delivery in departmental stores and malls	Interactive Lecture : Delivery procedure in retail stores Activity: Delivery process of Departmental Stores & Malls
	3. Identify the Delivery Process of Grocery / Small Shops	1. State the methods for packing Labeling, Marking and arranging for delivery 2. Process of Home Delivery	1. Demonstrate Procedures of Packing, Labeling, Marking and arranging for delivery of grocery/ small shops 2. Demonstrate the process of Home Delivery	Interactive Lecture : Delivery process of grocery/ small shops Activity: Role Play on Customer Handling, Packing, bagging and Delivery of goods.

Session 4: Laws in Record Maintenance				
	1. Identify the various records & maintenance followed in Retail	1. State the various Records & Maintenance used in organized Retail Sector	1. Demonstrate the posting entries in Registers. 2. Identify the methods of maintenance in organized retail.	<p>Interactive Lecture : Maintenance of Records in Organised Retail</p> <p>Activity: Visit to retails organization and observe the recording maintenance system.</p>
	2. Understand the laws of various record & maintenance	1. Laws for Record & maintenance methods used in small shops/ Grocery Shops/ Small Scale Industry	1. State the posting entries in Registers by small shops/ Grocery Shops/ Small Scale Industry 2. Find out the laws of maintenance in small shops/ grocery shops/ small scale industries	<p>Interactive Lecture : Laws for maintenance of record in small shops/ grocery shops/ small scale industry.</p> <p>Activity: Visit to small shops/ grocery shops/ small scale industry observe the laws followed in recording maintenance system.</p>

Unit Code: RS205-NQ2012	Unit Title: Security Operation & Housekeeping in Retail			
Location: Classrooms, Retail Shop or Departmental Store, Malls, Super Market	Duration: 15 hours			
	Session -1: Security Points in Retail Store			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. Identify the various security points.	1. Purpose of security points in retail store. 2. State the locations of security points in retail store.	1. Enlist the various security points. 2. Identify the locations of the security points in retail stores. 3. Analyse the multi utility of security points in retail stores	Interactive lecture: Introduction of security points. Activity: 1. Visit a retail store and make the list of security check points. 2. Develop a block model of retail store. 3. Role play at security points.
	Session-2: Role and Functions of Security Personnel			
1. Identify the role and functions of security/ personnel.	1. Role of security in retail store. 2. Functions of security in retail store.	1. Analyse the role of security in each department of retail store. 2. Analyse the functions of security in each department of retail store. 3. Differentiate the role and functions of	Interactive lecture: Knowing the role and function of security. Activity: Group discussion on advancement in security functions in retail store.	

			security in different departments of retail store.	
	Session-3: Material Handling in House Keeping			
	1. Describe the competencies required for Material Handling in Housekeeping	1. Describe the competencies and skills required for Housekeeping	<p>1. Measuring the Performance in Respect of Knowledge, Duties, Responsibilities and Accountability.</p> <p>1. Identify suitable competencies required for material handling in housekeeping.</p>	<p>Interactive lecture:</p> <p>1. Interaction and Exposure in Retail Housekeeping.</p> <p>2. Teach the Practical Methods of Material Handling.</p> <p>3. Practical Teaching of Advantages of Team Work, Policies and procedures of health and safety.</p> <p>Activity:</p> <p>1. Visit a Mall or working place where housekeeping materials are handled in the Retail store & learn from the experience of expert.</p> <p>1. Visit Retail Organization and interact regarding handling of housekeeping Materials, potential health hazards, handling of safety equipments.</p>

	2. Examine the process of Material Handling	1. Procedure to handle the material used in Retail Housekeeping	1. Measure the Outcome of How successfully the Material have been handled	<p>Interactive lecture: Process of Material handling in Housekeeping.</p> <p>Activity: Role plan on cleaning the store.</p>
	3. Identify and Operate housekeeping equipment in retail departmental stores	<ol style="list-style-type: none"> 1. The materials and equipments. 2. Techniques of housekeeping practices and protection of materials. 	<ol style="list-style-type: none"> 1. Measure the outcome or result after using the material. 2. For cleanliness, safety, hygiene, hazardous and assess whether it is as per standards and procedures set by the retail industry 3. Identify the equipment 4. Operate the housekeeping equipment. 	<p>Interactive lectures : Use of housekeeping equipments in retail industry.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Role play on responsibilities of housekeep-ping work. 2. Visit a Retail Mall and practically learn to operate housekeeping equipments.
	Session - 4: Procedure in Housekeeping			
1. Identify the Competencies required for housekeeping in retail	1. To describe housekeeping in retail outlets, retail stores and retail malls.	1. Identify the responsibilities taken, involvement in housekeeping and	<p>Interactive Lecture:</p> <ol style="list-style-type: none"> 1. Competencies required for housekeeping in retail sector 2. To learn in the class room the procedures and job 	

	operations	2. Competencies required for housekeeping	<p>measure the cleanliness and waste recycling.</p> <ol style="list-style-type: none"> Identify the competencies Operate the housekeeping activity with required competency 	<p>opportunities in retail sector.</p> <p>Activity:</p> <ol style="list-style-type: none"> By role play the responsibilities and the functions of the housekeeping work in retail store. To visit and experience the housekeeping method in the work place of retail sector.
	2. Applying Housekeeping in the area of cleanliness, hygiene, safety, disposal of waste	1. Competencies required in cleanliness, hygiene, waste disposal, safety, health hazards.	<ol style="list-style-type: none"> Evaluate the roles, responsibilities and effectiveness of jobs and housekeeping. Identify the methods for applying house-keeping work. 	<p>Interactive Lecture:</p> <p>On the job opportunities in retail housekeeping.</p> <p>Activity:</p> <p>Visit to a retail store and observe what kind of methods applying for housekeeping of retail store.</p>

Unit Code: RS206- NQ2012	Unit Title: Communication at Work Place			
Location: Classroom and Retail or Departmental Store	Duration: 15 hours			
	Session 1: Verbal and Non-verbal Communication			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
1. Demonstrate effective use of verbal and nonverbal communication skills	1. Describe the various modes of communication 2. Describe the various sources of information (media, industry associations, industry publications, internet, information services, personal contacts, colleagues, supervisors and managers, etc.) 3. State seven C's of communication 4. Describe the role of sender and receiver in communication	1. Differentiate between internal and external communication 2. Demonstrate the knowledge of collecting and processing information from different sources	Interactive lecture: Communication Process Activity: Practice sessions on effective use of verbal and non-verbal communication skills.	

		5. Describe the barriers in communication		
	2. Identify the practices in verbal and non-verbal communication	<ol style="list-style-type: none"> 1. Describe the verbal & non-verbal communication 2. Importance of verbal & non-verbal communication 3. Practices in verbal & non-verbal communication 	<ol style="list-style-type: none"> 1. Differentiate between verbal and nonverbal communication. 2. Identify the practices in verbal and non-verbal communication 	<p>Interactive lecture: The practices in verbal and non-verbal communication</p> <p>Activity: Practice sessions on effective use of verbal and non-verbal communication skills.</p>
Session 2:Forms of Communication				
	1. Identify the forms of communication	<ol style="list-style-type: none"> 1. Describe the meaning of Formal Communication. 2. Describe the meaning of Informal Communication or grapevine communication. 	<ol style="list-style-type: none"> 1. Differentiate between upward, downward and horizontal communication. 2. Differentiate between verbal and nonverbal communication. 3. Enlist various static and dynamic features of non-verbal communication 	<p>Interactive lecture: Types of Communication</p> <p>Activity: Role play to demonstrate various feature of verbal and nonverbal communication</p>

	<p>2. Find out the advantages and disadvantages of different forms of communication</p>	<p>1. Describe the advantage of different forms of communication 2. Describe the disadvantage of different forms of communication</p>	<p>1. Identify the advantage of different forms of communication 2. Find out the disadvantage of different forms of communication</p>	<p>Interactive lecture: Advantages and disadvantages of different forms of communication Activity: Visit to the retail outlet and asked to note down the advantages and disadvantages of different forms of communication</p>
<p>Session 3: Communication Media and Equipments</p>				
	<p>1. Operate the communication media and equipments properly</p>	<p>1. Describe various communication equipments 2. Describe precaution followed to use the telephone etiquette.</p>	<p>1. Demonstrate functions of electronic device and electronic media 2. Enlist various equipments used for oral communication and written communication</p>	<p>Interactive lecture: Communication media and equipments Activity: 1. Role play to demonstrate the usage of various communication equipments 2. Role play to demonstrate communication etiquette</p>
	<p>2. Evaluate the communication media</p>	<p>1. Describe the methods of evaluate the communication media</p>	<p>1. Identify the methods of evaluate the communication media</p>	<p>Interactive lecture: 1. Evaluate the communication media Activity: Visit to the retail outlet and asked to note down how to</p>

				evaluate the communication media
Session 4: Barriers in Communication				
1. Identify the barriers in communication	<ol style="list-style-type: none"> Describe the factors that act as communication barrier Differentiate between various types of barrier to effective communication 	1. Compile a list of barriers to effective communication at workplace	Interactive lecture: Barriers in communication Activity: Visit to the retail outlet and identify the barriers in communication.	
2. Select the Strategies for Overcome barriers in communication	1. Describe the ways to overcome barriers in effective communication	1. Select strategies to overcome barriers in communication	Interactive lecture: Barriers to effective communication and ways to overcome them Activity: Visit to the retail outlet and find out the strategies for overcome barriers in communication.	

Unit Code: RS207-NQ2012	Unit Title: Health Care and Personal Grooming in Retailing			
Location: Classroom Retail shop or Departmental Store	Duration: 10 hours			
	Session 1: Health Care Activities			
	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Method
	1. Describe the health care activities and health care rights in retail organizations	1. Recognize the relevance of healthcare activities 2. State various rights to health and safety	1. Analyze the health care aids and activities in retail organizations 2. Demonstrate the rights to health and safety	Interactive lecture: Best practices to manage health care in the retail store Activity: Visit to a retail store to observe relevant practices adopted to maintain hygiene
2. Explain the principles of ergonomics, indoor air quality and pollution in retail organizations	1. Discuss the meaning of ergonomics 2. State the concepts of repetitive motion illness, lifting, carrying, standing, fire prevention 3. Discuss importance of machine guarding, trash disposal and issues of working in cold places	1. Demonstrate about the ergonomics at workplace 2. Apply measures for repetitive motion illness, lifting, carrying, standing and fire prevention 3. Practice methods of prevention of floor slips, trips, falls and electric shocks	Interactive lecture: Significance of ergonomics and measures to check pollution in retail organizations Activity: Visit to a retail store to observe relevant practices adopted to prevent pollution.	

			<ol style="list-style-type: none"> 4. Identify causes and prevention of floor slips, trips, falls, electric shocks 5. Express the need for machine guarding, trash disposal & issues of working in cold places 	
Session 2: Health Care Measures				
1. Identify the health care measures in Retail	1. Describe the health care measures in Retail	1. Identify the health care measures in Retail		<p>Interactive lecture: Health care measures in Retail</p> <p>Activity: Visit to the retail outlet and asked to note down the health care measures in Retail</p>
2. List out the unsafe working conditions	<ol style="list-style-type: none"> 1. State the working conditions that are unsafe for the employees 2. Relate the situations where unsafe work should be refused 	<ol style="list-style-type: none"> 1. Identify the unsafe working conditions 2. Differentiate between safe and unsafe work 3. Follow the guidelines to refuse unsafe work 		<p>Interactive lecture: Safe and unsafe working conditions</p> <p>Activity: Group discussion to find out ways to make conditions safer</p>
3. Identify the responsibilities of	1. State the responsibilities of	1. Enlist responsibilities		<p>Interactive lecture: Responsibilities of employers</p>

	<p>employers and employees for workplace health and safety</p>	<p>employer 2. Understand responsibilities of worker 3. Describe responsibilities of supervisor</p>	<p>of employers in provision of health and safety at work 2. Analyze responsibilities of workers and supervisors in managing health and safety at workplace</p>	<p>and employees in managing workplace health and safety Activity: Interview a retail store owner to state the measures adopted by him to ensure health and safety at the store</p>
Session 3: Personal Grooming Techniques				
	<p>1. Describe the skills required for personal grooming</p>	<p>1. Identify various skills and knowledge of self care 2. State the conversation skills 3. Explain the meaning of Balanced Diet</p>	<p>1. Apply the self care including basic skin care, hair care and basic make up 2. Practice conversation skills, social graces and deportment 3. Practice the diet and nutrition and its significance</p>	<p>Interactive lecture: Expert lecture on personal grooming. Activity: Make a small report on the basis of observation on groomed personalities.</p>

	<p>2. Identify the food techniques</p>	<p>1. Describe the relevance of dining with style in formal restaurant 2. State the significance of stylish cutlery and crockery</p>	<p>1. Demonstrate the art of table presentation 2. Demonstrate the art of dining 3. Use of crockery and cutlery 4. Apply restaurant etiquettes</p>	<p>Interactive lecture: Lecture of the specialist on food techniques. Activity: Visit a restaurant and record the ways of table presentation and dining.</p>
Session - 4: Personal Grooming Tips				
	<p>1. List out the grooming tips</p>	<p>1. Basic grooming tips for business women 2. Describe hairstyle tips 3. State basics of business makeup 4. Identify appropriate jeweler</p>	<p>1. Apply the perfumes, scents and odors in workplace and present professional looking fingernails and hands 2. Carry proper hairstyle at workplace 3. Wear appropriate business makeup 4. Demonstrate about good jeweler selection</p>	<p>Interactive lecture: Important grooming tips for working women Activity: Interact with the beautician to learn tips on women makeup</p>
	<p>2. Enlist the work related injuries and reporting them to</p>	<p>1. Discuss about first aid facilities 2. State how to report</p>	<p>1. Utilize first aid box items at the appropriate time</p>	<p>Interactive Discussion: Importance and use of first aid at workplace</p>

	supervisor	injuries 3. Identify how to investigate accidents	2. Develop how and whom to report injuries 3. Investigating accidents	Activity: 1. Visit a doctor to discuss first aid requirements with respect to work related injuries in retail. 2. Visit to retail store and observe work related injuries while moving goods one place to another place.
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Assessment Guide

Assessment is a process used for determining an individual's progress or level of mastery/competence in an occupational area. It may be formative (continuous) and/or summative (final). It is a process of collecting evidence and making judgement about the extent to which a person demonstrates the knowledge and skills set out in the standards or learning outcomes of a unit of competency. Assessment should be done on the basis of information or evidence about the individual's ability against clearly stated objectives or standards. A diversity of assessment methods is required to achieve the multiple purposes and to satisfy the requirements of competency based assessment. Appropriate evidence is to be collected from activities that can be clearly related to the Units of Competency. It should cover all the elements and performance criteria/indicators in the competency standards. Student's achievements should be assessed by using the following methods of assessment.

S.No.	Method of Assessments	Weightage (Max. marks)	Evaluator
1.	Written test	30	Teacher
2.	Practical test	30	Certified Assessor #
3.	Oral test/viva voce	10	Teacher/External Examiner
4.	Portfolio	10	Teacher
5.	Project	10	Teacher/Trainer
6.	Direct Observation	10	Teacher/Trainer
Total		100	

Assessors will be certified by the State Education Board.

- 1. Written test:** It allows candidates to demonstrate that they have the knowledge and understanding of a given topic.
- 2. Practical test:** It allows candidates to demonstrate application of skills in simulated or real work conditions against competency standards (skill and academic standards).
- 3. Oral test/viva voce:** It allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of oral test or viva voce.

4. **Portfolio:** It is a compilation of documents that supports the candidate’s claim of competence that was acquired from prior learning and experience. Documents (including photo’s, newspaper articles, reports, etc.) of practical experience in the workplace or the community and photographs of the products prepared by the candidates related to the units of competency should be included in the portfolio.
5. **Project:** Projects (individual or group projects) are a great way to assess the practice skills on a deadline, but these 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.
6. **Direct Observation** - Direct observation requires a considerable degree of commitment from the observer and those being observed. Employability skills evaluation listed below in the table should be evaluated through direct observation by the teacher/trainer and appropriate records should be maintained for transparency in evaluation.

Employability Skill Area	S. No.	Competencies and Performance Standards	Competent	Not Yet Competent
Communication	1.	Questions appropriately		
	2.	Writes clearly and legibly		
	3.	Demonstrates good listening and responding skills		
	4.	Informs about the absence and reasons of absence		
Responsibility	5.	Organizes work		
	6.	Manages time effectively and efficiently		
	7.	Complete assignments timely		
	8.	Displays care for tools and equipment		
	9.	Accepts responsibility pleasantly		
	10.	Exhibits patience		
	11.	Demonstrates pride in work		
Interpersonal relationship	12.	Displays friendly and cooperative attitude		
	13.	Demonstrates tactfulness in difficult situations		
	14.	Accepts constructive criticism		

	15.	Exhibits positive attitude		
Health and Safety	16.	Practices good personal hygiene regularly		
	17.	Maintains good personal health		
	18.	Dresses well and in appropriate manner		
Innovation & Creativity	19.	Give reasons and make judgements objectively		
	20.	Share ideas and thoughts with others		

1. Competent = 0.5 marks

2. Not yet competent = 0

List of Tools, Equipment and Materials

The list given below is suggestive and an exhaustive list should be prepared by the 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.

Equipments/Tools

1. Shelves for Stacking Products
2. Shopping Cart
3. Signage Board
4. Offer Signages
5. End Cap
6. Table (POS)
7. Chair (POS)
8. Poster (POS)
9. Card Swiping Machine
10. Mannequins
11. Gondolas
12. Display Photographs
13. Products
14. Dangers
15. Coupons and Vouchers

16. Credit Notes
17. Currency Notes of different Denominations
18. Carry Bags
19. Neck-Locks for Carry Bags
20. Physical Bill Copy
21. Photographs of Stacked Notes
22. Housekeeping equipments
23. Goods moving equipments

Teaching/Training Aids

24. Computer
25. LCD Projector
26. Projection Screen
27. White/Black Boards
28. Flip Chart Holder

Teacher's Qualifications

Qualification, competencies and other requirements for appointment of Graduate Teacher (Retail Marketing Management) on contractual basis should be as follow:

S.No.	Qualification	Minimum Competencies	Age Limit
1.	Graduate or Diploma in Retail Management, P.G. Diploma in Marketing with at least 50% marks and 1 year experience. Preparable to higher education with MBA (Retail Marketing) and PG Diploma in Retail Management.	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Basic computing skills. • Technical competencies (e.g. in areas such as marketing, sales promotion, store maintenance, marketing and merchandising etc.) 	18-37 years Age relaxation to be provided as per Govt. rules.

List of Contributors

Advisors

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Material Production Group

A. Working Group Meeting (WGM) for Revision and Finalization of Modular Competency based Curriculum in Retail Marketing Management (Phase -I) was held at Maharashtra State Council of Educational Research and Training, Pune from 4-8 July 2011.

1. Dr. Rudra Saibaba, Professor, Lal Bahadur P.G. College, Warangal- 506 007 (A.P.)
2. Dr. M. Muninarayappa, Associate Professor, Dept. of Commerce, Bangalore University, Central College Campus, Bangalore-l
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15. Dr. P. Veeraiah Assistant Professor & Programme Coordinator, Business and Commerce Division PSS Central Institute of Vocational Education, Bhopal -462011 (M. P.)

B. *Working Group Meeting (WGM) for Revision and Finalization of Modular Competency based Curriculum in Retail Marketing Management (Phase - II) was held at CIET, NCERT, New Delhi from 7-9 August, 2011.*

1. Prof. K. Sambasiva Rao, Dept. of Commerce & Management Studies, Andhra University, Visakhapatnam - 3.
2. Dr. M. Muninarayappa Associate Professor, Dept. of Commerce, Bangalore University, Central College Campus, Bangalore-l
3. Dr. Shipra Vaidya, Associate Professor, Department of Education in Social Sciences and Humanities, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi - 110016
4. Capt. Aditya Singh Consultant - Retail, 2-1, New Pal, Amar Vihar, Gurgaon.
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6. Prof. Sharad Kumar, Head, B & C Division, PSS Central Institute of Vocational Education, Bhopal-462011 (M. P.)
8. Prof. Rajaram Sharma, Joint Director & Honorary Director CIET, NCERT, New Delhi
7. Dr. P. Veeraiah, Assistant Professor & Programme Coordinator, Business and Commerce Division, PSS Central Institute of Vocational Education, Bhopal-462011 (M. P.)

Review Committee Experts**A. Working Group Meeting (WGM) for Revision and Finalization of Modular Competency based Curriculum in Marketing and Sales Management (Phase -II) was held at PSSCIVE, Shyamla Hills, Bhopal from 11-15 March, 2013**

1. Mr. M.S. Ashok, Master Trainer, Open Minds Institute, 22 Sri Rama Mandir Road, Basavanagudi, Bangalore-560004
2. Dr. Jitendra Kumar Sharma, Associate Professor, Sh. B.R. Mirdha Govt. (PG) College, Nagaur, Rajasthan,
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Competency Based Curriculum

**National Skills Qualification Framework
NSQF Level 2
Sector: Physical Education and Sports**



PSS Central Institute of Vocational Education, Bhopal
(a constituent unit of NCERT, an autonomous organization under Ministry of Human
Resource Development, Government of India)

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Introduction

The National Skills Qualifications Framework (NSQF) developed by the Ministry of Human Resource Development (MHRD), Government of India provides a common reference for linking various qualifications to be used for setting common principles and guidelines for a nationally recognized qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, and Universities/Colleges.

As per NSQF qualifications are to be developed in series of levels of knowledge and skills, defined in terms of learning outcomes i.e., the competencies (knowledge, skills and attitude) which the learners must possess regardless of whether they were acquired through formal, non-formal or informal education and training system. Units of competency are the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance expected in the workplace.

Competency is defined in terms of what a person is required to perform, under what conditions it is done and how well it is to be done. Generic competencies are considered essential for a person to participate effectively in the workforce, whereas technical competencies are an individual's knowledge and expertise in the specific group task and its processes. An executive order F.No.1-4/2011-VE dated 3 Sept., 2012 on the various aspects of NSQF has been issued by the MHRD. For more details on the NSQF, please visit the website of MHRD at www:mhrd.gov.in. A competency based curriculum describes what learners must “know” and “be able to do” by the end of a program or study. It identifies the competencies and sub-competencies each learner is expected to master. It states clearly the criteria and conditions by which performance will be assessed. It also defines the learning activities that will lead the learner to mastery of the targeted learning outcome. The **competency based curriculum** is broken down into parts known as **Units**. Each unit is further broken down into knowledge and skills on the basis of which evidence is to be provided by the learner and the evaluation is to be done by the teacher or trainer.

About the Sector

Physical education and Sports is a sector which is very wide in scope and extremely significant in its impact on society. There is lack of sports consciousness and culture in the country. In general it is believed that Sports can only be pursued at the cost of academics. We even have a very well-known saying in India for it;

“Padhoge Likhoge Banoge Nawab, Kheloge Kudoge Banoge Kharab”

Such Myths exaggerate our imbalance towards physical activity.

As we live in the 21st century with all the issues of sedentary lifestyles, unhealthy food habits, stressful careers, this imbalance needs to change else we will face a generation which will have a lower life span than the previous. There are already studies indicating that 30% population of children today is obese. Obesity is a disease. That is an alarmingly high number as there is research to show that 80% of obese children grow up to be obese adults. Diseases like type II diabetes, high cholesterol, stress related disorders are very common in this category.

The sowing of the seeds of physical activity as part of one’s lifestyle can only happen from childhood. It is a habit that needs to be formed early on. It is therefore clear that physical education needs to be an integral part of education in all our schools. Other than the obvious health and fitness outcomes we are also looking at a great deal of life skills learning through sports, grooming better citizens.

The need for physical education as an integral part of education has been recognized by the government and efforts are being made to elevate the status of physical education in schools. That is the grass roots level intervention which will eventually drive the demand for physical education and sports related industry in India.

The immediate need is of good quality physical education and sports professionals at various levels. This demand is going to explode in the coming years offering opportunities for all who want to be associated with Sports and build a career in this field. Several job opportunities already exist and new ones are taking shape.

Self	Schools	Sports Academies	Fitness Centers	Hospitals	Sports Events
-Professional Players	-Physical Education Teachers -Early Years Physical Trainers -Sports Coaches	- Sports Coaches - Facility Managers - Academy Managers	-Fitness Trainers -Personal trainers -Aqua trainers -Nutritionists	-Sports Doctors -Physiotherapists -Nutritionists	-Event Managers -Officials -Commentators -Journalists

There is already a gap today in the demand and supply of professionals in this sector in quantity as well as quality. A vocational course on physical training and sports gives basic exposure of the relevant knowledge and skills required for someone interested in this sector. Participation in such a vocational course should build entry level knowledge and skills giving the student an advantage when pursuing further education in this field or employability skills, should the student decide to go for a job.

Since most of the job roles in this sector require the employee to be dealing with fellow human beings, there is a certain level of maturity and skills required in dealing with the customers. Level 1 of this vocational course would give exposure to students on several skills that are required across the sector so that they get a flavor of what is the scope and also get an opportunity to explore their innate choices. As the course progresses to level 2, students would be confident of doing roles like grounds marking, facility readiness, assisting a physical education teacher in a school or academy. By level 4 the students would have confidence to conduct lessons on their own under the guidance of a Physical Education director in a school or a team coach. They would have basic knowledge of Sports like skills, rules, ground markings, conducting tournaments, basic first aid and a lot of exposure to actually conducting such lessons with children. They will have knowledge of skills versus fitness and what can be done to improve both.

In schools, there is a dire need of physical education trainers who are able to focus on engaging the whole class and exciting children to participate in physical activity for the pleasure on playing, social interaction, fun and fitness.

Objectives of the Course

Upon completion of this level 2 course students will be able to

- Understand the evolution of physical education
- Explain the meaning of health education, hygiene and communicable diseases
- Understand the role of sports in society
- Demonstrate the knowledge of age appropriate skills to be taught to the various age groups starting from early years to middle school.
- Demonstrate how to test skills and fitness
- Understand the functions of various organ systems in the human body
- Demonstrate the knowledge of correct postures, basic training methods and safety in sports
- Demonstrate the knowledge of first aid for common injuries
- Understand the role of a good teacher in education and effective training methodologies
- Demonstrate the knowledge of planning and its use in planning sports days and tournaments
- Demonstrate the technical knowledge of ground markings, rules and regulations, skills required, and creating fixtures for tournaments in the following sports: football, basketball, volleyball and cricket.
- Understand the importance of nutrition and the technical knowledge of caloric values and energy balance in the body

Course Structure: Competency Based Curriculum

Sector: Physical Education and Sports

Course Structure: This course (vocational qualification package) is a planned sequence of instructions consisting of the following 08 modules called as Units.

Physical Training and Sports - Unit Matrix					Level 2
Sl. #	Unit Code	Unit Title	Sub-Unit	No. of Notional Learning hours	Pre-requisite Unit, if any
1	PS201-NQ2014	Evolution of Physical Education	Understanding the Evolution of physical education	10	Nil
			Understanding the difference between ancient and modern Olympic Games		
			Understanding the evolution of Indian sporting events		
			Identifying the role of sports in society		
2	PS 202-NQ2014	Health and Fitness	Learning about health education, hygiene, communicable diseases	25	0
			Understanding the functions of human body		
			How to test your fitness (basic)		
3	PS203-NQ2014	Games and Sports	Demonstrating the knowledge of fundamental skills for pre-school children	50	PS 103 - NQ2013: Games and Sports
			Teaching physical education in primary school (Grade 1 and 2)		
			Teaching physical education in primary school (Grade 3 to 5)		
			Teaching Physical education in middle school (Grad 6 and above)		
			Demonstrating Yogic exercises (Basic)		

4	PS 204-NQ2014	Developing an Athlete	Identifying postural deformities and learning corrective measures	25	PS 104 - NQ2013: Developing an Athlete
			Demonstrating basic training methods		
			Teaching safe ways to participate in physical education and sports		
			Teaching basic first aid		
5	PS 205 - NQ2013	Learning to train Training to learn	Learning to train and training to learn	25	PS 105 - NQ2013: Teaching-Learning
			Demonstrating the knowledge of effective teaching methods		
			Demonstrate effective communication skills		
			Demonstrating the knowledge of planning an event		
6	PS 206 - NQ2013	Managing Sports Events	Teaching basic competencies of officiating	20	PS 106 - NQ2013: Managing Sports Events
			Demonstrating the knowledge of ground and court marking		
			Teaching maintenance of props and equipment and sports facilities		
			Teaching to organise sports days and tournaments		
7	PS 207 - NQ2013	Nutrition	Understanding the role of nutrition and the use of food pyramid	15	PS 107 - NQ2013: Nutrition
			Calculating caloric values		
			Diet and Weight		
8		Work Integrated learning	Projects, field trips and guest lectures	30	
Total				200	

Successful completion of **200 hours of theory and practical sessions** is a requirement for full qualification.

Classroom Activities:

The main activity in classroom will be an interactive lecture session, followed by discussions. Teachers should make effective use of a variety of instructional aids, such as Videos, Power Point Presentations, Charts, Diagrams, Models, Exhibits, Handouts, etc. to transmit knowledge in an effective and interactive mode. A variety of teaching methods will be used like projects, role-play, demonstration, discussion and debate and hands on learning.

Practical Activities:

Activities that provide practical experience are termed as practical activities. Most of the modules in this vocation lend very well to hands on learning. Conducting physical activities according to lesson plans for students of various age groups in the schools, planning and organizing tournaments involving students, teachers and perhaps the community, ground markings, visiting sports facilities etc. are good examples of practical activities. Props, tools and equipment are used for practical activities to make the activity fun and engaging. The vocational teacher with the permission of the school principal will plan practical activities where the students can get exposure to all skills required in the course.

On-the-Job Training:

On-the-job training (OJT) utilizes actual equipment and materials in a structured manner, following a training plan that reflects tasks to be performed and competencies to be imparted under the supervision of an experienced trainer or supervisor. Training plan is prepared and signed by the student, teacher, and supervisor at the organization/industry. In the first step of OJT the trainer will provide an overview of the task to the student, explaining the use of the tools, equipment, materials, etc. in performing the tasks. In the second step trainer will tell, show, and demonstrate step by step the use of tools, materials and equipment for performing a task showing the finished products at each step which will help the learner understand what is required as outcome. Student will learn and demonstrate these activities while the trainer will monitor the progress and provide feedback. Students should be able demonstrate clearly the performance standards defined in the modules.

Certification:

The certificate will be issued by the State's Secondary Education Board/Central Board of Secondary Education (CBSE)

Unit Code: PS201- NQ2014	Unit Title : Evolution of Physical Education			
Duration: 26 hours				
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	1. Understand the evolution of Physical Education	1. Explain why physical activity was necessary during the pre-historic time 2. Identify the different forms of physical education during pre-historic, ancient, medieval and modern periods 3. Explain when people started to consider physical education as the medium for the overall development of an individual	1. List and demonstrate the physical activities and the dominant skills in pre- historic, ancient, medieval and modern periods 2. List the differences between pre-historic physical activities and modern games and sports	Interactive Lecture: Evolution of physical education Activity: on ground 1. Perform skills used for hunting and war during the ancient periods 2. Perform skills used in playing modern day games and sports 3. Visit nearby akhara and write down your observations and experiences
	2. Understand the difference between ancient and modern Olympic Games	1 Explain how Olympic Games played an important role in bringing peace among the rival city states in ancient Greece 2. Explain how Olympic Games can foster international peace, understanding, friendship, etc. 3. Identify the differences between ancient and modern Olympic Games 3.Explain Olympism and what ideals it promotes	1. List the fundamental changes that took place in ancient and modern Olympic Games 2. Demonstrate the sportsman spirit and teamwork during participation in a sporting event	Interactive Lecture: Difference between ancient and modern Olympic Games Activity: on ground 1. Organize an Olympic event in school choosing the games from the ancient Olympics 2.Organize an Olympic event in school choosing the games from the modern Olympics

<p>3. Understand the evolution of Indian sporting events</p>	<p>1. Trace the history and evolution of Indian games and sports from Indus valley civilization to the present day 2. List Indian sporting achievements on the international stage</p>	<p>1. List all the Indian games and identify which ones have transformed themselves into modern international games 2. List all the major international sporting events in the world</p>	<p>Interactive Lecture: Evolution of Indian sporting events Activity: on ground: 1. Demonstrate and play indigenous games– like Kabaddi, Kho-Kho, tug-of-war, gullidanda, mall-stambha, bhrashram, etc. 2. Identify actions/tasks to be performed while playing gullidanda and cricket and list similarities and differences between the two games.</p>
<p>4. Identifying the role of sports in society</p>	<p>1. Discuss how sports can bring a positive change in society 2. Discuss how sports can be used as a medium to establish peace and equity among different gender, abilities, communities, economic backgrounds 3. How can sports be used to build confidence 4. How can sports inculcate personal and social skills</p>	<p>1. Demonstrate the knowledge of inter-personal and social skills while playing a game or sport 2. Give examples from across the world on how sports is used to address social issues</p>	<p>Interactive Lecture: Role of sports in society Activity: on ground: 1. Organize a small sports event involving participants of different age groups, gender, religion and background. Prepare a note on how a sports activity can be used for bringing harmony in such groups. 2. Design a program to improve health and fitness of school teachers</p>

Unit Code: PS202- NQ2014	Unit Title : Health and Fitness			
Duration: 21.5 hours				
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	1. Understand health education, hygiene and communicable diseases	1. Explain physical health, mental health and social health 2. Explain how physical, mental and social health of an individual is inter-related 3. Explain personal hygiene and community hygiene	1. List healthy personal hygiene practices 2. List things to be done to improve community hygiene in your village? 3. List communicable diseases and explain the precautions to be taken to avoid them from spreading 4. Identify the ways to improve one’s physical, mental and social health	Interactive Lecture: Health education, hygiene and communicable diseases Activity: Projects Do the following projects: 1. Survey your classroom, playground and common areas, and propose measures on how the hygienic conditions can be improved 2. Survey your village/community and identify the potential threats that could lead to the outbreak of different communicable diseases. Propose and present the preventive measures to be taken. 3. Track your sickness to see how often you fall sick and why

<p>2. Understand the functions of human body</p>	<p>1 Explain with diagram the functions of: a. Muscular system b. Skeletal system c. Respiratory system d. Digestive system e. Nervous system 2. Describe the functions of blood in human body</p>	<p>1. List the differences between: a. Muscular system and skeletal system b. Respiratory and digestive system c. Nervous system and circulatory system 2. Explain the importance of blood in human body</p>	<p>Interactive Lecture: Functions of human body Activity: 1. Choose three of your favourite organ systems, make a diagram on a chart paper and describe its functions 2. Perform an on ground warm up activity, each student to demonstrate an exercise for a particular muscle or a group of muscles.</p>
<p>3. Learn to test your fitness</p>	<p>1. Explain with examples the components of skill related fitness 2. Explain with examples the components of health related fitness</p>	<p>1. List the battery of health and skill related fitness tests and perform them Explain the differences between: a. Aerobic capacity and anaerobic ability b. Strength and flexibility c. Action, Balance and Co-ordination</p>	<p>Interactive Lecture: Types of fitness tests Activity: on ground: 1. Plan and demonstrate on ground health and skill related fitness assessments 2. Calculate BMI</p>

Unit Code: PS203- NQ2014	Unit Title : Games and Sports			
	Duration: 37.5 hours			
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	1. Demonstrate the knowledge of fundamental skills for pre-school children	1. Explain age appropriateness 2. Explain why it is important to have age appropriate props and activities 3. Explain importance of teaching skills based on Action, Balance and Co-ordination in early years physical education program	1. List the teaching points for the children of age group 1.5 to 5 years 2. Demonstrate Action, Balance and Co-ordination with examples 3. Demonstrate the capability of designing and performing physical activities appropriate for the 1.5 to 5 years age group with focus on action, balance and co-ordination	Interactive Lecture: Fundamental skills for pre-school children Activity: on ground 1. Perform on ground activities that focus on the development of fundamental skills like Action, Balance and Co-ordination 2. Demonstrate skills to conduct classes for pre-school children under various situations/challenges
	2. Teach Physical Education in primary school (Grade 1 and 2)	1. Explain with examples manipulative skill, non-manipulative and locomotor skills 2. Explain why is it important to teach fundamental skills to children of the age group 6 to 8 years	1. List the teaching points for the children of age group 6 to 8 years 2. Demonstrate an understanding of all the fundamental skills applicable to the children of this age group	Interactive Lecture: Fundamental skills for primary school (Grade 1 and 2) Activity: on ground 1. Perform on ground activities that focus on the development of fundamental skills 2. Demonstrate skills to conduct classes for pre-school children under various situations/challenges

<p>3. Teach Physical education in primary school (Grade 3 to 5)</p>	<p>1. Explain the importance of introducing sports specific skills along with fundamental skills for the age group 8 to 11 years 2. Explain why specialization should not start at the age group of 8 to 11 years</p>	<p>1. List the teaching points for the children of the age group 8 to 11 years 2. List the differences between fundamental skills and sports specific skills 3. List five fundamental skills required to play all the outdoor games</p>	<p>Interactive Lecture: Fundamental skills and sports specific skills in primary school (Grade 3 to 5) Activity: on ground: 1. Design and conduct a lesson on fundamental skills applicable to the children of the age group 8 to 11 years 2. Demonstrate the basic skills of football, touch rugby, basketball and cricket</p>
<p>4. Teach Physical education in middle school (Grad 6 and above)</p>	<p>1. Explain why it is important to include multiple games in middle school physical education program 2. Explain the difference in the teaching approaches in early year’s physical education program and middle school physical education program.</p>	<p>1. List the teaching Points for the age group of 12 to 16 years 2. Demonstrate the understanding of the rules of the following sports</p> <ul style="list-style-type: none"> • Football • Basketball • Cricket • Volleyball 	<p>Interactive Lecture: Physical education program in middle school Activity: on ground: 1.Design a coaching session on the following skills</p> <ul style="list-style-type: none"> • passing and receiving skills in football • dribbling skills in basketball • passing skills in volleyball
<p>4.Demonstrate the basic knowledge of yogic exercises</p>	<p>1. Explain the importance of yoga for both body and mind 2. Explain asanas, hatha yoga and pranayama</p>	<p>1. List the differences between asana and pranayama 2. Perform three yogic asanas in standing position, sitting position, and lying position</p>	<p>Interactive Lecture: Yogic exercises Activity: 1. Perform hatha yoga</p>

Unit Code: PS204- NQ2014	Unit Title : Developing an athlete			
Duration: 21.5 hours				
Location: Classroom & Play ground	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
	1. Identify postural deformities and learn about corrective measures	1. Explain active and inactive postures 2. Explain the common causes of deformity 3. Explain the causes of the following postural deformities: a. Spinal curvature b. Flat foot c. Knock knees d. Bow legs d. Round shoulder	1. Demonstrate different types of standing, sitting, bending and sleeping postures 2. Demonstrate different types of deformities and the corrective measures to be taken	Interactive Lecture: Correct posture, deformities and corrective measures Activity: 1. Make a chart on different postural deformities 2. Make a chart on correct postures of standing, sitting, bending and sleeping
	2. Understand the basic training methods	1. Explain the different types of training methods 2. Explain the benefits of aerobic or continuous training 3. Explain the factors one should consider before choosing a training method	1. List the differences between: a. Continuous and interval training b. Plyometric and circuit training 2. Demonstrate and perform different types of training like aerobic, interval, plyometric, circuit and weight training	Interactive Lecture: Basic training methods Activity: 1. Make a chart on different training methods

<p>3. Learn safe ways to participate in physical education and sports</p>	<p>1. Explain how to make ground conditions safe 2. Explain why it is important to know the correct ways to perform an exercise</p>	<p>1. List the differences between safe conditions and safe acts 2. List the key guidelines for safe conditions and safe acts 3. List and demonstrate the best practices for cool down and warm up</p>	<p>Interactive Lecture: Safe ways to participate in physical education and sports Activity: 1. Survey the school sports facility and list the safety issues 2. Perform an on-ground activity to demonstrate safe conditions while playing outdoor games 2. Demonstrate the safe use of props 3. Demonstrate the correct method to perform the basic exercises</p>
<p>4. Learn basic First Aid</p>	<p>1. Explain the basic principles of First Aid 2. Explain and demonstrate RICE</p>	<p>1. Make a list of items to be included in a First Aid kit List common sports injuries and their First Aid 2. Differentiate between: a. Cuts and nose bleeds b. Sprain and strain</p>	<p>Interactive Lecture: First Aid Activity: on ground: 1. Demonstrate the basic first aid for the following: cuts, bruises, heat stroke, nose bleeds, strain and sprain</p>

Unit Code: PS205- NQ2014	Unit Title : Learning to train : Training to learn			
	Duration: 26 hours			
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	1. Learn to train and train to learn	1. Explain the idea of a perfect teacher. Describe based on their personal qualities, core values, social skills and code of conduct. 2. Explain the qualities of a reflective teacher 3. Explain the meaning of discipline	1. List the expected code of conduct a teacher 2. List examples from your everyday life where appropriate behavior is required 3. Identify the difference between a reflective and a non-reflective teacher 4. List the differences between proactive and reactive strategies to deal with discipline	Interactive Lecture: Qualities of a good teacher Role Play: 1. Play the role of a teacher teaching some topics. 2. Do a role play on a discipline issue in class. Discuss the effectiveness of the teacher's approach to solving the issue. Activity: 3. Make a chart on the roles and responsibilities of a teacher and an expected code of conduct in school

<p>2. Demonstrate the knowledge of effective teaching methods</p>	<p>1. Explain and demonstrate different teaching methods 2. List different teaching methods. Explain why there is a need for these teaching methods</p>	<p>1. List the differences between: a. A lecture method and a role play method b. Hands on learning and discussion and debate 2. Demonstrate the knowledge of using role play as a teaching method 3. Demonstrate the difference between a kinesthetic learner and a reflective learner</p>	<p>Interactive Lecture: Effective teaching methods Role Play: 1. Play the role of a teacher using a training method, lecture method and a role play method</p>
<p>3. Demonstrate effective communication skills</p>	<p>1. Explain various elements of communications, their usage and relevance 2. Explain why communication is important 3. Explain the significance of listening in communication</p>	<p>1. Identify the elements of effective communication 2. Identify the ways to improve one's listening skills 3. Demonstrate effective listening skills, speaking skills, writing skills, and reading skills</p>	<p>Interactive Lecture: Effective communication skills Role Play: 1. Situation 1: Parent - teacher meeting. One student plays the role of a teacher and all others play the role of parents. This meeting is to convince parents of the importance of physical education and sports for their children. 2. Situation 2: Principal addressing the assembly on children's day 3. Situation 3: An oral exam being conducted by an external examiner. Appoint a few students as examiners and rest as students. 4. Situation 4: A teacher taking a physical activity class for grade 4 students.</p>

	4. Demonstrate knowledge of planning an event	<ol style="list-style-type: none"> 1. Explain the different elements of planning 2. Explain with examples why planning is important 	<ol style="list-style-type: none"> 1. Demonstrate the knowledge of planning by organizing a volleyball competition 2. Demonstrate the knowledge of planning by organizing a school sports day 	<p>Interactive Lecture: Planning an event</p> <p>Activity: 1 Plan a sports day for a primary school. List the major items you would consider in this plan</p>
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Unit Code: PS206- NQ2014	Unit Title : Managing sports events			
Duration: 33.5 hours				
Location: Classroom & Play ground	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
	1. Learn to manage sports events	<ol style="list-style-type: none"> 1. Explain rules of the four major games: football, basketball, volleyball and cricket 2. Explain officiating dress codes for different games 3. Explain different signals while officiating different games 	<ol style="list-style-type: none"> 1. Demonstrate the understanding of the rules of football, basketball, volleyball and cricket 2. Demonstrate the knowledge of officiating football, basketball, volleyball and cricket 	<p>Interactive Lecture: Managing sports events</p> <p>Activity: on ground 1. Officiate football, basketball, volleyball and cricket matches</p>
	2. Demonstrate the knowledge of ground and court marking	<ol style="list-style-type: none"> 1. Explain the measurements of a football ground, a cricket pitch, a volleyball court and a basketball court. 2. Describe the various tools and equipment needed to mark a court or a ground 	<ol style="list-style-type: none"> 1. Demonstrate the court/ground marking on a chart paper for football, basketball, volleyball and cricket 2. List the tools and equipment needed to mark football ground, volleyball court, basketball court and cricket pitch and field 	<p>Interactive Lecture: Ground and court marking</p> <p>Activity: on ground Mark the ground and court of four major games – football, basketball, volleyball and cricket</p>

<p>3. Learn to maintain props, equipment and sports facilities</p>	<p>1. Explain the correct procedures to maintain balls before and after their use 2. Explain the correct procedures to maintain props and equipment before and after their use</p>	<p>1. Inflate the balls with correct pressure 2. Demonstrate an understanding of maintaining the props and equipment before and after their use 3. List down the maintenance procedure of a volleyball court after the match</p>	<p>Interactive Lecture: Maintaining props, equipment and sports facilities Activity: 1. Clean your sports room and arrange the props and equipment neatly 2. Make a chart stating the best practices in maintaining balls</p>
<p>4. Learn to organize sports day and tournaments</p>	<p>1. Explain the different stages of planning an event 2. Explain different roles and responsibilities in planning and execution of sports day and a tournament 3. Explain how to prepare the checklist for an event and also the importance of it</p>	<p>1. Design a sports day mentioning different stages of planning 2. Make an agenda for the sports day 3. Make a checklist for before and after a football tournament 4. Prepare a knock out fixture for 15 teams</p>	<p>Interactive Lecture: Organizing sports day and tournaments Activity: 1. Make four groups in a class. Each group prepares a sports day schedule for your school and presents it in the class 2. On Ground: a. Organize inter class tournaments in your school for football, volleyball, cricket and basketball b. Plan and conduct annual sports day of your school</p>

Unit Code: PS207- NQ2014	Unit Title : Nutrition			
Duration: 19.5 hours				
Location:	Learning Outcome	Knowledge Evaluation	Performance Evaluation	Teaching and Training Methods
Classroom & Play ground	1.Understand the role of nutrition and the use of food pyramid	1. Explain nutrient and constituents of nutrition 2. Explain food pyramid	1. Differentiate between: a. Macro and micro nutrients b. Simple and complex carbohydrates 2. Demonstrate an understanding of balance diet 3. How is a balanced diet linked to a food pyramid	Interactive Lecture: Nutrition and food pyramid Activity: 1. Prepare a chart explaining the different nutrients 2. Visit the local vegetable market and list the commodities that are rich in carbohydrates, proteins, vitamins and fat. 3. List the food items that are a good source of protein for a vegetarian
	2. Learn to calculate caloric values	1. Explain calorie 2. Explain the caloric values of different food items 3. Demonstrate how to calculate caloric values 3. Explain oxidation of food	1. List the ingredients of a nutritious diet 2. What is caloric value? 3. How to calculate caloric value of food items? 4. Calculate caloric values of different food items 3. List the food items that are good sources of protein for a vegetarian	Interactive Lecture: How to calculate caloric values Activity: 1. Prepare a chart explaining the caloric value of different food items 2. Visit the local vegetable market and list the commodities that are rich in carbohydrate, protein, vitamins and fat.

<p>3. Understand diet and weight</p>	<ol style="list-style-type: none"> 1. Explain what leads to energy imbalance 2. Identify factors that lead to the increase and decrease in body weight 2. Explain basal metabolic rate 3. Explain the factors that need to be considered while creating a sports diet 	<ol style="list-style-type: none"> 1. Differentiate between: <ol style="list-style-type: none"> a. Energy in and energy out b. Normal diet and sports diet 2. Demonstrate the ability to prepare a diet plan to increase weight 3. Demonstrate the ability to prepare a sports diet 	<p>Interactive Lecture: Diet and weight</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. Calculate the basal metabolic rate 2. Prepare a chart recommending the food items to be included for regular diet and for sports diet
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Assessment Guide

Assessment is a necessary process to determine the level of progress and learning of knowledge and skills at a particular level and take remedial action. It needs to be continuous and comprehensive in nature to achieve this purpose. The student workbook has sections of Assessment and Assessment checklists in each section of a module to judge the extent to which a student has grasped the concept and is able to demonstrate the skill. A variety of assessment methods are used to evaluate the student as is required in the vocations that pertain to this course. Appropriate evidence is to be collected from activities that can be clearly related to the units of competency. It should cover all the elements and performance criteria/indicators in the competency standards.

The final assessment will be in line with the CBSE guidelines.

List of Tools, Equipment and Materials

List of Items	Quantity	Quantity for 30 students
Storage Cupboard for the props	1	1
Volleyball Poles (Mobile in schools where the ground exists)	1 pair	1 pair
Mini Football Goal Posts (2mx1.1m) to full size fixed goal posts	1 pair	1 pair
Kho-Kho Posts	1 pair	1 pair
Marking Props: Cones, Flexi-poles, Measuring Tape,	1	1
Fitness props: Medicine ball, Agility Ladder, Step hurdles, Weighing scale, Height scale, whistle, stop watch	1	1
Sports props: Hula Hoops, Frisbees, Footballs, Basketballs, Rugby balls, Volleyballs, cricket bats and balls	1	1:2 to 1:4
Props will be configured based on the class size for practical training		

Trainer's Qualification

- Graduate or Post Graduate in Physical Education (BPE/ BPEd/ MPEd) or Diploma in Physical Education/ Sports Coaching with 1+ years of experience as a Physical Education Teacher or Coach.
- Work experience in school, colleges, academies or in the area of physical training and sports (at least 1 year)
- Good knowledge of school education system or sports coaching with prior experience in training / teaching.

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The youth of India which is and will continue to be the most sought after resource for this country of a billion people, has inspired us to undertake this journey in strengthening physical education and sports in India.

We would like to thank the schools we have partnered with, who have lent us their support in strengthening physical education and sports at school level. They have believed in our ideas and given us the right platform to make the right impact at the right age.

We would like to thank the physical education colleges which have given us access to their students and have guided us whenever we sought their support.

We would like to thank the physical education professionals who work with us. They have helped us change the way we look at physical education. These physical education professionals who have believed in themselves and worked hard to bring physical education on the radar of school authorities, parents and students.

Special thanks to the Sportsmen of India who have shown us what we are capable of doing if we commit.

We would like to thank all our well-wishers, friends and investors who have appreciated with generosity our efforts so far, given us the right platforms to present our thoughts and given us opportunities to showcase our products and services, without their trust and belief we would not be here.

Our inspiration to offer this vocational course comes from the trust and confidence our schools have placed on us, the smiles that we see on the young school children's faces and the dire need for us as a nation to focus on preventive health and fitness.

We would like to appreciate the government for recognizing the need for elevating the status of physical education and sports in school curriculum and giving us the opportunity to participate in this endeavor.

Thank you All!