

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: VEGETABLE GROWER

(QUALIFICATION PACK: Ref. Id. AGR/ Q0405)

SECTOR: AGRICULTURE

Grades 11 and 12



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NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

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

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

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



Gandhiji's Talisman

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

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

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

M. K. Gandhi



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VOCATIONAL CURRICULUM**

Agriculture- Vegetable Grower

June, 2026

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Published by:

Joint Director

PSS Central Institute of Vocational
Education, NCERT, Shyamla Hills,
Bhopal



PATRONS

Dr. Deepak Paliwal

Joint Director

PSS Central Institute of Vocational Education

Bhopal

COURSE COORDINATOR

Dr. Rajiv Kumar Pathak

Professor

Dept. of Agriculture & Animal Husbandry

PSS Central Institute of Vocational Education

Bhopal

FOREWORD

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

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

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

DINESH PRASAD SAKLANI

Director

National Council of Education Research and Training

PREFACE

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

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

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

DEEPAK PALIWAL

Joint Director

PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

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

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

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

We are also grateful to Prof. Rajiv Pathak, Course Coordinator, Department of Agriculture and Animal Husbandry, PSSCIVE, Bhopal for his contributions.

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

The suggestions and editorial support provided by Dr. Anoop Kumar Rathore, Assistant Professor and Mr. Aman Kumar, Assistant Professors (Contractual), Department of Agriculture and Animal Husbandry, PSSCIVE are duly appreciated and acknowledged.

PSSCIVE Team

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		Unit 3: Information and Communication Technology Skills – I
		Unit 4: Entrepreneurial Skills – I
		Unit 5: Green Skills – I
	Part B	Vocational Skills
		Unit 1: Introduction to the Horticulture
		Unit 2: Nursery Management and Land Preparation
		Unit 3: Nutrient Management in Vegetable Crops
		Unit 4: Irrigation and Weed Management in Vegetable Crops
		Unit 5: Integrated Insect-Pest and Disease Management in Vegetable Crops
	CLASS 12	
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		Unit 1: Communication Skills – II
		Unit 2: Self-management Skills – II
		Unit 3: Information and Communication Technology Skills – II
		Unit 4: Entrepreneurial Skills – II
		Unit 5: Green Skills – II
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		Unit 1B: Package of Practices of Cole crops
		Unit 1C: Package of Practices of Bulb crops
		Unit 1D: Package of Practices of Root crops
		Unit 1E: Package of Practices of Legume and other Vegetable crops
		Unit 1F: Package of Practices of Leafy Vegetable crops
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1- COURSE OVERVIEW

COURSE TITLE: Agriculture – Vegetable Grower

A vegetable grower carries out various activities in a farm for cultivation of vegetables, which include preparation of farm for cultivation, planting of seedlings, maintenance of the crop, harvesting and marketing of produce.

Course Outcomes: On completion of the course, students should be able to:

- Apply effective oral and written communication skills to interact with people and customers;
- Identify the principal components of a computer system;
- Demonstrate the basic skills of using computer;
- Demonstrate self-management skills;
- Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills & abilities;
- Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- Communicate effectively with the client
- Identify the principal components of a computer system
- Describe types and management of Vegetable nurseries.
- Prepare Land for vegetable crops
- Demonstrate nutrient application in Vegetable crops
- Explain importance and methods of the irrigation
- Identify and manage common weeds of Vegetable crops
- Identify and manage major Insect-pests of Vegetable crops
- Identify and manage diseases of Vegetable crops
- Demonstrate Package of Practices of Vegetable Crops
- Demonstrate post-harvest operations of Vegetable crops.
- Demonstrate Value Addition in Vegetable Crops
- Demonstrate health and safety issues at workplace

Course Requirements: The learner should have the basic knowledge of science.

Course Level: On completion of this course, a student can take up a higher level course for a job role in Vegetable Grower.

Course Duration: **600 hrs**

Class 11 : 300 hrs

Class 12 : 300 hrs

Total : 600 hrs

2- SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Grades 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 11 is as follows:

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

GRADE 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – III	25	10
	Unit 2: Self-management Skills – III	25	
	Unit 3: Information and Communication Technology Skills – III	20	
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to the Horticulture	25	40
	Unit 2: Nursery Management and Land Preparation	40	
	Unit 3: Nutrient Management in Vegetable Crops	35	
	Unit 4: Irrigation and Weed Management in Vegetable Crops	30	
	Unit 5: Integrated Insect-Pest and Disease Management in Vegetable Crops	35	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

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

GRADE 12			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – IV	25	10
	Unit 2: Self-management Skills – IV	25	
	Unit 3: Information and Communication Technology Skills – IV	20	
	Unit 4: Entrepreneurial Skills – IV	25	
	Unit 5: Green Skills – IV	15	
	Total	110	10
Part B	Vocational Skills		
	Elective Units (Unit A-G)*		
	Unit 1A: Package of Practices of Solanaceous Vegetable crops	65	40
	Unit 1B: Package of Practices of Cole crops		
	Unit 1C: Package of Practices of Bulb crops		
	Unit 1D: Package of Practices of Root crops		
	Unit 1E: Package of Practices of Legume and other Vegetable crops		
	Unit 1F: Package of Practices of Leafy Vegetable crops		
	Unit 1G: Package of Practices of Cucurbitaceous Vegetables		
	Unit 2: Post Harvest management of Vegetable crops	55	
	Unit 3: Maintain Health and safety measures at work place	45	
	Total	165	40
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05

	Total	15	15
	Grand Total	300	100

** Note: Unit 1 (Elective Units A–G) consists of different groups of vegetable crops. Schools are required to select at least one elective unit (Unit 1A to Unit 1G) based on the agro-climatic conditions, available resources, and regional requirements of their location. Schools may choose more than one elective unit if feasible, but selection of at least one unit is mandatory.*

3- TEACHING/ TRAINING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational teachers. Vocational teachers should make effective use of a variety of instructional aids, such as audio-video materials, colour slides, charts, diagrams, models, exhibits, hand-outs, online teaching materials, etc. to transmit knowledge and impart training to the students.

PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not limited to hands-on-training, simulated training, role play, case-based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

FIELD VISITS/ EDUCATIONAL TOUR

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

4- ASSESSMENT AND CERTIFICATION

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

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

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper-based test or short structured questions based on the content of the curriculum.

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

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

Duration: 3 hrs Max. Mark: 40

	No. of Questions			Marks
	Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
Typology of Question				

1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	5x1=5	10x2=20	5x3=15	40 (20 questions)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions.

The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are

'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

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

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation.

Field visits should be organized as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

Student Portfolio is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

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

UNIT CONTENTS

GRADE 11

Part A: Employability Skills

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

UNIT 1: COMMUNICATION SKILLS – III

Duration: 25 hrs

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)
1. Demonstrate Knowledge of Effective Communication	<ul style="list-style-type: none"> • Introduction to communication • Importance of communication • Elements of communication • Perspectives in communication • Effective communication 	<ul style="list-style-type: none"> • Role-play on the communication process • Group discussion on factors affecting perspectives in communication • Classroom discussion on the 7Cs of effective communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) • Chart making on elements of communication
2. Demonstrate Verbal Communication	<ul style="list-style-type: none"> • Verbal communication • Public speaking 	<ul style="list-style-type: none"> • Role-play of a phone conversation. • Group exercise on delivering speech and practicing public speaking
3. Demonstrate Non-Verbal Communication	<ul style="list-style-type: none"> • Importance of non-verbal communication • Types of non-verbal communication • Visual communication 	<ul style="list-style-type: none"> • Role-play on non-verbal communication • Group exercise and discussion on Do's and Don'ts to avoid body language mistakes • Group activity on methods of communication

4. Use Correct Pronunciation	<ul style="list-style-type: none"> • Pronunciation basics • Speaking properly • Phonetics • Types of sounds 	<ul style="list-style-type: none"> • Group exercises on pronouncing words
5. Demonstrate the knowledge of Assertive Communication Style	<ul style="list-style-type: none"> • Important communication styles • Assertive communication • Advantages of assertive communication • Practicing assertive communication 	<ul style="list-style-type: none"> • Group discussion on communication styles • Group discussion on observing and sharing communication styles
6. Demonstrate the Knowledge of Saying No	<ul style="list-style-type: none"> • Steps for saying 'No' • Connecting words (Conjunctions) 	<ul style="list-style-type: none"> • Group discussion on how to respond • Group activity on saying 'No'
7. Identify and Use Parts of Speech in Writing	<ul style="list-style-type: none"> • Capitalization • Punctuation • Basic parts of speech • Supporting parts of speech 	<ul style="list-style-type: none"> • Group exercises on identifying parts of speech • Group exercises on constructing sentences • Group exercises on nouns
8. Write Sentences and Paragraphs	<ul style="list-style-type: none"> • Parts of a sentence • Types of objects • Types of sentences • Paragraph 	<ul style="list-style-type: none"> • Exercises on making sentences • Activity on active and passive voice • Assignment on writing different types of sentences
9. Communicate with People	<ul style="list-style-type: none"> • Greetings • Introducing self and others 	<ul style="list-style-type: none"> • Role-play on formal and informal greetings • Role-play on introducing someone • Practice session and group discussion on greeting different people.
10. Introduce Self to Others and Write About Oneself	<ul style="list-style-type: none"> • Talking about self • Filling out a form to write about self • 	<ul style="list-style-type: none"> • Practicing self-introduction to write about self • Filling up forms to write about self
11. Ask Questions	<ul style="list-style-type: none"> • Types of questions • Asking close-ended and open-ended questions 	<ul style="list-style-type: none"> • Exercise on asking different types of questions

		<ul style="list-style-type: none"> Group activity on framing open and close-ended questions
12. Communicate Information About Family to Others	<ul style="list-style-type: none"> Words that show relations in the family 	<ul style="list-style-type: none"> Practice talking about family Role-play on talking about family members
13. Describe Habits and Routines	<ul style="list-style-type: none"> Concept of habits and routines 	<ul style="list-style-type: none"> Group discussion on habits and routines Group activity on describing routines
14. Ask or Give Directions to Others	<ul style="list-style-type: none"> Asking for directions to a place Giving directions for a place 	<ul style="list-style-type: none"> Role-play on asking and giving directions to a place Identifying symbols used for giving directions

UNIT 2: SELF-MANAGEMENT SKILLS – III

Duration: 25 hrs

	Theory (10 hrs)	Practical (15 hrs)
1. Identify and Analyse Own Strengths and Weaknesses	<ul style="list-style-type: none"> Knowing yourself Identifying strengths and weaknesses Difference between interests and abilities 	<ul style="list-style-type: none"> Activity on writing aim in life Preparing a worksheet on interests and abilities
2. Demonstrate Personal Grooming	<ul style="list-style-type: none"> Guidelines for dressing and grooming 	<ul style="list-style-type: none"> Role-play on dressing and grooming standards Self-reflection activity on dressing and grooming
3. Maintain Personal Hygiene	<ul style="list-style-type: none"> Importance of personal hygiene Three steps to personal hygiene Essential steps of hand washing 	<ul style="list-style-type: none"> Role-play on personal hygiene Assignment on personal hygiene
4. Demonstrate the Knowledge of Working in a Team and Participating in Group Activities	<ul style="list-style-type: none"> Describe the benefits of teamwork Working in a team 	<ul style="list-style-type: none"> Assignment on working in a team Self-reflection on teamwork

5. Describe the Importance of Networking Skills	<ul style="list-style-type: none"> • Benefits of networking skills • Steps to build networking skills 	<ul style="list-style-type: none"> • Group exercise on networking in action • Assignment on networking skills
6. Describe the Meaning and Importance of Self-Motivation	<ul style="list-style-type: none"> • Self-motivation • Types of motivation • Qualities of Self-motivated people 	<ul style="list-style-type: none"> • Activity on staying motivated • Assignment on reasons hindering motivation
7. Set SMART Goals	<ul style="list-style-type: none"> • Meaning of goals and purpose of goal-setting • Setting SMART (Specific, Measurable, Attainable, Realistic and Timebound) goals 	<ul style="list-style-type: none"> • Assignment on setting SMART goals • Activity in developing long-term and short-term goals using the SMART method
8. Apply Time Management Strategies and Techniques	<ul style="list-style-type: none"> • Time management • Steps for effective time management 	<ul style="list-style-type: none"> • Preparing a checklist of daily activities • Preparing to-do-list

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – III

Duration: 20 hours

	Theory (08 hrs)	Practical (12 hrs)
1. Create A Document on the Word Processor	<ul style="list-style-type: none"> • Introduction to ICT • Advantages of using (Information and Communication Technology) a word processor. • Working with Libre Office Writer 	<ul style="list-style-type: none"> • Group activity on demonstration and practice of the following: <ol style="list-style-type: none"> i. Creating a new document ii. Typing text iii. Saving the text iv. Opening and saving files on Microsoft Word/Libre Office Writer.
2. Identify the basic interface of LibreOffice	<ul style="list-style-type: none"> • Standard user interface of LibreOffice writer <ol style="list-style-type: none"> i. Status bar ii. Menu bar iii. Tool bar iv. Making a text bold 	<ul style="list-style-type: none"> • Group activity on using the basic user interface of LibreOffice writer • Group activity on working with Microsoft Word
3. Save, Close, Open and Print Document	<ul style="list-style-type: none"> • Saving a Word document • Closing a Word document • Opening an existing document 	<ul style="list-style-type: none"> • Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer

	<ul style="list-style-type: none"> • Printing a Word document 	<ul style="list-style-type: none"> • Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word
4. Format Text in a Word Document	<ul style="list-style-type: none"> • Changing style and size of text • Aligning text and • Cutting, Copying, Pasting text • Finding and replacing 	<ul style="list-style-type: none"> • Group activity on formatting text in LibreOffice Writer • Group activity on formatting text in Microsoft Word
5. Check Spelling and Grammar in a Word Document	<ul style="list-style-type: none"> • Starting a spell checker • Short-cut menu for spell checker • Autocorrecting spellings 	<ul style="list-style-type: none"> • Group activity on checking spellings and grammar using LibreOffice Writer • Group activity on checking spelling and grammar using Microsoft Word
6. Insert Lists, Tables, Pictures, and Shapes in a Word Document	<ul style="list-style-type: none"> • Insert bullet list • Inserting the following in Word document <ol style="list-style-type: none"> i. Number list ii. Tables iii. Pictures iv. Shapes 	<ul style="list-style-type: none"> • Practical exercise of inserting lists and tables using LibreOffice Writer
7. Insert Header, Footer and Page Number in a Word Document	<ul style="list-style-type: none"> • Inserting the following in a Word document <ol style="list-style-type: none"> i. Header ii. Footer iii. page number iv. Page count 	<ul style="list-style-type: none"> • Practical exercises of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word
8. Demonstrate the Use of Track Change Option in a Word Document	<ul style="list-style-type: none"> • Tracking changes in LibreOffice Writer • Manage option • Comparing documents 	<ul style="list-style-type: none"> • Group activity on performing changes in track mode in LibreOffice Writer and Microsoft Word

UNIT 4: ENTREPRENEURSHIP SKILLS – III

Duration: 25 hrs

	Theory (10 hrs)	Practical (15 hrs)
1. Differentiate Between Different Kinds of Businesses	<ul style="list-style-type: none"> • Introduction to entrepreneurship 	<ul style="list-style-type: none"> • Role-play on different kinds of businesses around us

	<ul style="list-style-type: none"> Types of business activities – manufacturing, trading, and service 	
2. Describe the Significance of Entrepreneurial Values	<ul style="list-style-type: none"> Values of an entrepreneur Case study on qualities of an entrepreneur 	<ul style="list-style-type: none"> Role-play on qualities of an entrepreneur
3. Describe the Attitudinal Changes Required to Become an Entrepreneur	<ul style="list-style-type: none"> Difference between the attitude of an entrepreneur and an employee 	<ul style="list-style-type: none"> Interviewing employees and entrepreneurs
4. Describe the Importance of Thinking Like an Entrepreneur	<ul style="list-style-type: none"> Problems of entrepreneurs Problem-solving Thinking like an entrepreneur to solve problems 	<ul style="list-style-type: none"> Group activity on identifying and solving problems
5. Generate Business Ideas	<ul style="list-style-type: none"> The business cycle Principles of idea creation Generating a business idea Case studies 	<ul style="list-style-type: none"> Group activity to create business ideas
6. Describe Customer Needs and the Importance of Conducting a Customer Survey	<ul style="list-style-type: none"> Understanding customer needs Conducting a customer survey 	<ul style="list-style-type: none"> Group activity for conducting a customer survey
7. Create a Business Plan	<ul style="list-style-type: none"> Importance of business planning Preparing a business plan Principles to follow for growing a business Case studies 	<ul style="list-style-type: none"> Group activity on developing a business plan

UNIT 5: GREEN SKILLS – III

Duration: 15 hrs

	Theory (07 hrs)	Practical (08 hrs)
1. Describe the Importance of the Main Sectors of the Green Economy	<ul style="list-style-type: none"> Important sectors of green economy- <ol style="list-style-type: none"> Agriculture Energy resources Construction Fisheries 	<ul style="list-style-type: none"> Group discussion on sectors of the green economy Preparing posters on various sectors for

	<ul style="list-style-type: none"> v. Forestry vi. Tourism vii. Transport viii. Water Management ix. Waste management x. Manufacturing xi. Industry 	promoting the green economy
2. Describe Policies for the Green Economy	<ul style="list-style-type: none"> • Policies for a green economy 	<ul style="list-style-type: none"> • Group discussion on initiatives for promoting the green economy • Writing an essay or a short note on the important initiatives for promoting a green economy.
3. Describe the Role of Various Stakeholders in the Green Economy	<ul style="list-style-type: none"> • Stakeholders in the green economy 	<ul style="list-style-type: none"> • Group discussion on the role of stakeholders in the green economy • Making solar bulbs.
4. Describe the Role of Government and Private Agencies in the Green Economy	<ul style="list-style-type: none"> • Role of the government in promoting a green economy • Role of private agencies in promoting green economy 	<ul style="list-style-type: none"> • Group discussion on the role of government and private agencies in promoting a green economy. • Preparing posters on green sectors.

GRADE 11

Part B: Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Unit 1: Introduction to the Vegetable Crops	25
2.	Unit 2: Nursery Management and Land Preparation	40
3.	Unit 3: Nutrient Management in Vegetable Crops	35
4	Unit 4: Irrigation and Weed Management in Vegetable Crops	30
5	Unit 5: Integrated Insect-Pest and Disease Management in Vegetable Crops	35
Total		165

Unit 1: Introduction to the Vegetable crops			
Learning Outcome	Theory (10 Hrs)	Practical (15 Hrs)	Duration (25 Hrs)
1. Explain Overview of Vegetable crops	<ol style="list-style-type: none"> 1. Overview of horticulture 2. Branches of horticulture 3. Current scenario of Vegetable crops in India 4. Nutritional value of Vegetable crops 	<ol style="list-style-type: none"> 1. Identify and classify different branches of horticulture using plant samples 2. Prepare a chart showing the importance and uses of various Vegetable crops 	10 Hrs
1. Importance and scope of Vegetable crops	<ol style="list-style-type: none"> 1. Classification of Vegetable crops 2. Importance and scope of Vegetable crops 3. Career opportunities as Vegetable Grower 	<ol style="list-style-type: none"> 1. Visit nearby Vegetable farm and observe different crop at farm. 	15 Hrs
Total			25 Hrs

Unit 2: Nursery Management and Land Preparation			
Learning Outcome	Theory (15 Hrs)	Practical (25 Hrs)	Duration (40 Hrs)
1. Describe types and management of Vegetable Nurseries	<ol style="list-style-type: none"> 1. Define Nursery 2. Importance of nurseries 3. Site selection for nursery 4. Types of nurseries 5. Nursery Management <ul style="list-style-type: none"> • Seedbed preparation • Seed Treatment • Seed sowing • After care 	<ol style="list-style-type: none"> 1. Prepare nursery bed at school level 2. Prepare layout for a nursery 3. Demonstrate seed treatment and seed sowing 	20 Hrs
1. Prepare Land for vegetable crops	<ol style="list-style-type: none"> 1. Soil sampling and testing 2. Describe field preparation for Vegetable crops: <ul style="list-style-type: none"> • Ploughing • Harrowing • Levelling 3. Tools and implements used in nursery 4. Prepare a layout for Vegetable farm. 	<ol style="list-style-type: none"> 1. Demonstrate collection of soil sample. 2. Identify tools and equipment for field preparation 3. Prepare a layout plan for Vegetable Garden. 	20 Hrs
Total			40 Hrs

Unit 3: Nutrient Management in Vegetable Crops			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Duration (35 Hrs)
2. Identify and application of Plant nutrients	1. Describes plant nutrients 2. Classification of Plant nutrients 3. Deficiency symptoms and its corrective measures	1. Identification of deficiency symptoms of nutrients	25 Hrs
2. Demonstrate the application of manures and fertilisers	1. Types of Manure and fertilisers 2. Applications of manure and fertilisers for Vegetable crops	2. Demonstration the application of manure and fertilisers	20 Hrs
Total			35 Hrs

Unit 4: Irrigation and Weed Management in Vegetable Crops			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Duration (30 Hrs)
1. Explain Importance and methods of irrigation	2. Define irrigation 3. Importance of irrigation 4. Irrigation requirement for Vegetable crops 5. Methods of irrigation	1. Application of irrigation in Vegetables 2. Demonstrate irrigation scheduling and fertigation techniques	15 Hrs
1. Identify and manage common weeds	1. Describe weed 2. Importance of weed management 3. Major Weeds of Vegetable crops 4. Integrated weed management in Vegetable crops	1. Identification of common weeds 2. Management of weeds in vegetables crops	15 Hrs
Total			30 Hrs

Unit 5: Integrated Insect-Pest and Disease Management in Vegetable Crops			
Learning Outcome	Theory (10 Hrs)	Practical (20 Hrs)	Duration (35 Hrs)
1. Identify and manage major Insect-pests of Vegetable crops	1. Describe major insect- pests of Vegetable crops 2. Insect-pests damage symptoms and their management	1. Identification of symptoms caused by insect-pests 2. Demonstration of insect-pest control	20 Hrs

		measures in Vegetables	
2. Identify and manage diseases of Vegetable crops	1. Important diseases of Vegetable crops 2. Symptoms of different Vegetable diseases and their management	1. Identification of the symptoms of diseases in Vegetables 2. Demonstration of disease control measures in Vegetables	25 Hrs
Total			35 Hrs

GRADE 12

Part A: Employability Skills

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

UNIT 1: COMMUNICATION SKILLS – IV

Duration: 25 hrs

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)
1. Demonstrate Active Listening Skills	<ul style="list-style-type: none"> Active listening -listening skill and stages of active listening Overcoming barriers to active listening 	<ul style="list-style-type: none"> Group discussion on factors affecting active listening Preparing posters of steps for active listening Role-play on negative effects of not listening actively
2. Identify the Parts of Speech	<ul style="list-style-type: none"> Parts of speech – using capitals, punctuation, and basic parts of speech Supporting parts of speech 	<ul style="list-style-type: none"> Group practice on identifying parts of speech Group practice on constructing sentences
3. Write Sentences	<ul style="list-style-type: none"> Writing simple sentence Writing complex sentences Types of object 	<ul style="list-style-type: none"> Group work on writing sentences and paragraphs

	<ul style="list-style-type: none"> • Types of sentences <ul style="list-style-type: none"> i. Active and Passive sentences ii. Statement/ iii. Declarative sentence iv. Question/ v. Interrogative sentence vi. Emotion/ vii. Reaction or Exclamatory sentence viii. Order or Imperative sentence ix. Paragraph writing 	<ul style="list-style-type: none"> • Group work on practicing writing sentences in active or passive voice • Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)
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UNIT 2: SELF-MANAGEMENT SKILLS – IV

Duration: 25 hrs

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

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV

Duration: 25 hrs

	Theory (06 hrs)	Practical (14 hrs)
1. Identify the Components of a	<ul style="list-style-type: none"> • Getting started with a spreadsheet - types of a spreadsheet 	<ul style="list-style-type: none"> • 1. Group activity on identifying components

Spreadsheet Application	<ul style="list-style-type: none"> • Steps to start LibreOffice Calc., • Components of a worksheet. 	of spreadsheet in LibreOffice Calc.
2. Perform Basic Operations in a Spreadsheet	<ul style="list-style-type: none"> • Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell • Selecting multiple cells • Saving the spreadsheet in various formats • Closing the spreadsheet • Opening the spreadsheet. • Printing the spreadsheet. 	<ul style="list-style-type: none"> • Group activity on working with data on LibreOffice Calc.
3. Demonstrate the Knowledge of Working with Data and Formatting Text	<ul style="list-style-type: none"> • Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula • Formatting cell and content • Changing text style and font size • Aligning text in a cell • Highlighting text 	<ul style="list-style-type: none"> • Group activity on formatting a spreadsheet in LibreOffice Calc • Group activity on performing basic calculations in LibreOffice Calc.
4. Demonstrate the Knowledge of Using Advanced Features in Spreadsheet	<ul style="list-style-type: none"> • Advanced features in Spreadsheet <ol style="list-style-type: none"> i. Sorting data ii. Filtering data iii. Protecting spreadsheet with password 	<ul style="list-style-type: none"> • Group activity on sorting data in LibreOffice Calc
5. Make Use of Software for Making Slides Presentations	<ul style="list-style-type: none"> • Steps to start LibreOffice Impress • Adding text to a slide presentation 	<ul style="list-style-type: none"> • Group practice on working with LibreOffice Impress tools
6. Demonstrate the Knowledge of Opening, Closing and Slide Presentations	<ul style="list-style-type: none"> • Printing a presentation 	<ul style="list-style-type: none"> • Group activity on closing and saving a presentation in LibreOffice Impress
7. Demonstrate the Knowledge of working with Slides	<ul style="list-style-type: none"> • Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and 	<ul style="list-style-type: none"> • Group practice on working with font styles in LibreOffice Impress

	formatting text, highlighting text, aligning text and changing text color	
8. Demonstrate the Use of Advanced Features in a Presentation	<ul style="list-style-type: none"> • Advanced features used in a presentation • Inserting shapes in the presentation • Inserting clipart and images in a presentation • Changing slide layout 	<ul style="list-style-type: none"> • Group activity on changing slide layout on LibreOffice Impress

UNIT 4: ENTREPRENEURSHIP SKILLS – IV

Duration: 25 hrs

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)
1. Describe the Types and Qualities of Entrepreneurs	<ul style="list-style-type: none"> • Entrepreneurship and entrepreneur • Characteristics of entrepreneurship • Entrepreneurship-art and science • Qualities of a successful entrepreneur • Types of entrepreneurs • Roles and functions of an entrepreneur • What motivates an entrepreneur? • Identifying opportunities and risk-taking • Startups 	<ul style="list-style-type: none"> • Group discussion on the topic “An entrepreneur is not born but created”. • Conducting a classroom quiz on various aspects of entrepreneurship.
2. Identify the Barriers to Entrepreneurship	<ul style="list-style-type: none"> • Barriers to entrepreneurship <ul style="list-style-type: none"> i. Environmental barriers ii. Faulty business plan iii. Personal barriers 	<ul style="list-style-type: none"> • Group discussion about “What we fear about entrepreneurship” • Activity on taking an interview of an entrepreneur.
3. Identify the Attitude that Makes an Entrepreneur Successful	<ul style="list-style-type: none"> • Entrepreneurial attitude 	-----
4. Demonstrate the Knowledge of Entrepreneurial	<ul style="list-style-type: none"> • Entrepreneurial competencies <ul style="list-style-type: none"> i. Decisiveness ii. Initiative 	<ul style="list-style-type: none"> • Playing games, such as “Who am I”. • Group discussion on business ideas

<p>Attitude and Competencies</p>	<p>iii. Interpersonal skills- positive attitude, stress management</p> <p>iv. Perseverance</p> <p>v. Organizational skills- time management, goal setting, efficiency, managing quality</p>	<ul style="list-style-type: none"> • Group practice on “Best out of Waste” • Group discussion on the topic of “Let’s grow together” • Group activity on time management • Activity on “My entrepreneurial attitude”
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UNIT 5: GREEN SKILLS – IV

Duration: 25 hrs

<p>Learning Outcome</p>	<p>Theory (05 hrs)</p>	<p>Practical (10 hrs)</p>
<p>1. Identify the Benefits of the Green Jobs</p>	<ul style="list-style-type: none"> • Green jobs • Benefits of green jobs • Green jobs in different sectors: <ul style="list-style-type: none"> i. Agriculture ii. Transportation iii. Water conservation iv. Solar and wind energy v. Eco-tourism vi. Building and construction vii. Solid waste management viii. Appropriate technology 	<ul style="list-style-type: none"> • Group discussion on the importance of green jobs.
<p>2. State the Importance of Green Jobs</p>	<ul style="list-style-type: none"> • Importance of green jobs in the following <ul style="list-style-type: none"> i. Limiting greenhouse gas emissions ii. Minimizing waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change 	<ul style="list-style-type: none"> • Preparing posters on green jobs. • Group activity on tree plantation.

GRADE 12

Part B–Vocational Skills

S. No.	Units	Duration (Hrs)
1	Elective Units (Unit A-G) *	65
	Unit 1A: Package of Practices of Solanaceous Vegetable crops	
	Unit 1B: Package of Practices of Cole crops	
	Unit 1C: Package of Practices of Bulb crops	
	Unit 1D: Package of Practices of Root crops	
	Unit 1E: Package of Practices of Legume and other Vegetable crops	
	Unit 1F: Package of Practices of Leafy Vegetable crops	
	Unit 1G: Package of Practices of Cucurbitaceous Vegetables	
2	Unit 2: Post Harvest management of Vegetable crops	55
3	Unit 3: Maintain Health and safety measures at work place	45
	Total	165

** Note: Unit 1 (Elective Units A–G) consists of different groups of vegetable crops. Schools are required to select at least one elective unit (Unit 1A to Unit 1G) based on the agro-climatic conditions, available resources, and regional requirements of their location. Schools may choose more than one elective unit if feasible, but selection of at least one unit is mandatory.*

Unit 1A: Package of Practices of Solanaceous Vegetable crops			
Learning Outcome	Theory (20 Hrs)	Practical (45 Hrs)	Duration (65 Hrs)
1. Describe Package of Practices for major Fruit Vegetable Crops	<ul style="list-style-type: none"> • Package of Practices of major Fruit Vegetable Crops Namely Tomato, Brinjal, Chilli, and Potato <ul style="list-style-type: none"> ➤ Climate ➤ Soil ➤ Varieties ➤ Seed rate and Sowing ➤ Sowing time ➤ Nutrient Management ➤ Irrigation Management ➤ Weed management ➤ Intercultural Operations 	<ol style="list-style-type: none"> 1. Identification of different physiological disorder in tomato 2. Demonstration the application of manures and fertilizers 3. Identification of seeds 4. Demonstrate sowing of potato tuber 	65 Hrs

	<ul style="list-style-type: none"> ➤ Insect-pest management ➤ Disorder and Disease Management ➤ Harvesting ➤ Post-harvest management 	5. Demonstrate Earthing up in potato	
Total			65 Hrs

Unit 1B: Package of Practices of Cole crops

Learning Outcome	Theory (20 Hrs)	Practical (45 Hrs)	Duration (65 Hrs)
1. Describe Package of Practices for major Cole Crops	1. Package of Practices of Cole Crops Namely Cauliflower, Cabbage, Broccoli <ul style="list-style-type: none"> ➤ Climate ➤ Soil ➤ Varieties ➤ Seed rate and Sowing ➤ Sowing time ➤ Nutrient Management ➤ Irrigation Management ➤ Weed management ➤ Intercultural Operations ➤ Insect-pest and Disease Management ➤ Harvesting, ➤ Post-harvest management 	1. Identification of Cole crops 2. Demonstrate transplanting of Cole crops 3. Demonstrate blanching practice in cauliflower 4. Identification common insect pest and disease of Cole crops.	65 Hrs
Total			65 Hrs

Unit 1C: Package of Practices of Bulb crops

Learning Outcome	Theory (20 Hrs)	Practical (45 Hrs)	Duration (65 Hrs)
1. Describe Package of Practices for major Bulb Crops	1. Package of Practices of Bulb Crops Namely Onion, Garlic <ul style="list-style-type: none"> ➤ Climate ➤ Soil ➤ Varieties ➤ Seed rate and Sowing ➤ Sowing time ➤ Nutrient Management ➤ Irrigation Management ➤ Weed management ➤ Intercultural Operations 	1. Demonstrate planting of garlic cloves 2. Demonstrate insect-pest management of Bulb crop 3. Demonstrate harvesting of bulb crop	65 Hrs

	<ul style="list-style-type: none"> ➤ Insect-pest management ➤ Disease Management ➤ Harvesting ➤ Post-harvest management 	4. Demonstrate post harvest operation of bulb crops	
Total			40 Hrs

Unit 1D: Package of Practices of Root crops			
Learning Outcome	Theory (20 Hrs)	Practical (45 Hrs)	Duration (65 Hrs)
Describe Package of Practices for major Root Crops	1. Package of Practices of Root Crops Namely Radish, Carrot, Beet Root, and Turnip <ul style="list-style-type: none"> ➤ Climate ➤ Soil ➤ Varieties ➤ Seed rate and Sowing ➤ Sowing time ➤ Nutrient Management ➤ Irrigation Management ➤ Weed management ➤ Intercultural Operations ➤ Insect-pest management ➤ Disease Management ➤ Harvesting ➤ Post-harvest management 	1. Identification of seeds of Root Crop 2. Demonstrate sowing of Root Crop 3. Demonstrate inter-cultural operations 4. Demonstrate harvesting and cleaning of Root Crops 5.	65 Hrs
Total			40 Hrs

Unit 1E: Package of Practices of Legume and other Vegetable crops			
Learning Outcome	Theory (20 Hrs)	Practical (45 Hrs)	Duration (65 Hrs)
1. Describe Package of Practices for major Tuber Crops	1. Package of Practices of Okra, Cow Pea, Pea and French Bean <ul style="list-style-type: none"> ➤ Climate ➤ Soil ➤ Varieties ➤ Seed rate and Sowing ➤ Sowing time ➤ Nutrient Management ➤ Irrigation Management ➤ Weed management ➤ Insect-pest management ➤ Disease Management ➤ Harvesting 	1. Identification of seeds of Legume Crop 2. Preparation of trellis for cow pea/Pea 3. Demonstrate Harvesting of Okra 4. Management disease of Okra	65 Hrs
Total			65 Hrs

Unit 1F: Package of Practices of Leafy Vegetable crops			
Learning Outcome	Theory (20 Hrs)	Practical (45 Hrs)	Duration (65 Hrs)
Describe Package of Practices for Leafy Vegetable Crops	1. Package of Practices of Leafy Vegetable Crops Namely Spinach, Amaranthus, and Fenugreek <ul style="list-style-type: none"> ➤ Climate ➤ Soil ➤ Varieties ➤ Seed rate and Sowing ➤ Sowing time ➤ Nutrient Management ➤ Irrigation Management ➤ Weed management ➤ Intercultural Operations ➤ Insect-pest management ➤ Disease Management ➤ Harvesting <ul style="list-style-type: none"> • Post-harvest management 	1. Identification of leafy Vegetables 2. Demonstrate sowing of leafy Vegetable 3. Identification and Application of Fertilizer in Leafy Vegetable 4. Demonstrate Harvesting and cleaning of Leafy Vegetable 6.	65 Hrs
Total			40 Hrs

Unit 1G: Package of Practices of Cucurbitaceous Vegetables			
Learning Outcome	Theory (20 Hrs)	Practical (45 Hrs)	Duration (65 Hrs)
1. Describe Package of Practices for Cucurbitaceous Vegetables	1. Package of Practices of Cucurbitaceous Vegetable Crops Namely Cucumber, Bottle Gourd, Bitter Gourd, and Pumpkin <ul style="list-style-type: none"> ➤ Climate ➤ Soil ➤ Varieties ➤ Seed rate and Sowing ➤ Sowing time ➤ Nutrient Management ➤ Irrigation Management ➤ Weed management ➤ Intercultural Operations ➤ Insect-pest management ➤ Disease Management ➤ Harvesting 	1. Identification seeds and crops of cucurbits 2. Demonstrate sowing of cucumber 3. Application of pesticides in bottle gourd 4. Preparation of trellis systems for cucurbitaceous crop 5. Demonstrate Harvesting of curubits.	65 Hrs
Total			65 Hrs

Unit 2: Post Harvest management of Vegetable crops			
Learning Outcome	Theory (20 Hrs)	Practical (35 Hrs)	Duration (55 Hrs)
1. Explain Post Harvest management In Vegetable Crops.	2. Post-Harvest Management in vegetable crops 3. Causes of Post-Harvest Losses 4. Post-Harvest Handling Operations 5. Technologies for Shelf-Life Extension <ul style="list-style-type: none"> • Cold storage • Controlled Atmosphere (CA) • Modified Atmosphere (MA) storage • Zero Energy Cool Chamber 	1. Demonstrate maturity assessment, and post-harvest operations of Vegetable crops	35 Hrs
1. Explain Value Addition in Vegetable Crops	2. Importance of Value Addition in Vegetable Crops 3. Types of Value-Added Products 4. Processing Techniques Used in Value Addition <ul style="list-style-type: none"> • Drying and Dehydration • Canning • Freezing • Fermentation • Pickling 	1. Demonstrate preparation of Value Added Products 2. Demonstrate Drying of Vegetables	20 Hrs
Total			55 Hrs

Unit 3: Maintain Health and safety measures at work place			
Learning Outcome	Theory (15 Hrs)	Practical (30 Hrs)	Duration (45 Hrs)
1. Explain Prevent Hazardous Conditions at Workplace	1. Describe the Hazard 2. Types of Hazard 3. Toxicity label of chemical <ul style="list-style-type: none"> • Explain the risk 	1. Prepare a flow chart on types of hazards at a workplace	20 Hrs

1. Demonstrate First Aid, Treatment	1. First aid, Treatment and Safety equipment 2. Chemical poisoning and first aid measures 3. Safety and protective devices 4. General health and safety measures 5. Amenities and environment 6. Emergency response 7. Manual tasks 8. Chemicals and hazardous substances 9. Electricity 10. Precautions to be taken	1. Demonstration of safety devices and measures to be followed	25 Hrs
Total			45 Hrs

6- ORGANISATION OF FIELD VISITS

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

Visit a Vegetable Farm and observe the following: Location, Site, Office building, Store, cultivation practices, Nursery, Polyhouse, Pot yard, Packing Yard, Seed bed, Water tank/Tube well. During the visit, students should obtain the following information from the owner or the supervisor of the Vegetable Farm:

1. Area under Cultivation and its layout
2. Types of Vegetable
3. Name of varieties grown
4. Total production of Vegetable grown annually
5. Sale procedure
6. Manpower engaged
7. Total expenditure of growing Vegetable
8. Total annual income
9. Profit/Loss (Annual)
10. Any other information

7- LIST OF EQUIPMENT AND MATERIALS

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

1. Auger

2. Disc Harrow
3. Farmacyard Manure
4. Fertilisers
5. Digging Spade
6. Hoe
7. Knapsack Sprayer
8. Levelers
9. Long Handle Hoes
10. Plastics Baskets
11. Plough
12. Pump sets
13. Rigid Tillers
14. Rotary Tiller
15. Seed Treating Equipment
16. Seed-cum-Fertilizer Drill
17. Straw Reaper
18. Power Tiller
19. Trowels
20. Measuring cylinder, pesticides.
21. Pheromone traps
22. Power sprayer
23. Weighing machine
24. Moisture meter
25. Refractometer
26. Jute bag and crate box
27. Sickle
28. Khurpi
29. Spade

8- VOCATIONAL TEACHERS/ TRAINERS QUALIFICATION AND GUIDELINES

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

S. No.	Qualification	Minimum Competencies	Age Limit
1.	Bachelor's degree (B.Sc.) in Agriculture or B.Voc in	• Effective communication	• 18-37 years (as on Jan. 01 (year))

	Agriculture or Master's degree (M.Sc.) in Agriculture or M.Voc in Agriculture	skills (oral and written) • Basic computing skills.	Age relaxation to be provided as per Govt. rules
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Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of Samagra Shiksha. They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

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

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

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

OR

- ii. Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

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

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the

concerned Sector Skill Council for the particular Qualification Pack/ Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/ trainer in the industry should be kept as record.

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

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

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

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

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

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

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

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

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

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

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10- LIST OF CONTRIBUTORS

Sr. No Name and address of expert

- 1 Dr. Anoop Kumar Rathore, Assistant Professor, Department of Agriculture and Animal Husbandry, PSSCIVE, NCERT, Shyamla Hills, Bhopal, Madhya Pradesh
- 2 Mr. Aman Kumar, Assistant Professor, Department of Agriculture and Animal Husbandry, PSSCIVE, NCERT, Shyamla Hills, Bhopal, Madhya Pradesh
- 3 Mr. Anurag Kamthker, Lab Assistant, Department of Agriculture and Animal Husbandry, PSSCIVE, NCERT, Shyamla Hills, Bhopal, Madhya Pradesh
- 3 Dr. Rajiv Kumar Pathak, Professor and Head, Department of Agriculture and Animal Husbandry, PSSCIVE, NCERT, Shyamla Hills, Bhopal, Madhya Pradesh

11- LIST OF REVIEWER

Sr. No Name and address of expert

विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

Shyamla Hills, Bhopal