

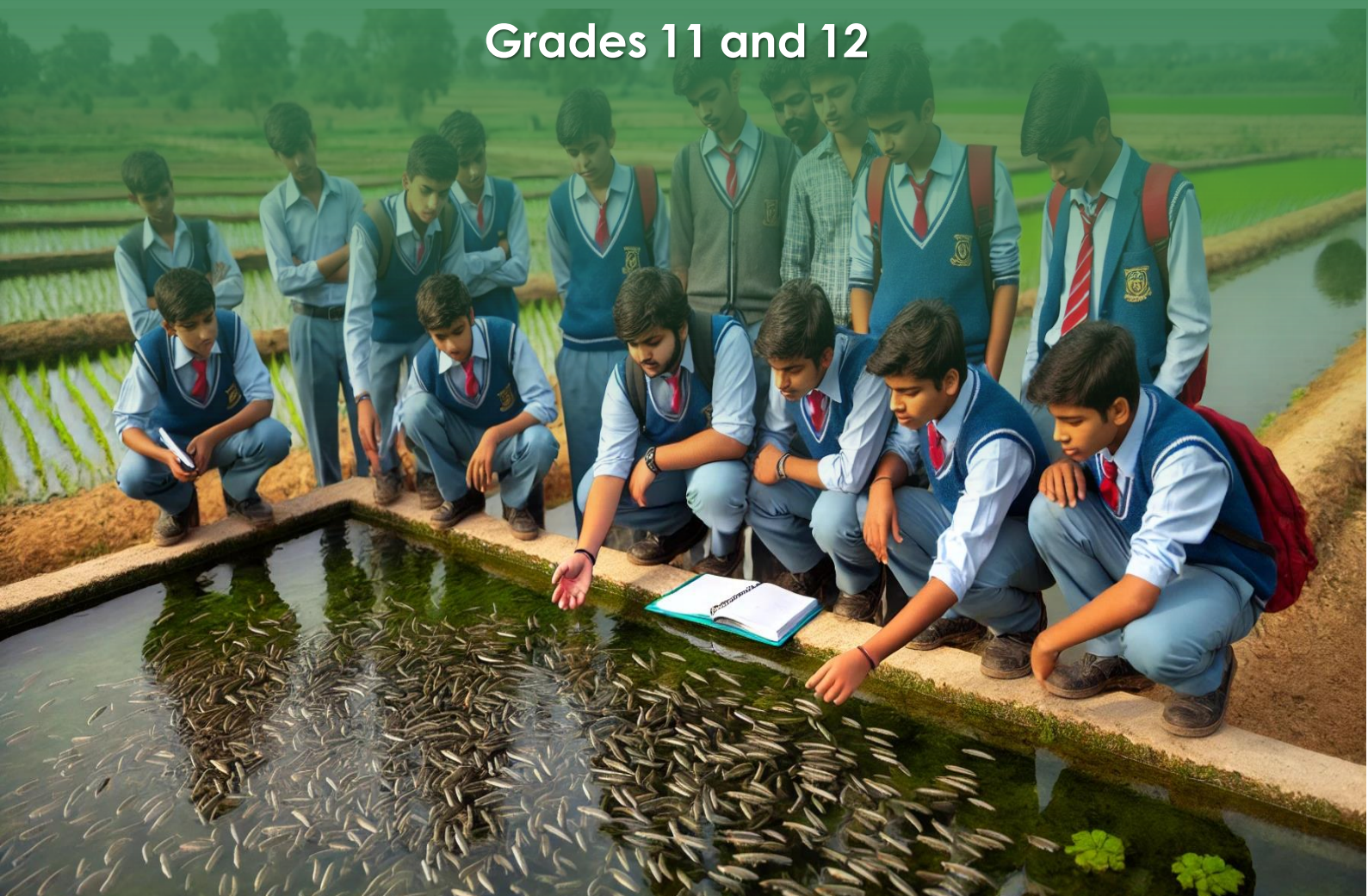
# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**JOB ROLE: FISH SEED GROWER**

(QUALIFICATION PACK: Ref. Id. AGR/Q4908)

**SECTOR: AGRICULTURE**

**Grades 11 and 12**



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एन सी ई आर टी  
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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**LEARNING OUTCOME BASED VOCATIONAL  
CURRICULUM**

**Agriculture- Fish Seed Grower**

**February, 2025**

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

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**Published by:**

Joint Director

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## FOREWORD

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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 Fish Seed 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

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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

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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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# 1. COURSE OVERVIEW

## COURSE TITLE: Agriculture – Fish Seed Grower

A Fish Seed Grower is responsible for raising the seeds of varieties of fish species. The person oversees the preparation of pond and the culture activities including the harvesting and post-harvest management of seeds. The individual must be physically fit to work for long durations. The person must have attention to detail, problem-solving skills with the ability to work collaboratively with others to achieve the work objectives.

**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
- ❖ Explain the importance of fisheries and aquaculture
- ❖ Identify various employment opportunities for a Fish Seed Grower
- ❖ Explain site selection criteria and design of fish ponds
- ❖ Demonstrate the construction of fish pond
- ❖ Manage optimum soil parameters for aquaculture
- ❖ Manage optimum water quality parameters for aquaculture
- ❖ Explain fish breeding and types of fish hatchery
- ❖ Identify male and female fishes and demonstrate fish breeding techniques
- ❖ Demonstrate pre stocking preparation
- ❖ Manage Fish Nursery Pond\
- ❖ Identify the ingredients of fish feed and its preparation
- ❖ Monitoring of Fish Seed
- ❖ Demonstrate the harvesting and packaging of fish seed
- ❖ Explain fish seed Marketing and transportation
- ❖ Demonstrate safety protocol and safe handling of equipment
- ❖ Demonstrate emergencies procedure and disposing of dead fishes

**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 Fish Seed Grower.

<b>COURSE DURATION:</b>	<b>600 hrs</b>
Class 11	: 300 hrs
Class 12	: 300 hrs
<b>Total</b>	<b>: 600 hrs</b>

## 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
<b>Part A</b>	<b>Employability Skills</b>		
	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	
	<b>Total</b>	<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Introduction to Fisheries and Aquaculture	30	40
	Unit 2: Pond construction and management	40	
	Unit 3: Soil and Water Quality Management	45	
	Unit 4: Fish Seed Production	50	
	<b>Total</b>	<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	<b>Total</b>	<b>15</b>	<b>15</b>
	<b>Grand Total</b>	<b>300</b>	<b>100</b>

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

GRADE 12			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
<b>Part A</b>	<b>Employability Skills</b>		
	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	
	<b>Total</b>	<b>110</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Nursery Management	50	40
	Unit 2: Feeding and Monitoring of Fish Seed	40	
	Unit 3: Harvesting, Packaging and Marketing of Fish Seed	40	
	Unit 4: Health, Hygiene and Safety Procedures	35	
	<b>Total</b>	<b>165</b>	<b>40</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	<b>Total</b>	<b>10</b>	<b>35</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	<b>Total</b>	<b>15</b>	<b>15</b>
	<b>Grand Total</b>	<b>300</b>	<b>100</b>

### 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. ASSESMENT AND CERTIFICATION

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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**

	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis & 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
	<b>Total</b>	<b>5x1=5</b>	<b>10x2=20</b>	<b>5x3=15</b>	<b>40</b> <b>(20 questions)</b>

### 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.

#### 4. 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
<b>Total</b>		<b>110</b>

#### 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"> <li>Introduction to communication</li> <li>Importance of communication</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on the communication process</li> </ul>

	<ul style="list-style-type: none"> <li>• Elements of communication</li> <li>• Perspectives in communication</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on factors affecting perspectives in communication</li> <li>• Classroom discussion on the 7Cs of effective communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete)</li> <li>• Chart making on elements of communication</li> </ul>
2. Demonstrate Verbal Communication	<ul style="list-style-type: none"> <li>• Verbal communication</li> <li>• Public speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play of a phone conversation.</li> <li>• Group exercise on delivering speech and practicing public speaking</li> </ul>
3. Demonstrate Non-Verbal Communication	<ul style="list-style-type: none"> <li>• Importance of non-verbal communication</li> <li>• Types of non-verbal communication</li> <li>• Visual communication</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play on non-verbal communication</li> <li>• Group exercise and discussion on Do's and Don'ts to avoid body language mistakes</li> <li>• Group activity on methods of communication</li> </ul>
4. Use Correct Pronunciation	<ul style="list-style-type: none"> <li>• Pronunciation basics</li> <li>• Speaking properly</li> <li>• Phonetics</li> <li>• Types of sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercises on pronouncing words</li> </ul>
5. Demonstrate the knowledge of Assertive Communication Style	<ul style="list-style-type: none"> <li>• Important communication styles</li> <li>• Assertive communication</li> <li>• Advantages of assertive communication</li> <li>• Practicing assertive communication</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on communication styles</li> <li>• Group discussion on observing and sharing communication styles</li> </ul>
6. Demonstrate the Knowledge of Saying No	<ul style="list-style-type: none"> <li>• Steps for saying 'No'</li> <li>• Connecting words (Conjunctions)</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on how to respond</li> <li>• Group activity on saying 'No'</li> </ul>
7. Identify and Use Parts of Speech in Writing	<ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation</li> <li>• Basic parts of speech</li> <li>• Supporting parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>• Group exercises on identifying parts of speech</li> <li>• Group exercises on constructing sentences</li> <li>• Group exercises on nouns</li> </ul>

8. Write Sentences and Paragraphs	<ul style="list-style-type: none"> <li>• Parts of a sentence</li> <li>• Types of objects</li> <li>• Types of sentences</li> <li>• Paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• Exercises on making sentences</li> <li>• Activity on active and passive voice</li> <li>• Assignment on writing different types of sentences</li> </ul>
9. Communicate with People	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Introducing self and others</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play on formal and informal greetings</li> <li>• Role-play on introducing someone</li> <li>• Practice session and group discussion on greeting different people.</li> </ul>
10. Introduce Self to Others and Write About Oneself	<ul style="list-style-type: none"> <li>• Talking about self</li> <li>• Filling out a form to write about self</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Practicing self-introduction to write about self</li> <li>• Filling up forms to write about self</li> </ul>
11. Ask Questions	<ul style="list-style-type: none"> <li>• Types of questions</li> <li>• Asking close-ended and open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on asking different types of questions</li> <li>• Group activity on framing open and close-ended questions</li> </ul>
12. Communicate Information About Family to Others	<ul style="list-style-type: none"> <li>• Words that show relations in the family</li> </ul>	<ul style="list-style-type: none"> <li>• Practice talking about family</li> <li>• Role-play on talking about family members</li> </ul>
13. Describe Habits and Routines	<ul style="list-style-type: none"> <li>• Concept of habits and routines</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on habits and routines</li> <li>• Group activity on describing routines</li> </ul>
14. Ask or Give Directions to Others	<ul style="list-style-type: none"> <li>• Asking for directions to a place</li> <li>• Giving directions for a place</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play on asking and giving directions to a place</li> <li>• Identifying symbols used for giving directions</li> </ul>

**UNIT 2: SELF-MANAGEMENT SKILLS – III****Duration: 25 hrs**

	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>
1. Identify and Analyse Own Strengths and Weaknesses	<ul style="list-style-type: none"> <li>• Knowing yourself</li> <li>• Identifying strengths and weaknesses</li> <li>• Difference between interests and abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Activity on writing aim in life</li> <li>• Preparing a worksheet on interests and abilities</li> </ul>

2. Demonstrate Personal Grooming	<ul style="list-style-type: none"> <li>Guidelines for dressing and grooming</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on dressing and grooming standards</li> <li>Self-reflection activity on dressing and grooming</li> </ul>
3. Maintain Personal Hygiene	<ul style="list-style-type: none"> <li>Importance of personal hygiene</li> <li>Three steps to personal hygiene</li> <li>Essential steps of hand washing</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on personal hygiene</li> <li>Assignment on personal hygiene</li> </ul>
4. Demonstrate the Knowledge of Working in a Team and Participating in Group Activities	<ul style="list-style-type: none"> <li>Describe the benefits of teamwork</li> <li>Working in a team</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on working in a team</li> <li>Self-reflection on teamwork</li> </ul>
5. Describe the Importance of Networking Skills	<ul style="list-style-type: none"> <li>Benefits of networking skills</li> <li>Steps to build networking skills</li> </ul>	<ul style="list-style-type: none"> <li>Group exercise on networking in action</li> <li>Assignment on networking skills</li> </ul>
6. Describe the Meaning and Importance of Self-Motivation	<ul style="list-style-type: none"> <li>Self-motivation</li> <li>Types of motivation</li> <li>Qualities of Self-motivated people</li> </ul>	<ul style="list-style-type: none"> <li>Activity on staying motivated</li> <li>Assignment on reasons hindering motivation</li> </ul>
7. Set SMART Goals	<ul style="list-style-type: none"> <li>Meaning of goals and purpose of goal-setting</li> <li>Setting SMART (Specific, Measurable, Attainable, Realistic and Timebound) goals</li> </ul>	<ul style="list-style-type: none"> <li>Assignment on setting SMART goals</li> <li>Activity in developing long-term and short-term goals using the SMART method</li> </ul>
8. Apply Time Management Strategies and Techniques	<ul style="list-style-type: none"> <li>Time management</li> <li>Steps for effective time management</li> </ul>	<ul style="list-style-type: none"> <li>Preparing a checklist of daily activities</li> <li>Preparing to-do-list</li> </ul>

**UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – III****Duration: 20 hours**

	<b>Theory (08 hrs)</b>	<b>Practical (12 hrs)</b>
1. Create A Document on the Word Processor	<ul style="list-style-type: none"> <li>Introduction to ICT</li> <li>Advantages of using (Information and Communication Technology) a word processor.</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on demonstration and practice of the following:               <ol style="list-style-type: none"> <li>Creating a new document</li> <li>Typing text</li> <li>Saving the text</li> </ol> </li> </ul>

	<ul style="list-style-type: none"> <li>Working with Libre Office Writer</li> </ul>	iv. Opening and saving files on Microsoft Word/Libre Office Writer.
2. Identify the basic interface of LibreOffice	<ul style="list-style-type: none"> <li>Standard user interface of LibreOffice writer               <ol style="list-style-type: none"> <li>Status bar</li> <li>Menu bar</li> <li>Tool bar</li> <li>Making a text bold</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Group activity on using the basic user interface of LibreOffice writer</li> <li>Group activity on working with Microsoft Word</li> </ul>
3. Save, Close, Open and Print Document	<ul style="list-style-type: none"> <li>Saving a Word document</li> <li>Closing a Word document</li> <li>Opening an existing document</li> <li>Printing a Word document</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer</li> <li>Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word</li> </ul>
4. Format Text in a Word Document	<ul style="list-style-type: none"> <li>Changing style and size of text</li> <li>Aligning text and</li> <li>Cutting, Copying, Pasting text</li> <li>Finding and replacing</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on formatting text in LibreOffice Writer</li> <li>Group activity on formatting text in Microsoft Word</li> </ul>
5. Check Spelling and Grammar in a Word Document	<ul style="list-style-type: none"> <li>Starting a spell checker</li> <li>Short-cut menu for spell checker</li> <li>Autocorrecting spellings</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on checking spellings and grammar using LibreOffice Writer</li> <li>Group activity on checking spelling and grammar using Microsoft Word</li> </ul>
6. Insert Lists, Tables, Pictures, and Shapes in a Word Document	<ul style="list-style-type: none"> <li>Insert bullet list</li> <li>Inserting the following in Word document               <ol style="list-style-type: none"> <li>Number list</li> <li>Tables</li> <li>Pictures</li> <li>Shapes</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Practical exercise of inserting lists and tables using LibreOffice Writer</li> </ul>
7. Insert Header, Footer and Page Number in a Word Document	<ul style="list-style-type: none"> <li>Inserting the following in a Word document               <ol style="list-style-type: none"> <li>Header</li> <li>Footer</li> <li>page number</li> <li>Page count</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Practical exercises of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word</li> </ul>



8. Demonstrate the Use of Track Change Option in a Word Document	<ul style="list-style-type: none"> <li>Tracking changes in LibreOffice Writer</li> <li>Manage option</li> <li>Comparing documents</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on performing changes in track mode in LibreOffice Writer and Microsoft Word</li> </ul>
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**UNIT 4: ENTREPRENEURSHIP SKILLS – III****Duration: 25 hrs**

	<b>Theory (10 hrs)</b>	<b>Practical (15 hrs)</b>
1. Differentiate Between Different Kinds of Businesses	<ul style="list-style-type: none"> <li>Introduction to entrepreneurship</li> <li>Types of business activities – manufacturing, trading, and service</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on different kinds of businesses around us</li> </ul>
2. Describe the Significance of Entrepreneurial Values	<ul style="list-style-type: none"> <li>Values of an entrepreneur</li> <li>Case study on qualities of an entrepreneur</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on qualities of an entrepreneur</li> </ul>
3. Describe the Attitudinal Changes Required to Become an Entrepreneur	<ul style="list-style-type: none"> <li>Difference between the attitude of an entrepreneur and an employee</li> </ul>	<ul style="list-style-type: none"> <li>Interviewing employees and entrepreneurs</li> </ul>
4. Describe the Importance of Thinking Like an Entrepreneur	<ul style="list-style-type: none"> <li>Problems of entrepreneurs</li> <li>Problem-solving</li> <li>Thinking like an entrepreneur to solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on identifying and solving problems</li> </ul>
5. Generate Business Ideas	<ul style="list-style-type: none"> <li>The business cycle</li> <li>Principles of idea creation</li> <li>Generating a business idea</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Group activity to create business ideas</li> </ul>
6. Describe Customer Needs and the Importance of Conducting a Customer Survey	<ul style="list-style-type: none"> <li>Understanding customer needs</li> <li>Conducting a customer survey</li> </ul>	<ul style="list-style-type: none"> <li>Group activity for conducting a customer survey</li> </ul>
7. Create a Business Plan	<ul style="list-style-type: none"> <li>Importance of business planning</li> <li>Preparing a business plan</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on developing a business plan</li> </ul>

	<ul style="list-style-type: none"> <li>Principles to follow for growing a business</li> <li>Case studies</li> </ul>	
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**UNIT 5: GREEN SKILLS – III****Duration: 15 hrs**

	<b>Theory (07 hrs)</b>	<b>Practical (08 hrs)</b>
1. Describe the Importance of the Main Sectors of the Green Economy	<ul style="list-style-type: none"> <li>Important sectors of green economy-               <ol style="list-style-type: none"> <li>Agriculture</li> <li>Energy resources</li> <li>Construction</li> <li>Fisheries</li> <li>Forestry</li> <li>Tourism</li> <li>Transport</li> <li>Water Management</li> <li>Waste management</li> <li>Manufacturing</li> <li>Industry</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on sectors of the green economy</li> <li>Preparing posters on various sectors for promoting the green economy</li> </ul>
2. Describe Policies for the Green Economy	<ul style="list-style-type: none"> <li>Policies for a green economy</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on initiatives for promoting the green economy</li> <li>Writing an essay or a short note on the important initiatives for promoting a green economy.</li> </ul>
3. Describe the Role of Various Stakeholders in the Green Economy	<ul style="list-style-type: none"> <li>Stakeholders in the green economy</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the role of stakeholders in the green economy</li> <li>Making solar bulbs.</li> </ul>
4. Describe the Role of Government and Private Agencies in the Green Economy	<ul style="list-style-type: none"> <li>Role of the government in promoting a green economy</li> <li>Role of private agencies in promoting green economy</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on the role of government and private agencies in promoting a green economy.</li> <li>Preparing posters on green sectors.</li> </ul>

**GRADE 11****Part B: Vocational Skills**

<b>Sr. No.</b>	<b>Title</b>	<b>Duration</b>
1	Unit 1: Introduction to Fisheries and Aquaculture	30 Hrs
2	Unit 2: Pond construction and management	40 Hrs
3	Unit 3: Soil and Water Quality Management	45 Hrs
4	Unit 4: Fish Seed Production	50 Hrs
<b>Total</b>		<b>165 Hrs</b>

<b>Unit 1: Introduction to Fisheries and Aquaculture</b>			
<b>Learning Outcome</b>	<b>Theory (10 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Duration (30 Hrs)</b>
1. Explain the importance of fisheries and aquaculture	1. Introduction to fisheries and aquaculture 2. Current scenario of Fisheries sector in India 3. Types of Aquaculture 4. Important cultivable fish species in India	1. Identification of common cultivable fish species	<b>15 Hrs</b>
2. Identify various employment opportunities for a Fish Seed Grower	1. Prospects in Fish Seed Production 2. Describe the relevant government schemes 3. Explain role and responsibilities of a Fish Seed Grower 4. Employment opportunities for Fish Seed Grower	1. Visit nearby fish seed farm and observe responsibilities of a Fish Seed Grower 2. Enlist various government schemes related to fisheries.	<b>15 Hrs</b>

<b>Unit 2: Pond construction and management</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (25 Hrs)</b>	<b>Duration (40 Hrs)</b>
1. Explain site selection criteria and design of fish ponds	1. Criteria for site selection 2. Layout and design of fish pond 3. Types of fish ponds 4. Water budgeting	1. Enlist the Criteria for site selection 2. Draw a layout of model fish farm	<b>20 Hrs</b>
2. Demonstrate the construction of fish pond	1. Construction of pond 2. Material required for Construction of fish pond 3. Different types of culture system	1. Identification of construction materials. 2. Visit nearby fish farm and observe types of culture system.	<b>20 Hrs</b>

<b>Unit 3: Soil and Water Quality Management</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (30 Hrs)</b>	<b>Duration (45 Hrs)</b>
1. Manage optimum soil parameters for aquaculture	1. Physical and chemical properties of soil 2. Estimation of Physical and chemical properties of soil. 3. Management of soil quality parameters	1. Estimation of Soil pH and EC. 2. Estimation of water holding capacity	<b>25 Hrs</b>
4. Manage optimum water quality parameters for aquaculture	1. Physical and chemical properties of water 2. Estimation of Physical and chemical properties of water. 3. Management of water quality parameters	1. Estimation of water pH, temperature, Dissolved oxygen and hardness.	<b>20 Hrs</b>

<b>Unit 4: Fish Seed Production</b>			
<b>Learning Outcome</b>	<b>Theory (20 Hrs)</b>	<b>Practical (30 Hrs)</b>	<b>Duration (50 Hrs)</b>
1. Explain fish breeding and types of fish hatchery	1. History of fish breeding 2. Methods of fish breeding 3. Types of fish hatchery	1. Visit nearby fish hatchery and observe hatchery operations	<b>25 Hrs</b>
2. Identify male and female fishes and demonstrate fish breeding techniques	1. Identification of male and female fishes 2. Identification of Mature fishes 3. Induced breeding 4. Different inducing agents for fish breeding	1. Demonstrate the identification of mature male and female fishes 2. Demonstrate to inject hormones to the brooders.	<b>25 Hrs</b>

## GRADE 12

### Part A: Employability Skills

<b>S.No.</b>	<b>Units</b>	<b>Duration (hrs)</b>
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
	<b>Total</b>	<b>110</b>

#### UNIT 1: COMMUNICATION SKILLS – IV

**Duration: 25 hrs**

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

3. Write Sentences	<ul style="list-style-type: none"> <li>• Writing simple sentence</li> <li>• Writing complex sentences</li> <li>• Types of object</li> <li>• Types of sentences               <ol style="list-style-type: none"> <li>i. Active and Passive sentences</li> <li>ii. Statement/</li> <li>iii. Declarative sentence</li> <li>iv. Question/</li> <li>v. Interrogative sentence</li> <li>vi. Emotion/</li> <li>vii. Reaction or Exclamatory sentence</li> <li>viii. Order or Imperative sentence</li> <li>ix. Paragraph writing</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Group work on writing sentences and paragraphs</li> <li>• Group work on practicing writing sentences in active or passive voice</li> <li>• Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)</li> </ul>
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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"> <li>• Motivation and positive attitude</li> <li>• Intrinsic and extrinsic motivation</li> <li>• Positive attitude – ways to maintain positive attitude</li> <li>• Stress and stress management - ways to manage stress</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play on avoiding stressful situations</li> <li>• Activity on listing negative situations and ways to turn them to positive</li> </ul>
2. Demonstrate the Knowledge of becoming Oriented	<ul style="list-style-type: none"> <li>• Becoming result-oriented</li> <li>• Goal setting – examples of result-oriented goals</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on listing aim in life</li> </ul>
3. Describe the Importance of Self-Awareness and the Basic Personality Traits, Types and Disorders	<ul style="list-style-type: none"> <li>• Steps towards self-awareness</li> <li>• Personality and basic personality traits</li> <li>• Common personality disorders-               <ol style="list-style-type: none"> <li>i. Suspicious</li> <li>ii. Emotional and impulsive</li> <li>iii. Anxious</li> </ol> </li> <li>• Steps to overcome personality disorders</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on self-awareness</li> </ul>

**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"> <li>• Getting started with a spreadsheet - types of a spreadsheet</li> <li>• Steps to start LibreOffice Calc.,</li> </ul>	<ul style="list-style-type: none"> <li>• 1. Group activity on identifying components of</li> </ul>



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

8. Demonstrate the Use of Advanced Features in a Presentation	<ul style="list-style-type: none"> <li>Advanced features used in a presentation</li> <li>Inserting shapes in the presentation</li> <li>Inserting clipart and images in a presentation</li> <li>Changing slide layout</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on changing slide layout on LibreOffice Impress</li> </ul>
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**UNIT 4: ENTREPRENEURSHIP SKILLS – IV****Duration: 25 hrs**

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

	iv. Perseverance v. Organizational skills- time management, goal setting, efficiency, managing quality	<ul style="list-style-type: none"> <li>• Group discussion on the topic of “Let’s grow together”</li> <li>• Group activity on listing stress and methods to deal with it</li> <li>• Group activity on time management</li> <li>• Activity on “My entrepreneurial attitude”</li> </ul>
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**UNIT 5: GREEN SKILLS – IV****Duration: 25 hrs**

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

**GRADE 12****Part B–Vocational Skills**

Sr. No.	Title	Duration
1	Unit 1: Nursery Management	50 Hrs
2	Unit 2: Feeding and Monitoring of Fish Seed	40 Hrs
3	Unit 3: Harvesting, Packaging and Marketing of Fish Seed	40 Hrs
4	Unit 4: Health, Hygiene and Safety Procedures	35 Hrs
<b>Total</b>		<b>165 Hrs</b>

**Unit 1: Nursery Management**

Learning Outcome	Theory (20 Hrs)	Practical (30 Hrs)	Duration (50 Hrs)
1. Demonstrate pre stocking preparation	1. Pre stocking management <ul style="list-style-type: none"> <li>Common aquatic weed and insects and its management</li> <li>Common weed and predatory fishes and its management</li> <li>Liming and manuring</li> </ul>	1. Identification of aquatic weeds, insects, predatory and weed Fishes. 2. Demonstrate the process of liming and manuring. 3. Identification of organic and inorganic fertilizers	<b>25 Hrs</b>
2. Manage Fish Nursery Pond	1. Stocking Management <ul style="list-style-type: none"> <li>Procurement of fish seed</li> <li>Acclimatization of fish seed</li> <li>Stocking Density</li> </ul> 2. Post Stocking Management	1. Identification and collection of fish seed samples (spawn, fry, and fingerling)	<b>25 Hrs</b>

**Unit 2: Feeding and Monitoring of Fish Seed**

Learning Outcome	Theory (15 Hrs)	Practical (25 Hrs)	Duration (40 Hrs)
1. Identify the ingredients of fish feed and its preparation	1. Different types of feeds 2. Ingredients used in fish feed 3. Formulation and preparation 4. Methods of fish feeding	1. Identification of various feed ingredients 2. Formulation and Preparation of fish feed	<b>20 Hrs</b>
2. Monitoring of Fish Seed	1. Sampling of fish seed 2. Monitor growth and health 3. Common Diseases and its management	1. Monitor the growth and health of fish seed. 2. Visit nearby fish farm and identify common fish diseases	<b>20 Hrs</b>

<b>Unit 3: Harvesting, Packaging and Marketing of Fish Seed</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (25 Hrs)</b>	<b>Duration (40 Hrs)</b>
1. Demonstrate the harvesting and packaging of fish seed	1. Harvesting of fish seed 2. Gears used for harvesting 3. Different packaging techniques	1. Identification of different types of gears. 2. Demonstrate the different types of packaging techniques.	<b>20 Hrs</b>
2. Explain fish seed Marketing and transportation	1. Define fish seed market 2. Different marketing channels 3. Transportation of fish seed 4. Explain the use of the relevant digital services such as e-commerce, etc.	1. Visit nearby hatchery and observe the process of marketing. 2. Enlist various e-commerce platform for fish seed.	<b>20 Hrs</b>

<b>Unit 4: Health, hygiene and safety procedures</b>			
<b>Learning Outcome</b>	<b>Theory (15 Hrs)</b>	<b>Practical (20 Hrs)</b>	<b>Duration (35 Hrs)</b>
1. Demonstrate safety protocol and safe handling of equipment	1. Describe common health and safety guidelines to be followed at the workplace 2. Safety and protective Equipment 3. Disinfection and Disposal of tools and equipment.	1. Demonstrate use of various protective Equipment. 2. Demonstrate Disinfection and Disposal of tools and equipment.	<b>15 Hrs</b>
2. Demonstrate emergencies procedure and disposing of dead fishes	1. Standard procedures to deal with accidents and emergencies. 2. Process of removing and disposing the dead and moribund fishes	1. Demonstration of identification and disposal of moribund fish.	<b>20 Hrs</b>

## 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 nearby fish seed farm/hatchery and observe the following: Location, Site, Area, Types of fish seed production system, Infrastructure, Equipment used, Office building, Storage area, Hatchery tanks, Rearing ponds, Nursery ponds, Water source, Aeration system, Feed storage, Packing and Dispatch area, Biosecurity measures, Gate and fencing. During the visit, students should obtain the following information from the owner or the supervisor of the fish seed farm:

1. Total area under fish seed production and its layout
2. Types of fish species reared
3. Seed production system (e.g., natural spawning, hatchery system, etc.)
4. Breeding techniques adopted



5. Whether broodstock is maintained on-site or procured externally
6. Total number of seed production cycles annually
7. Quantity of fish seed produced and sold annually
8. Marketing and sale procedure
9. Manpower engaged
10. Total expenditure in setting up
11. Water management
12. Total annual income generated from fish seed production
13. Profit/Loss statement (Annual)
14. Any other relevant information

## **7. LIST OF EQUIPMENT AND MATERIALS**

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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. Small fish rearing tanks
2. pH meter
3. Dissolved Oxygen (DO) meter
4. Water testing kit
5. Thermometer
6. Weighing balance
7. Microscope
8. Measuring cylinders and beakers
9. Plastic buckets and containers
10. Plastic or glass breeding tanks
11. Fish net
12. Feeding trays for fish fry
13. Hand net for transferring fish fry
14. Syringe and droppers
15. Hatchery jars
16. Mini water filtration unit
17. Digital electronic temperature indicator
18. Hygrometer
19. Light meter
20. Aquarium heater
21. Oxygenation system
22. First aid kit
23. Hand gloves and aprons
24. Biosecurity materials
25. Magnifying glass
26. Plastic syringes and hormone applicators
27. Fish seed transport bags
28. Basic tools for cleaning of tanks

## **8. VOCATIONAL TEACHERS/ TRAINERS QUALIFICATION AND GUIDELINES**

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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.F.Sc.) with one-year experience or Master's degree (M.F.Sc.) in Fisheries Science/Aquaculture.	<ul style="list-style-type: none"> <li>• Effective communication skills (oral and written)</li> <li>• Basic computing skills.</li> </ul>	18-37 years (as on Jan. 01 (year))  Age relaxation to be provided as per Govt. rules

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of Samagra Shiksha. They are directly involved in teaching of vocational subjects and also serve as a link between the industry and the schools for arranging industry visits, On-the-Job Training (OJT) and placement.

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

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

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

OR

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

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

## 9. LIST OF REFERENCE BOOK

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- Handbook of Fisheries and Aquaculture – Indian Council of Agricultural Research (ICAR)
- Broodstock Management and Quality Fish Seed Production in Freshwater Fishes- K. Karal Marx, J.K. Sundaray, A Rathipriya, M. Muthuabishzag, Narendra Publishing House.
- Textbook of Fish Biology and Fisheries – S. S. Khanna, H. R. Singh, Narendra Publishing House
- A Textbook of Fishery Science and Indian Fisheries – Dr. C. B. L. Srivastava

## 10. LIST OF CONTRIBUTORS

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