

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM



**Job Role: Professional Cook**  
**(Household and Small Establishment)**  
(QUALIFICATION PACK: Ref. Id. DWC/Q1701)  
**Sector: Home Management and Care Givers**

**Grades 11 and 12**



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**  
(a constituent unit of NCERT, under Ministry of Education,  
Government of India)

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

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## FOREWORD

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The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), a constituent unit of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome-based vocational curriculum and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Vocationalisation of Education under *Samagra Shiksha*. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Samagra Shiksha* of the Ministry of Education, Govt. of India. The main purpose of the learning outcome-based vocational curriculum is to bring about improvement in the teaching-learning process and working competencies through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome-based vocational curriculum as part of the vocational training package for the job role of Professional Cook (Household and Small Establishment). The curriculum has been developed for the higher secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The curriculum aims to provide children with employability and vocational skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

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

Prof. Dinesh Prasad Saklani  
*Director*

National Council of  
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New Delhi

## 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. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

To fulfill the growing aspirations of our youth and the demand for skilled human resources, the Ministry of Education, Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education in 2012 with the aim to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. The scheme was subsumed in *Samagra Shiksha* in 2018 along with other schemes of school education. For spearheading Vocationalisation Education, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted with the responsibility to develop a learning outcome-based vocational curriculum, student workbooks, teacher handbooks, and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation 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 fulfill the needs of society and the world of work. In order to honor its commitment to the nation, the PSSCIVE has initiated the work on developing a learning outcome-based vocational curriculum with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policymakers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group, through a series of consultations, working group meetings, and use of reference materials, develops a National Curriculum. Currently, the Institute is working on developing curricula and courseware for over 50 job roles in various sectors, besides the curricula developed for 100 job roles.

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

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment, and they should secure optimal community support. The success of this curriculum depends upon its effective implementation, and it is expected that the managers of the vocational education and training system, including subject teachers, will make efforts to create better facilities, develop linkages with the world of work, and foster a conducive environment as per the content of the curriculum document.

The PSSCIVE, Bhopal remains committed to bringing about reforms in the vocational education and training system through the learner-centric curricula and courseware. We hope that this document will prove useful in turning out a more competent Indian workforce for the 21st century.

Dr. Deepak Paliwal

*Joint Director*

PSS Central Institute of Vocational Education

Bhopal

## 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 learning outcome-based curricula.

We are grateful to the Director, National Council of Educational Research and Training (NCERT) for his support and guidance. We also acknowledge the contributions of our colleagues at the NCERT, National Council for Vocational Education and Training (NCVET), National Skill Development Corporation (NSDC) and Home Management and Care Givers Sector Skill Council for their academic support and cooperation.

We are grateful to Prof. Vinay Swarup Mehrotra, Course Coordinator for his untiring efforts and contribution to the development of this learning outcome-based curriculum.

The academic contribution by Dr Deepti Kavathekar, Consultant (Contractual) and editorial assistance provided by Ms. Akansha Dubey, Assistant Editor (Contractual) at PSSCIVE is appreciated and acknowledged.

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# 1. COURSE OVERVIEW

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## **COURSE TITLE: Professional Cook (Household and Small Establishment)**

The Professional Cook (Household and Small Establishment) plays a vital role in providing essential culinary services in private homes, small eateries, and local food businesses. This job role involves preparing nutritious meals, managing kitchen operations, and ensuring food safety standards are met. The nature of the work requires adaptability, creativity, and a deep understanding of local culinary traditions and dietary needs.

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

- Plan menus for small-scale food operations;
- Manage kitchen inventory, budgeting, and cost control;
- Modify recipes for special diets and food allergies;
- Implement food safety and HACCP (Hazard Analysis and Critical Control Points) procedures;
- Apply kitchen safety, hygiene, and sanitation standards;
- Prepare balanced meals for diverse dietary needs;
- Execute essential cooking techniques;
- Operate kitchen equipment with accuracy;
- Follow professional conduct in kitchen environments;
- Communicate and collaborate effectively with team members;
- Deliver quality service in small food businesses;
- Use digital tools for recipe management and documentation; and
- Apply sustainable and low-waste cooking practices.

**COURSE REQUIREMENTS:** The student must have completed Grade 10 or vocational course for the job role under the NSQF (National Skill Qualifications Framework) level 3 in the same or concerned sector.

### **COURSE DURATION:**

Grade 11: 300 hours

Grade 12: 300 hours

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**Total: 600 hours**

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## 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 Grade 11 and 12 opting for vocational subjects along with general education subjects. 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	
	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 Household and Small-Scale Cooking	45	40
	Unit 2: Kitchen Safety, Hygiene, and Sanitation	25	
	Unit 3: Basic Cooking Techniques and Culinary Art	35	
	Unit 4: Meal Planning, Nutrition, and Special Diets	20	
	Unit 5: Food Storage, Preservation, and Waste Management	10	
	Unit 6: Budgeting, Sourcing Ingredients, and Cost Control	30	
	<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: The unit-wise distribution of hours and marks for Grade 12 is as follows:

<b>GRADE 12</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical 300</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills – IV	25	
	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: Advanced Cooking Techniques	30	40
	Unit 2: Menu Planning and Nutritional Balance	35	
	Unit 3: Kitchen Management and Inventory Control	35	
	Unit 4: Food Safety, Hygiene, and Sanitation	35	
	Unit 5: Customer Service and Dining Etiquette	30	
	<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**

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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 safety, health and hygiene during the training and field visits.

#### **CLASSROOM ACTIVITIES**

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

#### **PRACTICAL WORK IN LABORATORY/WORKSHOP**

Practical work may include, but should 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 specialised techniques. A training plan that includes tools, equipment, materials, skills and activities to be performed by the students, etc. should be submitted by the vocational teacher to the Head of the Institution.

#### **FIELD VISITS**

At least three field visits should be conducted in a year. 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 Teacher for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different locations for field visits within a short distance from the school and make necessary arrangements for the visits.

### **4. ASSESSMENT AND CERTIFICATION**

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The National Skill 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. The assessment should be reliable, valid, flexible, convenient, cost-effective and above all, it should be fair and transparent. Standardised

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 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 a group of expert academicians, experts from existing vocational subject teachers, and subject matter 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 blueprint for the question paper may be as follows:

**Duration: 3 hours**

**Maximum Marks: 40**

S. No.	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge-based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, provide an example, or solve a problem)	0	2	1	07

4.	High Order Thinking Skills – (Analysis and Synthesis – classify, compare, contrast, or differentiate between different pieces of information; organise 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>

## 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 student has to demonstrate competency against the performance criteria. The assessors assessing the skills of the students should possess current experience in the industry and should have undergone effective training in assessment principles and practices. The Sector Skill Council should ensure that the assessors are provided with training on the assessment of competencies.

**Practical examination:** Practical examination allows candidates to demonstrate the knowledge and understanding of performing a task. This will include the performance of tasks and viva voce. Teachers/Examiner will clearly define the tasks that candidates are required to perform during the practical examination. These tasks should align with the learning objectives of the course. Students are to be evaluated based on their skills, technique, accuracy, and overall performance.

For the practical exam, 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. They will assess the candidates' skills, adherence to industry standards, and efficiency in task execution. Special emphasis should be on assessment of the candidate's ability to troubleshoot and solve problems related to the tasks. During the viva- voce, focus should be on assessment of candidate's communication skills and understanding of the subject.

**Project Work:** Project work is a great way to assess the practical skills on a certain period or timeline. Projects should simulate real-world scenarios, allowing students to solve problems or create something tangible using the skills and knowledge they've acquired. Projects should align with the curriculum's learning objectives, ensuring that students are applying relevant concepts and skills. Clear and detailed guidelines, including project objectives, evaluation criteria, and deadlines should be provided by the teachers/assessors. Rubrics, which would include aspects like content, creativity, organization, presentation, and adherence to deadlines, should be used by the Assessors to establish specific criteria for marking or grading.

**Field visits** can be followed by the submission of reports by the students, based on the checklist. Teachers will develop a detailed checklist of items or questions students need to address during the visit. This could include specific observations, data collection, interviews, etc. Teachers will assess the reports based on the completeness of checklist items, depth of observations, analysis, and overall presentation. After the visit, teachers will also encourage students to reflect on their field experience, for example, what students learned, how will they apply the knowledge gained through the field visit, etc.

**Student Portfolio** is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles and photos of products prepared by students in relation to the unit of competency. Copies of certificates and awards received for academic achievements, extracurricular activities, or competitions may also be included in the portfolio. Student's portfolio may also include personal reflections of the students on their learning journey, challenges faced, and lessons learned.

**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.

## 5. UNIT CONTENTS

### Grade 11

#### Part A: Employability Skills

S.No.	Units	Duration (hours)
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

Learning Outcome	Theory (10 hours)	Practical (15 hours)	Duration (25 hours)
1. Demonstrate knowledge of communication	1. Introduction to communication 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication	1. Role-play on the communication process 2. Group discussion on factors affecting perspectives in communication 3. Classroom discussion on the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) of effective communication 4. Chart making on elements of communication	03
2. Demonstrate verbal communication	1. Verbal communication 2. Public speaking	1. Role-play of a phone conversation. 2. Group exercise on delivering speech and practicing public speaking	02
3. Demonstrate non- verbal communication	1. Importance of non-verbal communication 2. Types of non-verbal communication 3. Visual communication	1. Role-play on non-verbal communication 2. Group exercise and discussion on Do's and Don'ts to avoid body language mistakes 3. Group activity on methods of communication	02
4. Speak using correct pronunciation	1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds	1. Group activities for practicing pronunciation	01

5. Apply an assertive communication style	<ol style="list-style-type: none"> <li>1. Important communication styles</li> <li>2. Assertive communication</li> <li>3. Advantages of assertive communication</li> <li>4. Practicing assertive communication</li> </ol>	<ol style="list-style-type: none"> <li>1. Group discussion on communication styles</li> <li>2. Group discussion on observing and sharing communication styles</li> </ol>	03
6. Demonstrate the knowledge of saying no	<ol style="list-style-type: none"> <li>1. Steps for saying 'No'</li> <li>2. Connecting words</li> </ol>	<ol style="list-style-type: none"> <li>1. Group discussion on how to respond</li> <li>2. Group activity on saying 'No'</li> </ol>	02
7. Identify and use parts of speech in writing	<ol style="list-style-type: none"> <li>1. Capitalisation</li> <li>2. Punctuation</li> <li>3. Basic parts of speech</li> <li>4. Supporting parts of speech</li> </ol>	<ol style="list-style-type: none"> <li>1. Group activity on identifying parts of speech</li> <li>2. Writing a paragraph with punctuation marks</li> <li>3. Group activity on constructing sentences</li> <li>4. Group activity on identifying parts of speech</li> </ol>	03
8. Write correct sentences and paragraphs	<ol style="list-style-type: none"> <li>1. Parts of a sentence</li> <li>2. Types of objects</li> <li>3. Types of sentences</li> <li>4. Paragraph</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity on writing sentences</li> <li>2. Activity on active and passive voice</li> <li>3. Assignment on writing different types of sentences</li> </ol>	02
9. Communicate with people	<ol style="list-style-type: none"> <li>1. Greetings</li> <li>2. Introducing self and others</li> </ol>	<ol style="list-style-type: none"> <li>1. Role-play on formal and informal greetings</li> <li>2. Role-play on introducing someone</li> <li>3. Practice and group discussion on how to greet different people?</li> </ol>	02
10. Introduce yourself to others and write about oneself	<ol style="list-style-type: none"> <li>1. Talking about self</li> <li>2. Filling a form</li> </ol>	<ol style="list-style-type: none"> <li>1. Practicing self-introduction and filling up forms</li> <li>2. Practicing self-introduction to others</li> </ol>	01
11. Develop questioning skill	<ol style="list-style-type: none"> <li>1. Main types of questions</li> <li>2. Forming closed and open-ended questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice exercise on forming questions</li> <li>2. Group activity on framing questions</li> </ol>	01

12. Communicate information about family to others	1. Names of relatives 2. Relations	1. Practice talking about family 2. Role-play on talking about family members in a relations	01
13. Describe habits and routines	1. Concept of habits and routines	1. Group discussion on habits and routines 2. Group activity on describing routines	01
14. Ask or give directions to others	1. Asking for directions 2. Using landmarks	1. Role-play on asking and giving directions 2. Identifying symbols used for giving directions	01
<b>Total</b>			<b>25</b>

### UNIT 2: SELF-MANAGEMENT– III

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

6. Describe the meaning and importance of self-motivation	1. Meaning of self-motivation 2. Types of motivation 3. Steps to building self-motivation	1. Activity on staying motivated 2. Assignment on reasons hindering motivation	03
7. Set goals	1. Meaning of goals and purpose of goal-setting 2. Setting SMART goals	1. Assignment on setting SMART goals 2. Activity on developing long-term and short-term goals using SMART method	03
8. Apply time management strategies and techniques	1. Meaning and importance of time management 2. Steps for effective time management	1. Checklist for preparing daily activities 2. Preparing to-do-list	03
<b>Total</b>			<b>25</b>

### UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY - III

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

	document 4. Print	documents in LibreOffice Writer 2. Group activity on performing the functions for saving, closing and printing documents in Microsoft Word	02
4. Format text in a word document	1. Change style and size of text 2. Align text 3. Cut, Copy, Paste 4. Find and replace	1. Group activity on formatting text in LibreOffice Writer 2. Group activity on formatting text in Microsoft Word	02
5. Check spelling and grammar in a word document	1. Use of spell checker 2. Autocorrect	1. Group activity on checking spellings and grammar using LibreOffice Writer 2. Group activity on checking spellings and grammar using Microsoft Word	02
6. Insert lists, tables, pictures, and shapes in a word document	1. Insert bullet list 2. Number list 3. Tables 4. Pictures 5. Shapes	1. Practical exercise of inserting lists and tables using LibreOffice Writer	03
7. Insert header, footer and page number in a word document	1. Insert header 2. Insert footer 3. Insert page number 4. Page count	1. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer 2. Practical exercise of inserting header, footer and page numbers in Microsoft Word	03
8. Make changes by using the track change option in a word document	1. Tracking option 2. Manage option 3. Compare documents	1. Group activity on performing track changes in LibreOffice Writer 2. Group activity on performing track changes in Microsoft Word	04
<b>Total</b>			<b>20</b>

### UNIT 4: ENTREPRENEURIAL SKILLS – III

Learning Outcome	Theory (10 hours)	Practical (15 hours)	Duration (25 hours)
1. Differentiate between different kinds of businesses	1. Introduction to entrepreneurship 2. Types of business activities	1. Role-play on different kinds of businesses around us	03
2. Describe the significance of entrepreneurial values	1. Meaning of value 2. Values of an Entrepreneur 3. Case study on qualities of an entrepreneur	1. Role-play on the qualities of an entrepreneur	03
3. Demonstrate the attitudinal changes required to become an entrepreneur	1. Difference between the attitude of an entrepreneur and an employee	1. Interviewing employees and entrepreneurs	03
4. Develop thinking skills like an entrepreneur	1. Problems of entrepreneurs 2. Problem-solving 3. Ways to think like an entrepreneur	1. Group activity on identifying and solving problems	04
5. Generate business ideas	1. Principles of idea creation 2. Generating a business idea 3. Case studies	1. Group activity to create business ideas	04
6. Describe customer needs and the importance of conducting a customer survey	1. Understanding customer needs 2. Conducting a customer survey	1. Group activity to conduct a customer survey	04
7. Create a business plan	1. Importance of business planning 2. Preparing a business plan 3. Principles to follow for growing a business 4. Case studies	1. Group activity on developing a business plan	04
<b>Total</b>			<b>25</b>

### UNIT 5: GREEN SKILLS – III

Learning Outcome	Theory (07 hours)	Practical (08 hours)	Duration (15 hours)
1. Describe the importance of the main sector of the green economy	<ol style="list-style-type: none"> <li>Meaning of ecosystem, food chain, and sustainable development</li> <li>Main sectors of the green economy- E- E-waste management, green transportation, renewable energy, green construction, and water management</li> </ol>	<ol 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> </ol>	06
2. Describe the main recommendations of policies for the green economy	<ol style="list-style-type: none"> <li>Policies for a green economy</li> </ol>	<ol 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 green economy.</li> </ol>	03
3. Describe the major green sectors/ areas and the role of various stakeholders in the green economy	<ol style="list-style-type: none"> <li>Stakeholders in the green economy</li> </ol>	<ol style="list-style-type: none"> <li>Group discussion on the role of stakeholders in the green economy</li> <li>Making solar bulbs.</li> </ol>	03
4. Identify the role of government and private agencies in the green economy	<ol 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> </ol>	<ol 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> </ol>	03
<b>Total</b>			<b>15</b>

## PART B: VOCATIONAL SKILLS

S.No.	Units	Duration (Hours)
1.	Introduction to Household and Small-Scale Cooking	45
2.	Kitchen Safety, Hygiene, and Sanitation	25
3.	Basic Cooking Techniques and Culinary Art	35
4.	Meal Planning, Nutrition, and Special Diets	20
5.	Food Storage, Preservation, and Waste Management	10
6.	Budgeting, Sourcing Ingredients, and Cost Control	30
<b>Total</b>		<b>165</b>

UNIT 1: INTRODUCTION TO HOUSEHOLD AND SMALL-SCALE COOKING			
Learning Outcome	Theory (20 hours)	Practical (25 hours)	Duration (45 hours)
1. Describe the role and responsibilities of a Cook	<ol style="list-style-type: none"> <li>Role of a Cook: <ul style="list-style-type: none"> <li>Daily tasks and responsibilities</li> <li>Work environment and challenges</li> <li>Importance of hygiene, safety, and food handling</li> </ul> </li> <li>Essential knowledge and skills of a Cook: <ul style="list-style-type: none"> <li>Technical skills (cooking techniques, food presentation, etc.)</li> <li>Soft skills (time management, teamwork, customer service)</li> <li>Adaptability and creativity in menu planning</li> </ul> </li> <li>Career Pathways in the Culinary Industry <ul style="list-style-type: none"> <li>Entry-level roles and career progression</li> <li>Specialization options (bakery,</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Visit a small kitchen and observe day-to-day operations.</li> <li>Interview a working household or small-establishment cook. Document observations and reflect on real-world kitchen dynamics</li> </ol>	15

	confectionery, regional cuisines) <ul style="list-style-type: none"> <li>• Advancement to supervisory and managerial positions</li> </ul>		
2. Describe the kitchen hierarchy and essential tools and equipment	1. Kitchen hierarchy and key roles of the following: <ul style="list-style-type: none"> <li>• Head Chef, Deputy Chef, Station Chef, Junior Chef, Steward, and Expediter.</li> </ul> 2. Types of kitchen workstations and their functions: <ul style="list-style-type: none"> <li>• Preparation station, cooking station, baking and pastry station, cold station, dishwashing and cleaning station, and storage station.</li> </ul> 3. Essential tools and equipment for kitchen tasks: <ul style="list-style-type: none"> <li>• Cutting tools</li> <li>• Measuring and mixing tools</li> <li>• Cooking equipment</li> <li>• Baking tools</li> <li>• Electric appliances used in the kitchen</li> <li>• Fire safety equipment, such as a fire extinguisher.</li> </ul>	1. Prepare a kitchen hierarchy chart and role-play key responsibilities for each position. 2. Set up kitchen workstations, rotate through them, and complete simple tasks using the correct tools and equipment.	10
3. Demonstrate effective communication and teamwork	1. Effective communication for kitchen efficiency <ul style="list-style-type: none"> <li>• Clear order transmission</li> <li>• Active listening</li> <li>• Hand signals and callouts</li> <li>• Feedback and corrections</li> <li>• Time management updates</li> </ul>	1. Role-play scenarios for handling kitchen conflicts or teamwork tasks.	10

	<ul style="list-style-type: none"> <li>• Conflict resolution</li> </ul> 2. Team collaboration and workflow management		
4. Follow work ethics and professional conduct	1. Key attributes of professionalism and integrity in cooking. <ul style="list-style-type: none"> <li>• Punctuality and discipline</li> <li>• Respect and teamwork</li> <li>• Honesty and accountability</li> <li>• Quality and consistency</li> <li>• Hygiene and safety</li> </ul>	1. Participate in a group discussion on ethical practices in cooking	10
<b>Total</b>			<b>45</b>

## UNIT 2: KITCHEN SAFETY, HYGIENE, AND SANITATION

<b>Learning Outcome</b>	<b>Theory (10 hours)</b>	<b>Practical (15 hours)</b>	<b>Duration (25 hours)</b>
1. Identify potential kitchen hazards and safety practices	1. Common kitchen accidents and prevention strategies: <ul style="list-style-type: none"> <li>• Cuts and knife injuries</li> <li>• Burns and scalds</li> <li>• Slips and falls</li> <li>• Electrical shocks</li> </ul> 2. Fire safety and first aid: <ul style="list-style-type: none"> <li>• Fire prevention</li> <li>• Fire extinguisher</li> <li>• Evacuation</li> <li>• Burn treatment</li> <li>• Cuts and wounds</li> </ul>	1. Demonstrate proper fire extinguisher use and first-aid procedures	10
2. Maintain hygiene and food safety standards	1. Personal hygiene practices in the kitchen: <ul style="list-style-type: none"> <li>• Handwashing techniques</li> <li>• Proper grooming and clean uniform</li> <li>• Nail, hair, and jewelry policies</li> <li>• Using gloves and hairnets</li> </ul>	1. Demonstrate personal hygiene practices in the kitchen 2. Apply safe food handling techniques to avoid cross-contamination	05

	<ul style="list-style-type: none"> <li>Covering cuts and wounds</li> </ul> <ol style="list-style-type: none"> <li>Impact of hygiene on food safety and quality</li> <li>Safe food handling and cross-contamination control:           <ul style="list-style-type: none"> <li>Separating raw and cooked foods</li> <li>Proper food storage and labelling</li> <li>Regular cleaning and sanitising surfaces</li> </ul> </li> </ol>		
3. Demonstrate cleaning and sanitation procedures for kitchen equipment	<ol style="list-style-type: none"> <li>Cleaning and sanitizing utensils</li> <li>Disinfecting countertops to ensure food safety</li> <li>Proper cleaning of appliances to avoid cross-contamination</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate cleaning and sanitizing utensils and countertops</li> <li>Practice proper cleaning of kitchen appliances to prevent contamination</li> </ol>	05
4. Manage waste and kitchen cleanliness	<ol style="list-style-type: none"> <li>Waste segregation and proper disposal methods:           <ul style="list-style-type: none"> <li>Separating waste: organic, recyclable, and hazardous wastes</li> <li>Using colour-coded bins</li> <li>Composting food scraps</li> <li>Disposing oils properly</li> </ul> </li> <li>Sustainability practices in the kitchen:           <ul style="list-style-type: none"> <li>Minimising food waste through portion control</li> <li>Using energy-efficient appliances</li> <li>Reducing single-use plastics</li> <li>Saving water with efficient cleaning practices</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>Create a waste management plan for a small kitchen.</li> </ol>	05
<b>Total</b>			<b>25</b>

### UNIT 3: BASIC COOKING TECHNIQUES AND CULINARY ART

Learning Outcome	Theory (15 hours)	Practical (20 hours)	Duration (35 hours)
1. Demonstrate essential knife skills and cutting techniques.	1. Types of knives: <ul style="list-style-type: none"> <li>Chef's knife, paring knife, serrated knife, boning knife, utility knife</li> </ul> 2. Cutting techniques, such as chopping, dicing, julienne, mincing, slicing, and chiffonade	1. Practice various cutting techniques (chopping, julienne, dicing, etc.)	07
2. Demonstrate fundamental cooking methods.	1. Introduction to cooking methods: <ul style="list-style-type: none"> <li>Dry-heat cooking methods, such as baking, roasting, grilling/broiling, sautéing/pan-frying.</li> <li>Moist-heat cooking methods, such as boiling, steaming, poaching, and simmering</li> </ul> 2. Combination cooking methods 3. Flavour building and seasoning 4. Menu planning and pairing	1. Prepare dishes using different cooking techniques. 2. Identify and categorize different cooking methods with examples. 3. Practice proper knife skills (chopping, dicing, julienning)	10
3. Create simple, balanced meals	1. Basics of recipe reading 2. Understanding ingredient measurements 3. Measurement tools and techniques 4. Portion control and serving sizes 5. Scaling recipes for different servings	1. Follow a recipe to prepare a complete meal. 2. Practice using different tools (measuring spoons, cups, scales) to measure accurately and converting measurements (e.g., tablespoons to cups, grams to ounces).	10
4. Demonstrate plating and presentation skills	1. Principles of food presentation 2. Plating styles and arrangements	1. Plate dishes attractively with garnishes and decorative elements.	08

	3. Garnishing techniques 4. Creating visual harmony on a plate	2. Practice hands-on plating and garnishing	
<b>Total</b>			<b>35</b>

#### UNIT 4: MEAL PLANNING, NUTRITION, AND SPECIAL DIETS

<b>Learning Outcome</b>	<b>Theory (10 hours)</b>	<b>Practical (10 hours)</b>	<b>Duration (20 hours)</b>
1. Plan balanced meals for individuals and families	1. Introduction to food groups such: <ul style="list-style-type: none"> <li>• Carbohydrates</li> <li>• Proteins</li> <li>• Fats</li> <li>• Vitamins and minerals</li> <li>• Fibre</li> </ul> 2. Importance of nutritional requirements for different age groups 3. Meal structuring and balanced diets	1. Create weekly meal plans with balanced nutrition 2. Prepare and plate a nutrient-rich meal	05
2. Describe the various types of diets and their importance	1. Introduction to dietary needs and restrictions 2. Types of special diets and their requirements <ul style="list-style-type: none"> <li>• Balanced diet</li> <li>• Vegetarian and vegan diets</li> <li>• Gluten-free diet</li> <li>• Ketogenic diet</li> <li>• Low-carb and high-protein diets</li> <li>• DASH (Dietary Approaches to Stop Hypertension) and Mediterranean diets</li> <li>• Diabetic and low-sodium diets</li> <li>• Lactose-Free and FODMAP (Fermentable Oligosaccharides Disaccharides Monosaccharides and Polyols) diets</li> </ul>	1. Record your meals for a day and analyze nutrient intake 2. Analyze real-life dietary restriction cases and suggest suitable diets. 3. Identify restricted ingredients in packaged foods	05

	<ul style="list-style-type: none"> <li>• Paleo diet</li> <li>• Therapeutic and athletic diets</li> </ul>		
3. Estimate portion sizes and control food waste	<ol style="list-style-type: none"> <li>1. Portion control techniques</li> <li>2. Strategies for reducing kitchen waste</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice portioning meals accurately</li> <li>2. Apply techniques to minimize food waste</li> </ol>	05
4. Describe the various cultural and festive foods	<ol style="list-style-type: none"> <li>1. Introduction to regional and global cuisines and festive cooking practices.</li> <li>2. Major regional cuisines of India</li> <li>3. Popular global cuisines</li> <li>4. Importance of ingredients in regional and global dishes</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a map showcasing major regional and global cuisines</li> <li>2. Research and make a slide presentation on the traditional festive dishes from India or other countries</li> </ol>	05
<b>Total</b>			<b>20</b>

### UNIT 5: FOOD STORAGE, PRESERVATION, AND WASTE MANAGEMENT

<b>Learning Outcome</b>	<b>Theory (10 hours)</b>	<b>Practical (10 hours)</b>	<b>Duration (10 hours)</b>
1. Store ingredients to maintain freshness	<ol style="list-style-type: none"> <li>1. Introduction to food storage</li> <li>2. Principles of safe food storage</li> <li>3. Dry food storage techniques</li> <li>4. Refrigerated food storage</li> <li>5. Frozen food storage</li> </ol>	<ol style="list-style-type: none"> <li>1. Store different food items using the correct techniques (airtight containers, refrigeration, freezing)</li> <li>2. Practice labelling stored food with dates and identifying expired items</li> </ol>	05
2. Describe principles of food preservation	<ol style="list-style-type: none"> <li>1. Principles of food preservation techniques</li> <li>2. Techniques of food preparation, such as freezing, canning, pickling, and vacuum sealing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Preserve seasonal fruits and vegetables using different methods such as freezing, canning, pickling, and vacuum sealing.</li> </ol>	05
3. Identify food spoilage and prevention	<ol style="list-style-type: none"> <li>1. Types of food spoilage (microbial, chemical, physical, enzymatic)</li> <li>2. Common causes of food spoilage (bacteria, fungi, temperature, moisture, oxygen)</li> <li>3. Proper food handling and hygiene practices</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct a food spoilage detection and quality assessment activity</li> </ol>	05

4. Manage kitchen waste sustainably	<ol style="list-style-type: none"> <li>1. Introduction to waste management in food industry</li> <li>2. Types of food waste and their impact on the environment</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop and implement a kitchen waste management plan</li> </ol>	05
<b>Total</b>			<b>20</b>

<b>UNIT 6: BUDGETING, SOURCING INGREDIENTS, AND COST CONTROL</b>			
<b>Learning Outcome</b>	<b>Theory (10 hours)</b>	<b>Practical (10 hours)</b>	<b>Duration (20 hours)</b>
1. Describe key budgeting principles and methods of expense tracking	<ol style="list-style-type: none"> <li>1. Introduction to budgeting and its importance</li> <li>2. Key budgeting principles (income vs. expenses, savings, emergency funds)</li> <li>3. Methods of expense tracking (manual, digital apps, spreadsheets)</li> <li>4. Cost-cutting strategies in daily life</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop a sample monthly kitchen budget.</li> <li>2. Categorize common expenses into "Needs" and "Wants" to understand spending priorities</li> </ol>	05
2. Identify the source of quality food items and ingredients	<ol style="list-style-type: none"> <li>1. Introduction to food sourcing methods</li> <li>2. Local sourcing vs. commercial sourcing</li> <li>3. Impact of seasonality on food availability and pricing</li> <li>4. Bulk purchasing: advantages, challenges, and best practices</li> </ol>	<ol style="list-style-type: none"> <li>1. Visit a local farmers' market and a supermarket to compare prices, quality, and sourcing practices</li> <li>2. Research and create a chart listing seasonal fruits and vegetables available in different months</li> <li>3. Calculate cost savings by comparing bulk v/s regular purchases of common household items</li> </ol>	05
3. Manage inventory and prevent food wastage	<ol style="list-style-type: none"> <li>1. Introduction to inventory management in food storage</li> <li>2. Methods of inventory tracking (manual &amp; digital systems)</li> </ol>	<ol style="list-style-type: none"> <li>1. Conduct an inventory check and create a stock rotation plan</li> <li>2. Track food items in a pantry or kitchen using a manual ledger or a digital spreadsheet</li> </ol>	05

	3. Importance of stock rotation in reducing waste 4. Techniques to minimize food spoilage and waste	3. Record and analyze daily food waste for a week, then develop a strategy to minimize waste	
4. Explain the costing and factors influencing the pricing of food	1. Introduction to costing and pricing in the food business 2. Breaking down ingredient costs: fixed vs. variable costs 3. Factors influencing pricing (labour, overhead, packaging, market demand) 4. Competitive pricing strategies in the food industry	1. Select a recipe, list all ingredients, and calculate the total cost per portion. 2. Create a visual representation of ingredient costs, labour, packaging, and overhead for a food item. 3. Compare prices of similar food products in different markets and suggest pricing strategies.	05
<b>Total</b>			<b>20</b>

## GRADE 12

### Part A: Employability Skills

S. No.	Units	Duration (hours)
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

Learning Outcome	Theory (10 hours)	Practical (15 hours)	Duration (25 hours)
1. Demonstrate active listening skills	<ol style="list-style-type: none"> <li>Active listening -listening skill, stages of active listening</li> <li>Overcoming barriers to active listening</li> </ol>	<ol 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> </ol>	10
2. Identify the parts of speech	<ol style="list-style-type: none"> <li>Parts of speech – using capitals, punctuation, basic parts of speech, supporting parts of speech</li> </ol>	<ol style="list-style-type: none"> <li>Group practice on identifying parts of speech</li> <li>Group practice on constructing sentences</li> </ol>	10
3. Write sentences	<ol style="list-style-type: none"> <li>Writing skills to the following: <ul style="list-style-type: none"> <li>Simple sentence</li> <li>Complex sentence</li> <li>Types of objects</li> </ul> </li> <li>Types of sentences: <ul style="list-style-type: none"> <li>Active and passive sentences</li> <li>Statement/ Declarative sentence</li> <li>Question/ Interrogative sentence</li> <li>Emotion/ Reaction or Exclamatory sentence</li> <li>Order or Imperative sentence</li> </ul> </li> <li>Paragraph writing</li> </ol>	<ol 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> </ol>	05
<b>Total</b>			<b>25</b>

## UNIT 2: SELF-MANAGEMENT SKILLS – IV

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

## UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS-IV

Learning Outcome	Theory (06 hours)	Practical (14 hours)	Duration (20 hours)
1. Identify the components of a spreadsheet application	1. Getting started with a spreadsheet - types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet	1. Group activity on identifying components of spreadsheet in LibreOffice Calc.	02

2. Perform basic operations in a spreadsheet	<ol style="list-style-type: none"> <li>1. Opening the workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell</li> <li>2. Selecting multiple cells</li> <li>3. Saving the spreadsheet in various formats</li> <li>4. Closing the spreadsheet</li> <li>5. Opening the spreadsheet.</li> <li>6. Printing the Spreadsheet.</li> </ol>	1. Group activity on working with data on LibreOffice Calc.	03
3. Demonstrate knowledge of working with data and formatting text	<ol style="list-style-type: none"> <li>1. Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula</li> <li>2. Need to format cell and content</li> <li>3. Changing text style and font size</li> <li>4. Align text in a cell</li> <li>5. Highlight text</li> </ol>	<ol style="list-style-type: none"> <li>1. Group activity on formatting a spreadsheet in LibreOffice Calc.</li> <li>2. Group activity on performing basic calculations in LibreOffice Calc.</li> </ol>	02
4. Demonstrate the knowledge of using advanced features in spreadsheet	<ol style="list-style-type: none"> <li>1. Sorting data</li> <li>2. Filtering data</li> <li>3. Protecting spreadsheet with password</li> </ol>	1. Group activity on sorting data in LibreOffice Calc.	03
5. Make use of the software used for making slide presentations	<ol style="list-style-type: none"> <li>1. Presentation software available</li> <li>2. Steps to start LibreOffice Impress</li> <li>3. Adding text to a presentation</li> </ol>	1. Group practice on working with LibreOffice Impress tools.	02
6. Demonstrate the knowledge to open, close and save slide presentations	1. Open, Close, Save and Print a slide presentation	1. Group activity on saving, closing and opening a presentation in LibreOffice Impress.	01

7. Demonstrate the operations related to slides and texts in the presentation	1. Working with slides and text in a presentation-adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour.	1. Group practice on working with font styles in LibreOffice Impress	04
8. Demonstrate the use of advanced features in a presentation	1. Advanced features used in a presentation 2. Inserting shapes in the presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout	1. Group activity on changing slide layout on LibreOffice Impress	03
<b>Total</b>			<b>20</b>

#### UNIT 4: ENTREPRENEURIAL SKILLS - IV

<b>Learning Outcome</b>	<b>Theory (10 hours)</b>	<b>Practical (15 hours)</b>	<b>Duration (25 hours)</b>
1. Describe the concept of entrepreneurship and the types and roles and functions entrepreneur	1. Entrepreneurship and entrepreneur 2. Characteristics of entrepreneurship 3. Entrepreneurship-art and science 4. Qualities of a successful entrepreneur 5. Types of entrepreneurs 6. Roles and functions of an entrepreneur 7. What motivates an entrepreneur 8. Identifying opportunities and risk-taking 9. Startups	1. Group discussion on the topic "An entrepreneur is not born but created". 2. Conducting a classroom quiz on various aspects of entrepreneurship.	10
2. Identify the barriers to entrepreneurship	1. Barriers to entrepreneurship 2. Environmental barriers 3. No or faulty business plan 4. Personal barriers	1. Group discussion about "What we fear about entrepreneurship" 2. Activity on taking an interview of an entrepreneur.	05

3. Identify the attitude that make an entrepreneur successful	1. Entrepreneurial attitude	1. Group activity on identifying entrepreneurial attitude.	05
4. Demonstrate the knowledge of entrepreneurial attitude and competencies	1. Entrepreneurial competencies 2. Decisiveness 3. Initiative 4. Interpersonal skills- positive attitude, stress management 5. Perseverance 6. Organizational skills- time management, goal setting, efficiency, managing quality.	1. Playing games, such as “Who am I”. 2. Group discussion on business ideas 3. Group practice on “Best out of Waste” 4. Group discussion on the topic of “Let’s grow together”. 5. Group activity on listing stress and methods to deal with it like Yoga, deep breathing exercises, etc. 6. Group activity on time management.	05
<b>Total</b>			<b>25</b>

UNIT 5: GREEN SKILLS - IV			
Learning Outcome	Theory (05 hours)	Practical (10 hours)	Duration (15 hours)
1. Identify the benefits of green jobs	1. Green jobs 2. Benefits of green jobs 3. Green jobs in different sectors: <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Transportation</li> <li>• Water conservation</li> <li>• Solar and wind energy</li> <li>• Eco-tourism</li> <li>• Building and construction</li> <li>• Solid waste management</li> <li>• Appropriate technology</li> </ul>	1. Group discussion on the importance of green job.	08

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

## Part B: VOCATIONAL SKILLS

S.No.	Units	Duration (Hours)
1.	Advanced Cooking Techniques	30
2.	Menu Planning and Nutritional Balance	35
3.	Kitchen Management and Inventory Control	35
4.	Food Safety, Hygiene, and Sanitation	35
5.	Customer Service and Dining Etiquette	30
<b>Total</b>		<b>165</b>

### UNIT 1: ADVANCED COOKING TECHNIQUES

Learning Outcome	Theory (10 hours)	Practical (20 hours)	Duration (30 hours)
1. Describe principles and techniques in baking	1. Introduction to baking techniques 2. Principles of baking 3. Role of ingredients (flour, yeast, fats, sweeteners), temperature control, and baking equipment	1. Hands-on baking of bread, cakes, or pastries, focusing on mixing, proofing, and baking	05
2. Apply grilling and sautéing techniques flavour	1. Introduction to grilling and sautéing methods 2. Techniques for moisture retention in cooking	1. Preparation of grilled meats/vegetables and sautéed dishes with attention to seasoning and texture	10
3. Demonstrate steaming as a cooking method	1. Steaming for nutrient preservation 2. Preventing overcooking and texture enhancement	1. Practical steaming of vegetables, dumplings, or seafood with proper timing and seasoning	05

4. Present multi-component dishes	<ol style="list-style-type: none"> <li>1. Introduction to flavour combinations</li> <li>2. Sauce-making techniques</li> <li>3. Plating styles and presentation aesthetics</li> </ol>	<ol style="list-style-type: none"> <li>1. Cooking and plating a complete dish with multiple elements, focusing on taste, balance, and aesthetics</li> </ol>	10
<b>Total</b>			<b>30</b>

## UNIT 2: MENU PLANNING AND NUTRITIONAL BALANCE

Learning Outcome	Theory (15 hours)	Practical (20 hours)	Duration (35 hours)
1. Develop meal plans that align with dietary guidelines	<ol style="list-style-type: none"> <li>1. Components of a balanced diet</li> <li>2. Balancing nutrient distribution in meals</li> <li>3. Dietary restrictions and their impact on meal planning</li> </ol>	<ol style="list-style-type: none"> <li>1. Plan and create a sample balanced meal for different dietary needs</li> </ol>	10
2. Create meal plans that promote healthy eating habits	<ol style="list-style-type: none"> <li>1. Step-by-step meal planning</li> <li>2. Factors influencing meal planning (budget, preferences, health conditions)</li> <li>3. Selecting nutritious ingredients and meal-preparing strategies</li> </ol>	<ol style="list-style-type: none"> <li>1. Design and organize a weekly meal plan, considering different dietary requirements</li> </ol>	10
3. Modify recipes to meet dietary goals	<ol style="list-style-type: none"> <li>1. Methods and tools for calorie calculation</li> <li>2. Macronutrients and micronutrients in meal planning</li> <li>3. Techniques for nutritional analysis of recipes</li> <li>4. Ingredient substitutions for healthier recipes</li> </ol>	<ol style="list-style-type: none"> <li>1. Practice using digital apps, food labels, and manual calculations to determine calorie content in different meals.</li> <li>2. Conduct a step-by-step analysis of a selected recipe to assess its nutritional value and identify areas for improvement.</li> <li>3. Modify traditional recipes by substituting ingredients with healthier alternatives while maintaining taste and texture.</li> </ol>	15
<b>Total</b>			<b>35</b>

### UNIT 3: KITCHEN MANAGEMENT AND INVENTORY CONTROL

Learning Outcome	Theory (10 hours)	Practical (25 hours)	Duration (35 hours)
1. Organize kitchen workflow for smooth operations and efficiency	<ol style="list-style-type: none"> <li>Kitchen setup and workstation arrangement</li> <li>Task scheduling and workflow management</li> <li>Handling peak hours and maintaining efficiency</li> </ol>	<ol style="list-style-type: none"> <li>Simulate a kitchen shift, assign tasks, and monitor workflow efficiency</li> </ol>	10
2. Coordinate with staff to improve teamwork and productivity	<ol style="list-style-type: none"> <li>Roles and responsibilities of kitchen staff</li> <li>Communication and coordination strategies</li> <li>Conflict resolution and teamwork building</li> <li>Staff training and evaluation methods</li> </ol>	<ol style="list-style-type: none"> <li>Conduct a team exercise on staff coordination, task delegation, and problem-solving</li> </ol>	10
3. Track inventory, minimize waste, and handle procurement processes	<ol style="list-style-type: none"> <li>Inventory management techniques</li> <li>Importance of stock rotation</li> <li>Expiry date monitoring and shelf-life management</li> <li>Selection of reliable suppliers</li> </ol>	<ol style="list-style-type: none"> <li>Conduct an inventory check, update stock logs, and place supply orders</li> </ol>	15
<b>Total</b>			<b>35</b>

### UNIT 4: FOOD SAFETY, HYGIENE, AND SANITATION

Learning Outcome	Theory (10 hours)	Practical (25 hours)	Duration (35 hours)
1. Follow safety protocols and use Personal Protective Equipment (PPE)	<ol style="list-style-type: none"> <li>Food safety standards</li> <li>Importance of PPE</li> <li>Hygiene practices in the kitchen</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate proper use of gloves, aprons, and masks, and follow hygiene protocols</li> </ol>	10
2. Prevent cross-contamination and maintain kitchen sanitation	<ol style="list-style-type: none"> <li>Guidelines for avoiding cross-contamination</li> <li>Proper cleaning and sanitization techniques</li> <li>Basic sanitation rules</li> </ol>	<ol style="list-style-type: none"> <li>Perform step-by-step cleaning of kitchen surfaces and equipment</li> <li>Practice correct handwashing, food</li> </ol>	05

		handling, and surface sanitization	
3. Manage food storage and handle perishable items	1. Storage techniques for different food categories 2. Temperature control in cold and dry storage 3. FIFO (First In, First Out) and FEFO (First Expired, First Out) methods 4. Packaging and labelling for food safety and shelf life	1. Organize cold and dry storage areas, label items, and inspect stock for spoilage.	10
4. Describe hazard analysis (HACCP) and food safety	1. Fundamentals of HACCP (Hazard Analysis and Critical Control Points) 2. Identifying biological, chemical, and physical food safety hazards 3. Preventive measures and corrective actions in food safety	1. Identify hazards, and suggest corrective actions	10
<b>Total</b>			<b>35</b>

### UNIT 5: CUSTOMER SERVICE AND DINING ETIQUETTE

Learning Outcome	Theory (10 hours)	Practical (20 hours)	Duration (30 hours)
1. Deliver exceptional customer service and build guest relationship	1. Importance of customer service in hospitality 2. Techniques for creating a positive guest experience	1. Role-play on guest interactions and handling different types of customers 2. Practice verbal and non-verbal communication techniques for guest service	10
2. Handle guest complaints and service recovery strategies	1. Types of customer complaints and common issues 2. Conflict resolution techniques and de-escalation methods 3. Steps for effective service recovery and guest satisfaction	1. Simulate complaint resolution scenarios and analyze responses 2. Practice empathy and negotiation skills through role-play activities	10

3. Organise dining areas, follow service etiquette, and present dishes professionally	1. Different table settings and their significance. 2. Serving styles: buffet, plated, and family-style 3. Etiquette and professionalism in food service	1. Arrange tables according to different dining setups 2. Practice serving techniques and perform mock dining service scenarios	10
<b>Total</b>			<b>30</b>

## 6. ORGANISATION OF FIELD VISITS

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To enhance practical learning, vocational teachers should organize at least 3 field visits in a year for students. These visits help bridge the gap between classroom instruction and real-world application.

### General Guidelines for Organizing the Field Visit

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1. **Select Relevant Sites**  
Choose relevant sites based on training goals—e.g., markets, restaurants, SHG (Self-Help Group) kitchens, clinics, or households.
2. **Plan in Advance**  
Contact the site to schedule the visit. Confirm permissions, timing, and safety measures.
3. **Set Clear Learning Outcomes**  
Define what students should observe or practice during the visit (e.g., hygiene protocols, budgeting, kitchen layout).
4. **Prepare Students**  
Brief them on visit objectives, etiquette, dress code, and questions to ask.
5. **Supervise Actively**  
Ensure discipline, engagement, and note-taking. Encourage interaction with site staff.
6. **Conduct Debriefing**  
After the visit, hold a short reflection session. Discuss what was learned and how it applies to home kitchens.
7. **Document the Visit**  
Maintain a brief report with date, location, outcomes, and student feedback. Ask students to include the report in their portfolio.

### Suggestive Sites for Visits

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1. **Organic or Kitchen Gardens**
  - a. Understand how to grow and use herbs and vegetables
  - b. Promote sustainable cooking
2. **Health Sub-Centers / Rural Health Workers**
  - a. Learn basic nutrition education for families

- b. Understand challenges in rural diet planning
- 3. **Local Markets**
  - a. Identify fresh, affordable produce
  - b. Learn seasonal variations
  - c. Practice smart shopping and price comparison
- 4. **Household Kitchens**
  - a. Observe layout, workflow, and daily meal routines
  - b. Practice adapting recipes to local preferences
- 5. **Community Kitchens / Anganwadis / Old Age Homes**
  - a. Cooking in bulk under real-world time constraints
  - b. Understand nutrition needs of different age groups
- 6. **Commercial Kitchens in Restaurants or Cafés**
  - a. Study professional kitchen equipment and food hygiene practices
  - b. Observe kitchen teamwork and time management
- 7. **Food Testing Labs**
  - a. Learn about food safety standards and contamination risks
  - b. Understand labeling and preservation
- 8. **Self-Help Group (SHG) Food Units**
  - a. Observe low-cost meal production
  - b. Learn local techniques and fuel-saving methods
- 9. **Local Festivals or Fairs**
  - a. Study traditional food preparation in large-scale events
  - b. Learn how to cook with local tools and materials

## 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 batch of a maximum of 30 students regularly for practice and acquiring adequate practical experience.

S. No.	Name of the Equipment	Minimum Number Required (per batch of 30 trainees)
1.	Cooking Range (Gas/Electric)	2
2.	Induction Cooktop	2
3.	Microwave Oven	1
4.	Refrigerator (Double Door)	1
5.	Deep Freezer	1
6.	Mixer Grinder	2
7.	Hand Blender	2
8.	Weighing Scale (Digital)	1
9.	Measuring Cups & Spoons	5 sets
10.	Kitchen Weighing Scale	2
11.	Chopping Boards (Colour Coded)	6 sets

12.	Knife Set (Chef, Paring, Serrated)	6 sets
13.	Peeler	6
14.	Grater	4
15.	Rolling Pin & Board (Chakla-Belan)	6
16.	Stainless Steel Cooking Pots & Pans	6 sets
17.	Pressure Cookers (Different Sizes)	2
18.	Frying Pans (Non-stick & Cast Iron)	6
19.	Tandoor/OTG	1
20.	Baking Trays & Molds	2 sets
21.	Mixing Bowls (Different Sizes)	6 sets
22.	Whisks	4
23.	Ladles, Spoons, Tongs	6 sets
24.	Colanders & Strainers	4
25.	Dough Kneading Machine	1
26.	Measuring Jugs	4
27.	Pastry Brushes	2
28.	Kitchen Towels	6
29.	Aprons & Chef Hats	30
30.	Hand Gloves (Disposable)	30
31.	Food Cling Wrap	4 rolls
32.	Aluminum Foil	4 rolls
33.	Serving Trays	4
34.	Plates (Dinner, Quarter)	10 sets
35.	Bowls (Soup, Dessert)	10 sets
36.	Cutlery (Spoons, Forks, Knives)	10 sets
37.	Tea & Coffee Cups	10 sets
38.	Glassware (Water, Juice)	10 sets
39.	Dishwashing Liquid & Sponge	6
40.	Dustbins (Dry & Wet Waste)	2
41.	Kitchen Cleaning Wipes	6
42.	Fire Extinguisher	1
43.	First Aid Box	1
44.	PPE Kit (For Food Safety)	30
45.	Storage Containers (Airtight)	6 sets
46.	Zip Lock Bags	6 sets
47.	Plastic Wrap Dispenser	2
48.	Ice Cube Trays	4
49.	Garbage Bags	6 packs
50.	Insect Killer Spray	1
51.	Food Thermometer	2
52.	Notepad & Pen	30
53.	Recipe Books & Kitchen Manuals	6
54.	Laptop with Internet (For Digital Learning)	1
55.	Projector/TV Screen (For Demonstrations)	1

## 8. VOCATIONAL TEACHER'S/TRAINER'S QUALIFICATION AND GUIDELINES

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

S. No	Qualification	Minimum Competencies	Minimum Age Limit
1.	Bachelor's Degree in Hotel Management/Culinary Arts or Science or Allied Subject  OR	<ul style="list-style-type: none"><li>• Strong knowledge of cooking techniques and food safety</li><li>• Skilled in nutrition, hygiene, and meal planning</li><li>• Able to teach and demonstrate domestic cooking best practices</li><li>• Competent in basic to intermediate kitchen operations and setup</li><li>• Experienced in adapting meals to dietary needs</li><li>• Familiar with budgeting and managing household kitchens</li><li>• Able to train or supervise kitchen staff</li></ul>	Max. 30 years (Age relaxation to be provided as per Govt. rules)
2.	Certified Chef with a minimum 5 years of experience in culinary arts, cooking and food production  OR		
3.	Diploma from ITI (Industrial Training Institute) /NSQF Level 4 or above in Food Production		

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 are also prepared.

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:

- 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
- Through accredited Vocational Training Providers accredited under the National Skill Qualification Framework (NSQF) 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 has been accredited at NQAF Level 2 or higher.

\*National Skill Qualification Framework (NSQF) 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 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 Qualification Pack/Job role which they will be teaching. Copies of relevant certificates and/or records of experience of the teacher/trainer in the industry should be kept as records.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for the 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 the 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 to understand 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 for 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 that 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, teamwork, 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 levels 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. The following parameters may be considered during the appraisal process:

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

## 9. LIST OF CONTRIBUTORS

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