

Central Board for Secondary Education (CBSE)

Skill Knowledge Programme

**for students with special needs (differentially abled)
Under National Vocational Education Qualification Framework (NVEQF)**



CENTRAL BOARD OF SECONDARY EDUCATION

(An Autonomous Organization under the Ministry of Human Resource Development, Govt. of India)

"Shiksha Kendra", 2, Community Centre, Preet Vihar, New Delhi-110092

CBSE/Voc/SKP/2013

Date: 12th August 2013

The President,
MANOVIKAS CHARITABLE SOCIETY
A-267, Surajmal Vihar,
Delhi - 110092
Phone : 011-2237771

Dear Sir,

Subject : "IMPANELMENT OF SKILL KNOWLEDGE PROVIDERS (SKPs)" FOR CBSE AFFILIATED SCHOOLS TO IMPART SKILL COMPETENCIES BASED VOCATIONAL COURSES" - reg

I am to inform you that the Board is pleased to empanel, your organization to impart the following Vocational Courses, to Special Children (Differently Abled), of the affiliated schools of the CBSE, in Delhi region.

1. Retail
2. IT
3. Hospitality & Tourism and
4. Health & Beauty.

Your sincerely

(Dr. Biswajit Saha)
Programme Officer (Vocational)

Introduction

The current focus of skill development has shifted to the learner and their needs and expectations from vocational education and training (VET). Manovikas is one of the partner organisations of the Central Board for Secondary Education (CBSE), National Institute of Open School (NIOS) and Indira Gandhi National Open University (IGNOU) for VET to provide appropriate theory and practical training, access to real work exposures, job skills and job placement for students with special needs including learners with disabilities from Class III to Diploma i.e. NCC-3 in Higher Education level.

The Students with Special Needs studying at CBSE affiliated schools in classes IX, X, XI and XII can join Manovikas's skill knowledge programme to receive hands on skills training in a specific sector. They can choose two vocational subjects along with one compulsory language and two formal subjects of their choice under SKP system.

Students above 14 years can join open education system of NIOS with VET from open basic education (class III, V, VIII) and Secondary (X) through Manovikas's Special Accredited Institution for the Education of Disadvantage (SAIED)

Manovikas Institute for Higher Education provides credit based Certificate and Diploma programme for the students with intellectual and developmental disabilities. All the Certificate and Diploma programmes are job oriented and the students shall have to complete industrial placement during internship.



Welcome to Skill Knowledge Programme

It is a matter of immense satisfaction for all of us in the disability sector that our efforts at universalisation of educational and vocational studies leading to inclusion, is bearing fruit.

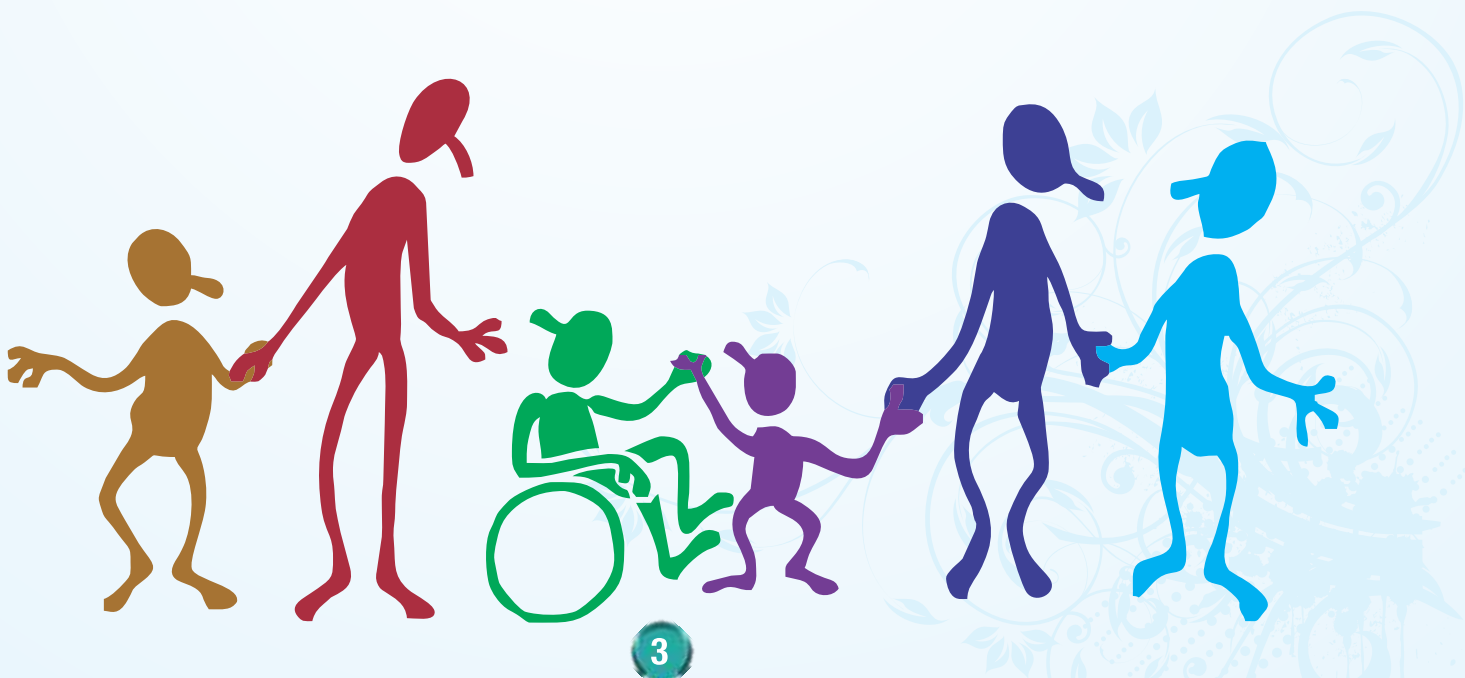
CBSE has taken the lead by introducing Vocational Training for students with needs which are special. Following upon introduction of mandatory Inclusive Education under the Right to Education Act; another paradigm leap has been taken by CBSE selecting Manovikas Charitable Society as a Skills Knowledge Provider for students with needs.

We thus take pride in informing schools, principals, school management, parents and guardians and all other stake-holders of the new opportunities, towards eventual economic independence, that Manovikas is now offering (as per CBSE rules, syllabus and curriculum).

Please do take the time to read the accompanying note. There are chances that together we could be effective in initiating and bringing about a major socio-economic change.

Thank you for your kindness and involvement in making the lives of students with needs, superior.

Vikram Dutt
President,
Manovikas Charitable Society



National Vocational Education Qualification Framework (NVEQF)



NVEQF is a multiple pathway framework to systematize qualifications according to series of level of knowledge along with skills. Qualifications are as per National Occupation Standards and it is a nationally integrated education curriculum under the Ministry of Human Resource Development (MHRD).

This is flexible learning pathways towards economic independence. Under NVEQF the students with special needs may also get Recognition of Prior Learning (RPL) for the Grades V and VIII.

STRUCTURE OF EDUCATION SYSTEM UNDER NVEQF

Certification Level	Equivalence		Number of Credit Hrs		Certifying Body		
	Vocational	Formal	Vocational	Formal			
X. NCC 8	Degree	Doctorate	700	300	University and SSC		
IX. NCC 7	PG Diploma	Master Degree	700	300			
VIII. NCC 6		Honours	700	300			
VII. NCC 5	Advanced	3 rd yr bachelors	700	300			
VI. NCC 4	Diploma	2 nd yr bachelors	450	500			
V. NCC 3	Diploma	1 st yr bachelors	400	600	Board of Technical Education and Manovikas SKP		
IV. NCC 2	Grade XII	3 Formal + 2 Vocational Subjects	Higher Secondary Grade XII	400	600	CBSE ¹ and Manovikas SKP or NIOS ¹ and Manovikas SKP	
III. NCC 1			Higher Secondary Grade XI400	600			
II. NCWP 2			Grade X	Secondary Grade X	200		800
I. NCWP 1			Grade IX	Secondary Grade IX	200		800
RPL 2	Grade VIII	Grade VIII	As per need		NIOS and Manovikas SKP		
RPL 1	Grade V	Grade V					

RPL : Recognition of Prior Learning

NCWP : National Certificate for Work Preparation

NCC : National Competency Certificate

SKP : Skill Knowledge Provider

CBSE¹ : Joint certification in case of Students undergoing to Central Board for Secondary Education (CBSE) affiliated Schools

NIOS¹ : Joint certification in case of Students enrol in Open schooling system under National Institute of Open Schooling (NIOS) at Manovikas

Manovikas Model of Education System

under National Vocational Education Qualification Framework (NVEQF)



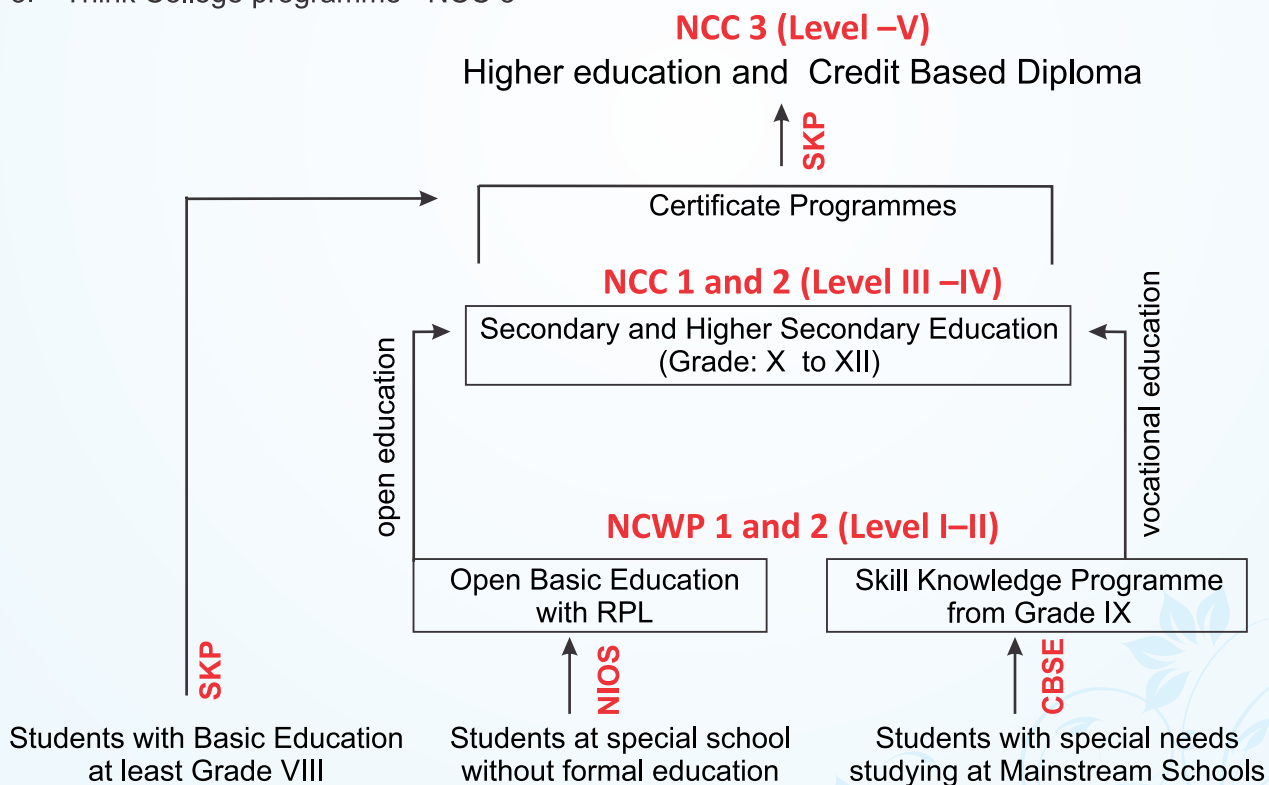
MANOVIKAS मनोविकास

Manovikas model of education system for the students with special needs; significantly for intellectual and developmental disabilities are based on National Vocational Education Qualification Framework (NVEQF). This system provides the access of skill and knowledge based education from the functional academic to higher education level of National Competency Certificates. The ultimate objectives of the model are:

1. To provide Recognition of Prior Learning (RPL) for the students who are in a non-formal education system.
2. To support the mainstream school students with skills and knowledge through vocational education training (VET) towards Secondary and Senior Secondary school examinations.
3. To extend unified National approach for linking qualification of Certificate and Diploma with National Occupation Standards.

There are three basic modular programmes that helps the students for achieving the National Competency Certificates at par with National Occupation Standards.

1. Recognition of Prior Learning (RPL) Programme - NCPW-1
2. Skill Knowledge Programme - NCC 1 and 2
3. Think College programme - NCC 3



CBSE : Central Board for Secondary Education
NCWP : National Certificate for Work Preparation

NIOS : National Institute of Open Schooling
SKP: Skill Knowledge Provider

NCC : National Competency Certificate

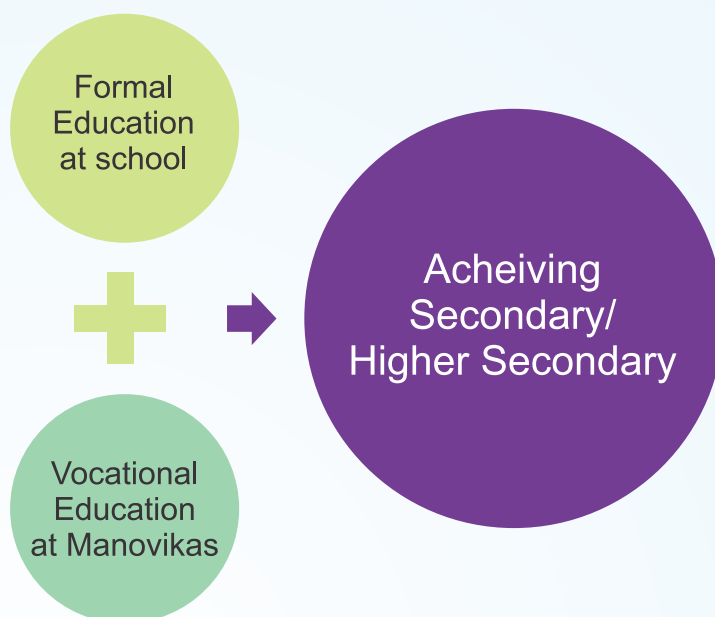
RPL : Recognition of Prior Learning

Skill Knowledge Programme

Building skills and providing Vocational Education for students with special needs at Secondary and Senior Secondary Level (X and XII)

Central Board for Secondary Education (CBSE) is offering many Vocational Courses in different sectors at Secondary and Senior Secondary level. The Board has empanelled Manovikas as a Skill Knowledge Provider for students with special needs to implement Skill based Vocational Courses from Level I (i.e., Class IX) under the National Vocational Education Qualification Framework (NVEQF) from 2012-13 onwards.

Students with special needs studying in the affiliated schools of CBSE have an option to choose Competency Based Skill Courses, along with the General academic subjects under the following scheme of study.



S. No.	Name of the subject	Period/ week	Marks Distribution		Marks
			Theory	Practical	
1.	Language I (English)	7	100	–	100
2.	Two Subjects from Academic stream (Science /Commerce /Humanities)	7 +7	100 or as per subject concerned 70	30	100 each
3.	Two papers from any of vocational courses from list. 1. Retail 2. Information Technology (IT) 3. Hospitality & Tourism, and 4. Health & Beauty	8+8	30	70	100 each
4.	One Optional Additional subject from academic stream or vocational stream	7	60	40	100
	Total	44			500+100 (optional additional)

Our Target Group: Students with Needs

The term students with needs include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. The degree of disability may range from mild to moderate, severe, or profound.

Physical disability: Locomotor, loss of a limb(s), spinal injury or any other as defined by PWD Act & WHO classifications impairment that damages, weakens or makes worse physical ability.

Sensory disability: Vision impairment, Hearing impairment

Intellectual and Developmental disabilities: Mentally challenged (Intellectual disability), Autism, Cerebral Palsy, Specific Learning Disabilities (Dyslexia, Dyscalculia, Dysgraphia etc.), Attention Deficit Hyperactivity Disorder (ADHD)

Mental disorder: Emotional, Behavioural or any psychosocial impairments.



Selection of Vocational subjects

Students should register for Skill Knowledge Programme at Manovikas through CBSE affiliated Schools. The selected students may be assessed for their need as well as skills for performance towards vocational aptitude. Trained professionals at Manovikas support students, parents, and schools in order to ensure students with special needs should select the appropriate vocational subjects which will be most suitable for their eventual economic independence.

Some specialized career assessment and diagnostic tests explore the basic and specific quality of the student.

The Cognitive Profile: that which helps students to identify their own personal style of thinking, learning, and making decisions. It is a non-biased, standardized assessment to evaluate information processing characteristics as part of formal or informal learning style in the processing areas of: Auditory, Visual, Sequential/Rational, Conceptual/Holistic Processing, Processing Speed and Executive Functioning.

Functional Behaviour Assessment: It is the process of gathering and analyzing information about a student's behaviour and accompanying circumstances in order to determine the purpose or intent of the actions. This investigation is designed to help teachers to determine the appropriateness of the student's present educational placement and services, and whether changes would help the student to display more acceptable behaviour; to identify positive interventions that would reduce the undesirable behaviour; to identify appropriate behaviours to be substituted in the place of the inappropriate ones.

Multiple Intelligences Test: This is based on the theory initially propounded by Prof. Howard Gardner of Harvard University. Actually, no one uses just one type of intelligence; we all use several in our daily lives. Some are sharper than others for each person. Thus it's helpful to determine students' top intelligences and tailor their methods to best meet students' particular combination of strengths.

This simple grid diagram illustrates Howard Gardner's model of the Multiple Intelligences at a glance.



Intelligence	Typecapability and perception
Linguistic	words and language
Logical-Mathematical	logic and numbers
Musical	music, sound, rhythm
Bodily-Kinesthetic	body movement control
Spatial-Visual	images and space
Interpersonal	other people's feelings
Intrapersonal	self-awareness
Naturalist	natural environment
Spiritual/Existential	religion and 'ultimate issues
Moral	ethics, humanity, value of life

Other assessment and diagnostic tools:

Like Occupational, Vocational, Speech, Language and Communication, Aptitude, Autism/ADHD/SpLD/ Mental Health Screening, tools may be used for specific diagnosis and intervention of disabilities.

Vocational Subjects

The students with special needs (differentially abled) should make their own choice to choose any two vocational subjects as core papers along with two subjects from academic stream and one language. The students are also open to choose one more optional paper from vocational subject.

Team members of Manovikas will also help the students to select the vocational subjects after understanding of specific needs and strength of the student through proper assessments. The selected vocational subjects should be indicated in the registration form and must be forwarded through the school Principal. The confirmation of admission under Skill Knowledge Programme(SKP) will be intimated to the student and concerned school from Manovikas within 15 days. The details of Vocational subjects are:

Retail

This course aims to enable students to get absorbed in organized Retail sector. This course will facilitate the students to be industry ready and to meet the employability criteria set by different companies. The students will be prepared to enter at different levels of Retail industry by equipping them with thorough understanding of Customer Service areas and equipment handling. Knowledge of retail marketing mix, brands in the retail industry, product placement and development, pricing alternatives, location options, and the promotion of goods and/or services will be emphasized upon. Application of technology to retail marketing management, e-commerce, international retailing, and customer relationship management will be introduced.



IT Application

The course intends to develop skills related to web applications and web designing. Knowledge of network safety and security, digital designing, multimedia anchoring, web content creation, interactive web page creating and troubleshooting will be taught. The curriculum is designed to develop appropriate technical knowledge as well as the professional skills of the students, so that they are equipped to take gainful employment in the said vocation.



Health and Beauty Studies

This course intends to enable students to acquire skill sets required in beauty, spa and holistic health industries. These industries are growing at phenomenal rate, with high shortage in trained man power. The students will be able to demonstrate understanding of anatomy and physiology, dietetics in relation to beauty culture and hair dressing, understanding of basic principles and properties of various types of cosmetics, their applications and their effects. Students will be trained in spa therapies, yoga exercises and communication. Thus, this course in this subject will empower the students either as an assistant or self-entrepreneur in spa and beauty industry, which is not cash extensive.





Hospitality and Tourism

There are four subjects specified under the Hospitality and Tourism sector and students should choose any one from the list below:

1. Food Production

The course intends to introduce students to the basics of cooking food coupled with the scientific approach by trying to understand the basic commodities utilized in preparation of food. Cooking of food is a skill based education that requires both the style of art and the method of science. Describe kitchen operations including culinary terminology, operational software, cooking methods, and basic food handling skills: such as food safety and food quality. Demonstrate proper kitchen management systems, such as cost control, labor control, inventory control, production scheduling, sales history, menu development, and forecasting.



2. Food and Beverage Services

The course intends to introduce students to the concepts of food cost control, costing and beverage control system through numerous activities based on it. The course also emphasizes upon various operating activities like purchasing, receiving, storing and issuing. This course is an overview of the management practices utilized to direct, operate and control food services. This course will teach practical knowledge of appropriate service behaviors for a variety of guest types, understand the concept and techniques of good service and demonstrate the skills acquired and capacity and demonstrate various service techniques.



3. Mass Media Studies and Media Production

This course aims at grooming the natural talent of students and exposing them to ever-changing skills needed in the media and entertainment industry with hands-on experience. The course is designed to provide fundamental information on analysis of film, TV (including News), print articles, understanding of the pipeline multiple products of the Media & Entertainment industry (TV show/ segment, film, article, ad – film, etc), concept of assembly line, animation, roles people play, skills and specializations, the creative process, aesthetics, design, framing, composition, writing, ideation and finally technology usage in the media & entertainment industry.



4. Bakery and Confectionery

This course envisages in helping students to acquire basic skills of Bakery and Confectionery. The curriculum is designed in a way to stimulate and lay foundation for further training in Bakery and Confectionery. It will also enable students to acquire knowledge of commodities used in Bakery / Confectionery, the processing they have undergone, their selection, composition, functions, reaction to heat/baking, refrigeration, chilling and freezing, their interaction with each other and storage. The students will develop ability to assess the characteristics of good quality baked goods, identify common faults and be able to take corrective action where necessary; will know the principals involved in balancing formulas; and will acquire technical knowledge how in setting up small scale baking units.



Training under Skill Knowledge Programme (SKP)

Manovikas provides the training of vocational subjects under (SKP). The adopted curriculum of vocational subjects shall be effectively helpful in the training of theory and practical components.

The vocational classes will be either conducted within the school infrastructure or at learning centers of Manovikas. Some of the practical classes shall be conducted at the industrial partners of Manovikas for the real work exposures.

The training of the students shall be conducted on the basis of credit hours as per the norms of NVEQF. The blended mode of learning including face to face, online, distance mode, multimedia, projects, assignments and other modalities of teaching will support the students to complete the SKP.

Grade	Credit Hours for each Vocational Subject		
	Total	Theory	Practical
Secondary Grade IX	200	60	140
Secondary Grade X	200	60	140
Higher Secondary Grade XI	400	120	280
Higher Secondary Grade XII	400	120	280

Examination

The examination under Skill Knowledge Programme will be conducted as per the norms and specific notification of CBSE. The Continuous and Comprehensive Evaluation (CCE) and Summative Assessment Examination will be the basic method to evaluate the students' performance.

Theory examination will be based on knowledge domain and students should write and answer the question papers. The assignments and other credit of learning the subject will be considered in internal evaluation of theory paper. The practical examination evaluation is based on skill performances and students have to demonstrate the assigned work during the practical in a structured set-up or lab. The classroom practical project reports will be also considered to give the internal evaluation.

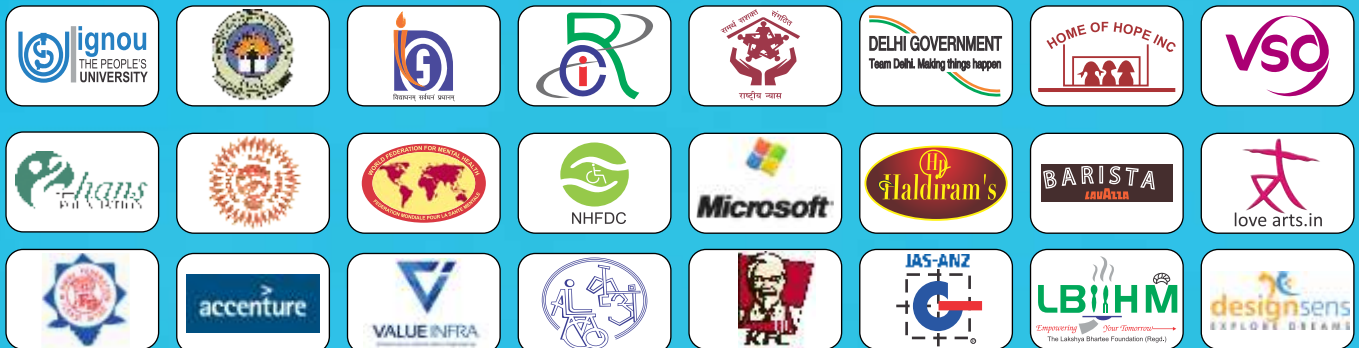
As per the CBSE guidelines, the examination relaxation for students with disabilities will be provided in all levels, either in school's internal examination or both Secondary School Examination and Senior School Certificate Examination. These relaxations are as follows :

- Permission to use an amanuensis (writer).
- The amanuensis should be a student of class lower than the one for which the candidate will be taking the examination.
- The candidates are permitted to draw the diagrams etc. themselves, if desired by them. Services of same amanuensis is taken for all the papers.
- Additional time as under is given in each paper;
 - ◆ For paper of 3 hours duration 60 minutes
 - ◆ For paper of 2 ½ hours duration 50 minutes
 - ◆ For paper of 2 hours duration 40 minutes
 - ◆ For paper of 1 ½ hours duration 30 minutes
- The Centre Superintendent makes the sitting arrangements for the dyslexic, visually impaired, physically challenged and spastic candidates on the ground floor, as far as possible.
- Alternative type questions are provided in lieu of questions having visual inputs.
- Visually impaired candidates have the facility to use computer or a typewriter for writing answers.



Glimpse of 1st Convocation of Manovikas at IIC, New Delhi

PARTNERS IN SUPPORT AND RECOGNITION



Printing Courtesy : Ms. Anupam Jindal, Dubai

Cover Photograph : Manovikas's Alumni working at Haldiram's



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