# Occupation, Business and Technology Education

## 1 Introduction

Education helps to acquire happy and quality life by overall development of children having different status. This type of education generates skilled citizens to get involved in different occupations and business for employment as well as self-employment to earn and become independent and contribute in the national development. Students should acquire information on local, national and international occupation and business and be able to act as per their interest, capability, and opportunity to make future plans for their career development. This education helps to develop positive attitude towards all kinds of work and respect for labor. Also helps to develop necessary Soft Skills for work as well as get acquainted with work domain. At this present age, it is very important children become acquainted with competency of utilizing information technology properly. Therefore, with an objective to develop knowledge, skill and professionalism among students to acquaint them and develop positive attitudes towards work, this subject has been incorporated as a compulsory subject in curriculum of basic education level (grade 6, 7 and 8).

In occupational education, information regarding occupations carried out at local level from past to present level and occupations in practice at higher level has been included. Business orientation mainly provides business related information and focus on practical/applied activities along with teaching Soft Skills. Similarly, technical education aims to generate human resources that can make use of modern technology along with the preservation of conventional technology. As per the present necessity to integrate education with work, this curriculum has been developed with 50% theory and 50% practical portions, and planned for 5 schooling days a week and 175 periods annually.

The following study areas have been included under this subject.

1. Occupational Education
2. Business Orientation
3. Technology Education

## 2 Level wise competencies

On completion of basic level Occupation, Business and Technology Education, students will have following competencies:

1. To be acquainted with potential areas of career development and to be able to choose an appropriate area as per their interest, capability and opportunity.
2. To acquire information of national and international labor market.
3. To acquire and demonstrate simple soft skills in day-to-day life.
4. To develop habit in self to take interest in, respect for and get involved in all sorts of labor with positive outlook towards it.
5. To make a simple scheme of plan to run business after acquiring orientation on business that has the potentiality to be run at local level.
6. To develop habit of integrating education with work.
7. To make appropriate and safe use of tools in day-to-day activities.
8. To acquire information and preserve conventional technology.
9. To acquire information and use modern information technology.

## 3 Grade wise learning outcomes

### GRADE 6

On completion of basic level Occupation, Business and Technology Education, students will have following competencies:

#### Occupational Education

1. To introduce and state the importance of occupation.
2. To acquire information exploring the agricultural and non-agricultural vocational occupations of Nepal.
3. To explain and acquire information on local level vocational occupation.
4. To introduce the types of employment and to identify local level employment.
5. To explore the linkage of employment with education and training.
6. To introduce and state importance of general and vocational training.
7. To introduce vocational training institutions and their programs.
8. To acquire information identifying the information sources of local employment.

#### Business Orientation

1. To introduce soft skills and business skills.
2. To demonstrate communication skills, inter-personal skills and teamwork skills.
3. To introduce and state importance of business.
4. To acquire information exploring traditional agricultural and non-agricultural business of Nepal.
5. To acquire information exploring small businesses run at local level.
6. To introduce and state the types of business.
7. To state about market management.
8. To demonstrate selling skill.
9. To state the forms of market and marts.

### Teach any 4 of the following contents from ‘A’ to ‘H’

#### A. Vegetable Farming

1. To select and prepare kitchen garden.
2. To state and demonstrate the ways of preserving soil fertility.
3. To select appropriate vegetables as per the soil and weather.
4. To identify the techniques of irrigation.
5. To select seeds, prepare seedling-bed, germinate and transplant the seedlings.
6. To introduce and use compost manure.

#### B. Fruit Farming

1. To identify locally cultivated fruits.
2. To present the knowledge on seasonal fruit farming.
3. To identify the disease and insects that harm fruits.
4. To take care of trees and seedlings of fruits.

#### C. Dry vegetables, fruits and food stuff preparation

1. To identify the ways of drying vegetables and fruits.
2. To introduce and make safe use of vegetables and fruits chopping tools.
3. To prepare dry vegetables and fruits and identify the ways of their safe storage.
4. To prepare sliced and dry vegetables and fruits.
5. To identify locally prepared and prepared and refined food stuff.
6. To identify simple tools and instruments used for the preparation and refinement of food stuff.
7. To produce, refine and store fermented and dried vegetable (gundruk), turmeric, dried ginger, processed soybean, etc.
8. To manage market for the produced food stuff.

#### D. Floriculture and Medicinal Herbs cultivation

1. To identify the types of locally available flowers.
2. To identify seasonal floriculture.
3. To select and prepare land for planting flowers.
4. To prepare seedling bed and produce flower seedlings.
5. To plant and take care of flower seedlings.
6. To use flowers for different decorations.
7. To introduce medicinal herbs.
8. To identify the locally available medicinal herbs and to state their utility and collection methods.
9. To explore the ways to conserve local medicinal herbs.

#### E. Taking care of cattle and birds

1. To identify local and improved variety of sheep, goat, mountain goat, cow, buffalo, hen, duck, boar or fish.
2. To state the ways for proper management of fish ponds, beehive, sheds of sheep, goat, mountain goat, cow, buffalo, duck or boar.
3. To identify minor diseases found in sheep, goat, mountain goat, cow, buffalo, hen, duck, boar, fish or honey-bee.
4. To state information necessary for fish farming and honey-bee-rearing.

#### F. Craftsmanship

1. To state things to be considered in origami.
2. To demonstrate the ways of using tools and instruments required in origami.
3. To make envelope, files, greeting cards out of paper.
4. To wrap and pack gifts with paper.
5. To demonstrate the ways of using tools and instruments while working with bamboo/ straw/ silage/ plastic etc.
6. To make materials out of bamboo/ straw/ silage/ plastic etc.
7. To make toys and items out of waste materials (cloth, thick paper).

#### G. Clay work

1. To identify suitable clay for making clay items.
2. To state things to be considered while doing clay work.
3. To demonstrate the ways of kneading clay and preserve the kneaded clay.
4. To demonstrate the safer ways of using tools and instruments used in clay work.
5. To demonstrate the method employed in making clay items.
6. To make simple items out of clay.
7. To demonstrate the ways of drying clay items.

#### F. Thread and Needle work

1. To introduce sewing.
2. To identify sewing tools and use them safely.
3. To carry out simple sewing (loose stitch, running stitch, close stitch)
4. To introduce fabric painting.
5. To make handkerchief by fabric painting.

#### G. Technology Education

1. To introduce and state importance of technologies applied at local level.
2. To handle day-to-day equipment/ instruments safely.
3. To state the need and importance of modern technologies and to use them.
4. To turn on and turn off the computer and to acquire information on main parts of computer.
5. To acquire information and apply general technology of computer operating system.
6. To realize the need of information technology and use computer, telephone and mobile.
7. To introduce and state importance of alternative energy.

### GRADE 7

On completion of the study of Occupation, Business and Technology Education, students will have following competencies:

#### Occupational Education

1. To identify the types of occupation.
2. To demonstrate the knowledge on basic technical occupations.
3. To demonstrate the knowledge on the types of training.
4. To explore the relationship between occupation and training.
5. To acquire information on national level technical education and training institutions and their programs.
6. To use the sources that provides employment related information.
7. To acquire information on regional and national level employment.

#### Business Orientation

1. To demonstrate creative and leadership skills.
2. To explore about small businesses having potentiality to be run at local level.
3. To state things to be considered while planning small business.
4. To introduce and state importance of service-oriented and production-oriented business.
5. To state relationship between trade and business.
6. To explore trade and show knowledge on co-working skill.
7. To show knowledge on modernization of business skill.
8. To explore agriculture based business/trade and demonstrate co-working skill.

### Teach any four of the following contents from ‘A’ to ‘H’

#### Vegetable Farming

1. To introduce seasonal and off-seasonal vegetable farming.
2. To introduce and use organic and chemical fertilizer.
3. To state the importance and use droplet irrigation system.
4. To cultivate, take care of, produce and store seasonal kitchen garden vegetables.
5. To share information and identify the types of organic fertilizer.
6. To demonstrate the method of preparing compost manure. (in vessel and in land)
7. To provide information on the harmful diseases that harm vegetable crops and to state the ways to prevent them from insects.

#### Fruit Farming

1. To introduce and state importance of fruit nursery.
2. To identify the local and improved variety of major fruits.
3. To sate ways and season (time) to pick up fruits.
4. To state the ways of preserving fruits (mango, orange, banana, apple and pear).
5. To state the ways of plucking, packaging and transportation of fruits.
6. To construct simple tools for plucking fruits.
7. To identify the diseases and insects that harm fruits and to state traditional preventive measures.

#### Prepare dry vegetables, fruits and food stuff

1. To produce, refine and store dry vegetables and fruits.
2. To produce, refine and store sliced and dried fruits.
3. To study recipes.
4. To identify the ways to produce, refine and safely store pickle, a kind of vinegar, soybean cheese, dried cheese, juice.
5. To preserve, refine and store the produced products.

#### Floriculture and Medicinal Herbs cultivation

1. To state the methods of floriculture.
2. To generate seedlings from seeds.
3. To collect and select the flower seeds and seedlings to be planted in flower pots / plastic.
4. To take care of flower plants (weeding and trimming).
5. To demonstrate the ways to pluck up and store flowers.
6. To do decorations with flowers (make garlands, bouquet).
7. To state the types of medicinal herbs.
8. To identify, collect, store, preserve and refine local medicinal herbs.

#### Taking care of Cattles and Birds

1. To present the knowledge on reproduction and phases of sheep, goat, mountain goat, cow, buffalo, hen, duck, boar or fish.
2. To present the information on the balanced diet for sheep, goat, mountain goat, cow, buffalo, hen, duck, boar, fish or honey-bee.
3. To identify signs and symptoms of minor diseases and to state ways of treatments among sheep, goat, mountain goat, cow, buffalo, hen, duck, boar, fish or honey-bee.

#### Craftsmanship

1. To make colorful petals, greeting card, kite, napkin out of paper.
2. To make paper items by following the instructions. (kirigami and origami).
3. To construct penholder, flower vase, fan out of bamboo, straw, silage etc.
4. To make toys and items out of wasted materials.
5. To do simple carving on wood and stone.
6. To color/paint the constructed items.

#### Clay work

1. To construct various geometric shapes out of clay.
2. To construct fruits, animals, household materials out of clay and to paint and dry them.

#### Thread and Needle work

1. To introduce decorative sewing stitches.
2. To sew in different types of stitches (fly stitch, blanket stitch, cross stitch, lezydazy stitch, sateen stitch, chain stitch).
3. To make simple handkerchief.
4. To introduce weaving/knitting.
5. To introduce the knitting tools and demonstrate the ways of handling them.
6. To form base for knitting and carry out simple/plain knitting.
7. To make handkerchief, pillow cover by fabric painting.

#### Technology Education

1. To state inter-relationship between traditional/conventional and modern technology.
2. To make safe use of day-to-day appliances.
3. To use radio, FM, TV as sources of information.
4. To exchange information via internet using computer.
5. To state the types of alternative energy.

### GRADE 8

On completion of the study of Occupation, Business and Technology Education, students will have the following competencies:

#### Occupational Education

1. To acquire information on medium and high level occupation.
2. To state relationship between occupation and education.
3. To introduce medium and high level general and technical education institutes and their programs.
4. To make plan to select an appropriate area in future as per the interest, capability and opportunity.
5. To identify and provide information on sources that provides information on international employment.
6. To identify and to acquire necessary basic information on the opportunities and challenges of foreign employment.

#### Business Orientation

1. To demonstrate decision making skill, problem solving skill and business skill.
2. To develop project management skill.
3. To introduce and state the importance of multinational company.
4. To introduce entrepreneur education.
5. To develop planning framework for running small scale business at local level.
6. To introduce and state importance of market management.
7. To state relationship between market and entrepreneurship.
8. To introduce World Trade Organization (WTO).

### Teach any four of the following contents from ‘A’ to ‘H’

#### Vegetable farming

1. To give introduction of rooftop/ terrace vegetable farming.
2. To introduce intercropping vegetable farming.
3. To demonstrate the ways of earthworm farming.
4. To use and state the types of organic fertilizer.
5. To study the ways of mushroom cultivation.
6. To produce and store vegetable seeds.
7. To cultivate, produce, transport, sell seasonal and off-seasonal vegetables and maintain its account.
8. To provide information on conventional and modern measures for preventing vegetables from diseases and insects.
9. To identify market for vegetables.
10. To develop planning framework for small scale off-seasonal vegetable farming.

#### Fruit farming

1. To demonstrate the methods of storing fruits.
2. To identify the diseases and insects that harm fruits and to prevent fruits from them by using medicinal herbs.
3. To develop planning framework for small scale fruit farming.

#### Prepare dry vegetables, fruits and food stuff

1. To produce, refine, pack, sell seasonal dry vegetables and fruits and maintain its account.
2. To develop planning framework for preparing dry vegetables and fruits in small scale.
3. To manage market.
4. To prepare food items by studying recipe.
5. To identify the market demand for the food stuff.
6. To produce, refine, pack and sell bread, doughnut, cake, jam, juice, samosa etc. locally and maintain its account.
7. To develop planning framework for small scale production of food stuff.

#### Floriculture and Medicinal Herbs cultivation

1. To select land and construct garden.
2. To prepare and use fertilizer.
3. To select the flower seed and seedling to be planted.
4. To carry out floriculture
5. To demonstrate the ways of planting flowers in plastic bags.
6. To demonstrate the ways of generating seedlings from seeds.
7. To take care of flowers and carry out vegetative reproduction/ propagation (grafting, cutting).
8. To produce, refine, pack, sell flower seeds and maintain its account.
9. To develop planning framework for small scale floriculture.
10. To identify and collect refined medicinal herbs used in homeopathy.
11. To identify, collect, use, refine, store, preserve, pack, sell medicinal herbs and maintain its account.
12. To develop planning framework for small scale medicinal herbs refinement.

#### Taking care of Cattle and Birds

1. To identify pasture and diet for sheep, goat, mountain goat, cow, buffalo, hen, duck, boar or fish.
2. To demonstrate the ways of quality control and storage of items produced from cattle, birds and fish.
3. To identify and prevent minor diseases that harm sheep, goat, mountain goat, cow, buffalo, hen, duck, boar or fish.
4. To manage market for the items produced from fish farming and cattle, birds, honey-bee rearing.
5. To develop planning framework for small scale fish farming and cattle and birds rearing.

#### Craftsmanship

1. To make colorful petals, banner, file, invitation card, kite out of paper and sell them.
2. To make items out of paper by studying given instructions (origami and kirigami).
3. To construct fan, curtain, mat out of bamboo, straw, etc. and sell them.
4. To make toys and other stuffs using wasted materials and sell them.
5. To do carving on wood and stone.
6. To paint and to shine the items.
7. To develop the planning framework for small scale production of items employing arts and craftsmanship.

#### Clay work

1. To introduce the paints/colors used in painting clay items.
2. To make fruits, animals, household materials out of clay and to dry and paint them.
3. To sell various items made out of clay and maintain its account.
4. To develop planning framework for making clay items in small scale.

#### Thread and Needle work

1. To introduce sewing machine and to use it (practice in paper).
2. To demonstrate the ways to take body measurement.
3. To introduce and state the need of drafting.
4. To demonstrate the ways of stitching buttons.
5. To learn patching skill.
6. To knit cap and muffler.
7. To cut and sew apron.
8. To develop planning framework for sewing and knitting work in small scale.

#### Technology Education

1. To state importance of and explore local knowledge and technology.
2. To use the household electrical appliances safely.
3. To state the simple ways of using and to use ATM, fax, photocopier and multimedia.
4. To state the ways of using and to use internet as a medium of learning.
5. To acquire information on code of conducts for use of information technology and to follow them.
6. To state the functional theory of alternative energy (solar energy) and small scale hydroelectricity (peltic set)

# Basic Level Education (Grade 6,7 and 8)

## Scope of the subject and sequence table

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Scope | Unit | Grade 6 | Credit hours | Grade 7 | Credit hours | Grade 8 | Credit hours |
| 1. Professional /Career Education | Professional /Career Education | * Profession: introduction & importance * Traditional Professions of Nepal * Agricultural professions * Non-agricultural profession * Local Vocational Professions * Teaching related * Agriculture related * Business related * Construction related * Public service related * Sewing, cutting and knitting related | 15 | * Classification of Profession * General and Specific * Production-oriented and service-oriented * Basic technical professions * Types of training * Relationship between profession and training. * Technical profession: (introduction, importance, entry requirements) * Medical sector (ANM, AHEB, CAHEB, HA etc.) * Engineering sector (Surveyor, Sub overseer, Junior engineer) * Agriculture/ forest sector (JTA, JT, Forester, Ranger) * Finance sector (Accountant, Assistant Accountant) * Tourism sector (Guide, Cook) * Teaching sector (Teacher, Support Officer) * Public service sector (Office assistant, ……….) | 20 | * Medium and High level Profession (Introduction, importance, entry requirements) * Medical sector (Pharmacy, Dentistry, M.B.B.S, Opthalmician, Physiotherapist, Nursing, Pharmacist) * Engineering sector (Engineer, Architect) * Agriculture/ forest sector (Agriculture specialist, Veterinary Doctor ) * Finance sector (Auditor, Manager) * Tourism sector (Hotel Manager) * Teaching sector (Principal, Teacher, Lecturer) * Public service sector (Section Officer, Office Chief, Manager, Administrator) * Information on relationship between profession and education. | 20 |
|  | Education, training and employment | * Employment: introduction and importance * Types of employment * Self-employment * Employment (seasonal and regular) * Training: Introduction and importance * General and professional training: introduction and importance * Local level employment * Relationship between employment and education * Professional training institutes and programs: introduction * Profession/job training center -5 * Skill development training center * Department of cottage and small scale industries * Cottage and small scale industries development committee. | 25 | * Regional and national level employment: introduction and importance * Types of training * General * Professional * Vocational training and technical education: introduction and importance * An introduction to Council for Technical Education and Vocational Training (CTEVT) * Introduction and information on the types of programs run by CTEVT * Minimum criteria required to participate in the programs run by CTEVT * Vocational trainings conducted by various stakeholders/line agencies of Nepal Government * Vocational training conducted by various corporate institutions | 20 | * International employment: introduction and importance * Introduction to the medium and higher level general education institutes and their programs * Universities and their programs. * Introduction to the medium and higher level technical education institutes and their program * Universities and their programs | 15 |
|  | Planning process and selection of profession |  |  |  |  | * Selection of profession as per interest, capability and opportunity. * Develop planning process of profession as per area of selection |  |
|  | Employment related information | * Local employment informational sources * Methods of acquiring information (Notice board, leaflet, pamphlet, poster, miking, brochure, local level employed officers, local newspapers, magazines etc.) | 5 | * Regional and national level employment information sources * Methods of acquiring information (notice board, brochure, local level employed officers, website, various media- newspapers, magazines, radio, television) | 5 | * Foreign employment related information sources * Methods of acquiring information (notice board, brochure, local level employed officers, website, various media – newspapers, magazines, radio, television) * Basic knowledge required for foreign employment. * Foreign Employment Promotion Board: introduction and function * Basic things to be considered for identifying opportunities and challenges of foreign employment. | 5 |
| 1. Vocational Orientation | Soft Skills | To be translated ????????? |  | To be translated ????????? |  | To be translated ????????? |  |

# Education Management

Syllabus 5 has been determined to teach Profession, Vocation and Technology Education in Grade 6-8. At least 175 periods are to be taught annually among which 50% time will be dedicated to teach theory part and remaining 50% to teach practical part. While making selection, one should select any four contents only under vocational orientation relevant at the local level.

The following are time period for teaching different subject contents:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| S.No. | Content (Area of study) | Content Weightage percentage | Theoretical teaching (credit hours) | Practical teaching (credit hours) |
| 1. | Professional education | 25 | 30 | 15 |
| 2. | Vocational orientation | 55 | 37.5 | 57.5 |
| 3. | Technology education | 20 | 20 | 15 |
|  | Total | 100.00 | 87.5 | 87.5 |

## 

## Facilitation of Learning Process

The past experiences, perspectives and habits of the students should be considered while carrying out the facilitation for profession, vocation and technology education. As this subject being more of a practical one, demonstrations, review, use should be given major priority. After the theoretical presentation of the subject, students should be provided with examples, taken for educational site visit and do the practical works as far as possible. Facilitation has an important role to play in making the teaching effective and sustainable. Facilitation process develops understanding, functional attitude, practical skills and confidence among students. This is why special teaching methods have to be applied as per the nature of the contents included in a unit. Learning should be taken to the level where it can be used in creative ways by providing enough opportunities and not just limiting it to a level of understanding only. For the facilitation on materials and its use, one should contact the community sources and parents in case unavailable at school. While using these materials unavailable at school, students should be taken to the concerned location and demonstrate their use and operating method. It would be better to consider following things before applying any teaching method:

1. The learning capacity and maturity of students
2. Confidence about the success of selected method of teaching
3. Raise attention/curiosity among students for success
4. Develop creative thinking and helping nature among students
5. Bring out hidden learning, performing and understanding capability of students
6. Means and resources available at local level
7. Resource persons available at local level

Also, following methods can be applied for the facilitation of Profession, Vocation and Technology Education:

* Discussion
* Demonstration
* Question answers
* Site study
* Practical work
* Inspection
* Small project
* Research etc.

The above teaching methods are just few examples. Other methods have also to be applied as per the nature of the subject matter and circumstances. Teaching methods other than the above can be applied as per the local settings, environment and availability of local resource and means. Information should be provided regarding the software like Digital Accessible Information System (DAISY) talks, mobile speak, jaws-screen Reading software to the blind students and visual software like 3G mobile to the deaf students.

### Practical Work

It is compulsory to dedicate 50% of the credit hours for this subject. The time used for the project work inside classroom, at workshop or at certain location can be considered under practical work. Support from the available local resource persons should be obtained for the practical work.

## Students evaluation process

System for theoretical and practical examination has been administered for evaluating learning and achievement related to Profession, Vocation and Technology Education. For the evaluation of theoretical unit, things like student’s participation in the discussion, homework, question-answers, while in practical unit, practical activities, reports on practical work, different kinds of tests are to be taken into consideration. In this particular subject, theory examination holds 50 full marks and practical examination holds 50 full marks. Students will be evaluated by means of regular student evaluation (40%) and terminal examination (60%) at grade 6 and 7. The evaluation of grade 8 will be carried out in district level as per the specification grid designed by Curriculum Development Center.

The marks weightage for the theoretical examination of 50 full marks has been assigned in the following ways:

|  |  |  |
| --- | --- | --- |
| S.No. | Area of Study/subject | Marks weightage |
| 1 | Professional Education | 15 |
| 2 | Vocational Orientation | 25 |
| 3 | Technology | 10 |
|  | Total | 50 |

Similarly, following bases should be considered for the evaluation of practical portion:

* Report presentation by doing research/survey
* Documentation of practical work
* Development and use of materials
* Small project work (designing project framework)
* Oral examination

The marks weightage for the practical examination of 50 full marks has been assigned in the following ways

|  |  |  |
| --- | --- | --- |
| S.No. | Area of Study/subject | Marks weightage |
| 1 | Report presentation by doing research/ survey | 10 |
| 2 | Documentation of practical work | 5 |
| 3 | Development and use of materials | 20 |
| 4 | Small project work (designing project framework) | 10 |
| 5 | Oral examination | 5 |
|  | Total | 50 |

***Note: The pass marks for theoretical and practical examination is 20 marks in each examination.***

# Specification Grid

## Occupation, business and Technology Education

### (Practical)

#### Grade: 8

Full marks: 50

Time: 1 hour 30 minutes

Pass marks: 20

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subject area | Unit | Activity | Full marks | Remarks |
| Professional education | Professional education | 2 | 10 |  |
|  | Employment, training and education |
|  | Employment related information | 1 | 5 |
| Vocational Orientation | General Vocational skill | 1 | 5 |
|  | Business/ Vocation |
|  | 1. Vegetable farming | 4 | 20 |
|  | 1. Fruit farming |
|  | 1. Preparing dry vegetable, fruits and food stuffs |
|  | 1. Floriculture and Medicinal herbs cultivation |
|  | 1. Taking care of cattle and birds |
|  | 1. Craftsmanship |
|  | 1. Clay work |
|  | 1. Thread and Needle work |
| Technology education | Local technology | 1 | 5 |
|  | Modern technology | 1 | 5 |

# Occupation, Business and Technology Education

## (Theoretical)

### Grade: 8 Full Marks: 50

### Time: 1 hour 30 minutes Pass Marks: 20

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Subject area | Unit | No. of questions | Full Marks | Knowledge | Skill | High competency | Remarks |
| Professional education | Professional education | 1 | 5 | 1 |  |  |  |
|  | Employment, training and education | 1 | 5 |  |  | 1 |
|  | Employment related information | 1 | 5 |  | 1 |  |
| Vocational Orientation | General vocational skill | 1 | 5 |  | 1 |  |
|  | Business/vocation |
|  | 1. Vegetable farming | 4 | 20 | 1 | 2 | 1 |
|  | 1. Fruit farming |
|  | 1. Preparing dry vegetable, fruits and food stuffs. |
|  | 1. Floriculture and medicinal herbs cultivation |
|  | 1. Taking care of cattle and birds |
|  | 1. Craftsmanship |
|  | 1. Clay work |
|  | 1. Thread and Needle work |
| Technology education | Local technology | 1 | 5 | 1 |  |  |
|  | Modern technology | 1 | 5 |  | 1 |  |