

**Curriculum of Matric Tech**

**Industrial Electrician**

**GRADE X  
2020**



**GOVERNMENT OF PAKISTAN**

**Ministry of Federal Education and Professional Training ISLAMABAD**

**In Collaboration with**

**National Vocational and Technical Training Commission**

## Contents

<b>Introduction .....</b>	<b>3</b>
<b>Rationale .....</b>	<b>3</b>
<b>Aims and Objectives.....</b>	<b>4</b>
Objectives .....	4
<b>Grade X .....</b>	<b>5</b>
<b>Assessment and Evaluation .....</b>	<b>10</b>
<b>Formative (Internal) Assessment.....</b>	<b>10</b>
<b>Methods for Internal/Formative Assessment .....</b>	<b>10</b>
<b>Summative /External Assessment.....</b>	<b>11</b>
<b>1) Theory Assessment /Written examination: .....</b>	<b>11</b>
<b>2) Practical Assessment/Practical examination:.....</b>	<b>11</b>
<b>Guidelines for Writing a Textbook .....</b>	<b>11</b>
<b>Guideline for planning and writing a chapter .....</b>	<b>12</b>
<b>Guidelines for Writing Learner Workbook .....</b>	<b>13</b>
<b>Basic Requirements for Lab (Tools/Equipment).....</b>	<b>14</b>

## Introduction

Pakistan is a developing country with 5th largest population in the world. 64% of our population is below 30 years of age which makes it second youngest country in South Asia. This “youth bulge” provides unique challenges as well as opportunities for the country’s social and economic development. The only remedy is to develop youth of Pakistan through education and training. To control the increasing un-employment, promoting entrepreneurship (self-employment), alleviate poverty and provide skilled manpower for industrial/economic growth, The Govt. of Pakistan has decided to introduce Technical Scheme at SSC Level. For this a stream of technical subjects has been selected including Industrial Electrician as one of the elective subjects.

The curriculum of Industrial Electrician is designed to produce middle level human resource work force equipped with knowledge, skills and attitudes related to the field of construction technology so as to meet the demand of such workforce in the country and abroad to contribute in the national streamline of poverty reduction of Pakistan.

Electrician is a trade person specializing in electrical wiring of buildings, stationary machines and related equipment. Electricians may be employed in the installation of new electrical components or the maintenance and repair of existing electrical infrastructure. Electricians may also specialize in wiring and cables. Electricians work in a variety of settings, including homes, industries, schools, hotels, workshops and hospitals-any type of facility that needs electricity to function.

Working conditions for electricians vary by specialization. Generally an electrician's work is physically demanding such as climbing ladders and lifting tools and supplies. Occasionally an electrician must work in a cramped space or on scaffolding, and may frequently be bending, squatting or kneeling, to make connections in awkward locations. Electricians may spend much of their days in outdoor or semi-outdoor noisy and dirty worksites. Industrial electricians may be exposed to the heat, dust, and noise of an industrial plant. Power systems electricians may be called to work in all kinds of adverse weather to make emergency repairs.

## Rationale

The Trade of Industrial Electrician is a profession that is increasingly getting attention in Pakistan because of the population growth and the resultant immense opportunities in the construction technology not only among the youth seeking to enter the industry but also among adults who wish to polish their skills to develop a career out of it.

On completing the course/curriculum, students should have acquired a set of knowledge and concepts, and have developed a range of technical, personal, interpersonal, organizational and generic skills, that can be applied in various contexts, both within and related to trade of electrician and construction technology domain. Furthermore, this course will stimulate the learners towards entrepreneurship in the industry.

Within this qualification relating to Industrial Electrician interventions in schools, there are important interventions that integrated within school settings. The purpose of this qualification is to strengthen connections between schools and trade, and drawing on the concept of the sociotechnical network, theories the interactions between the relevant market and school contexts.

Industrial Electrician, Matric Tech (9<sup>th</sup>&10<sup>th</sup>)

## Aims and Objectives

The specific objectives of developing these qualifications are as under:

- Provide students with a smooth transition to work.
- Develops job-readiness & enhance students' trade-specific employable skills and provide opportunities for the development of new skills.
- Provide students with the opportunity to obtain from Level II -IV technical training certification or equivalent in a given trade.
- To set high profile standard professions for the industry to generate standard outputs.
- To validate an individual skill, knowledge and understanding regarding relevant occupations.
- Provide flexible pathways and progressions in training and assessment field.

## Objectives

After completing this, the students will be able to:

- Perform routine skilled and semi-skilled tasks to carry out a variety of electrical/electronic installations
- Repair of electrical equipment, facilities and system.
- Perform maintenance jobs and assist other team members in the assigned preventive maintenance.
- Awareness to PV Solar system

## Grade X

Ch# 01 Rules and Regulations for wiring		12 Periods 8=(T), 4= (P)			
Theme/Content	Student Learning Outcome	Activities/Practical	Duration	Tools	Workplace
<ul style="list-style-type: none"> <li>• IEE rules and Regulations</li> <li>• Pakistan Electricity rules</li> </ul>	Students will be able to learn: <ul style="list-style-type: none"> <li>• describe all the rules and regulations for electrical wiring</li> <li>• describe pakistan electricity rules</li> </ul>	<ul style="list-style-type: none"> <li>• Enlist IEE rules and regulations</li> <li>• Enlist Pakistan electricity rules and regulations</li> </ul>	Periods (T) Periods(P)	<ul style="list-style-type: none"> <li>• stationery</li> </ul>	Classroom/ Labs

Ch#02. Estimation for Electrician Works		36 Periods 12 =(T), 24 = (P)			
Theme/Content	Student Learning Outcome	Activities/Practical	Duration	Tools	Workplace
<ul style="list-style-type: none"> <li>• Electrical Wiring Drawing/ Diagram</li> </ul>	students will be able to: <ul style="list-style-type: none"> <li>• recognise the electrical symbols as per drawing.</li> <li>• explain the electrical drawing/ diagram</li> <li>• interpret the electrical drawing/ diagram</li> <li>• describe measuring techniques for marking of accurate location of installations as per drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the electrical symbols as per drawing</li> <li>• Perform measurements for marking of accurate location of installations as per drawing.</li> </ul>	Periods (T) Periods(P)	Required stationery,	Classroom/ Labs
<ul style="list-style-type: none"> <li>• Planning and Estimation</li> </ul>	<ul style="list-style-type: none"> <li>• describe the importance of planning and estimation</li> <li>• explain interpretation of drawing as per job.</li> <li>• explain the work planning procedure.</li> <li>• calculate:               <ol style="list-style-type: none"> <li>a. material cost estimation</li> <li>b. labour cost estimation</li> <li>c. time(hours) estimation</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Prepare estimate of work as per job.</li> <li>• Prepare list of materials as per job specification and drawing.</li> <li>• Make necessary adjustment as per requirements of client/ supervisor.</li> </ul>	Periods (T) Periods(P)	Stationary, calculator	Classroom

	<ul style="list-style-type: none"> <li>• present estimation to the client or supervisor for agreement.</li> <li>• explain the procedure for necessary adjustment, if required.</li> </ul>				
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Ch#03. Industrial Wiring		54 Periods 18 =(T), 36 = (P)			
Theme/Content	Student Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Load Calculation	students will be able to: <ul style="list-style-type: none"> <li>• explain the devices/fixtures consider for load calculations.</li> <li>• describe specifications of the devices.</li> <li>• describe the procedure and formulae for load calculations.</li> <li>• explain load distribution techniques in industrial wiring.</li> </ul>	<ul style="list-style-type: none"> <li>• Enlist the devices/fixtures along with specifications for load calculations.</li> <li>• Calculate load of the classroom with the given fixtures.</li> <li>• Perform distribution of load as per desired fixtures</li> </ul>	Periods (T) Periods(P)	Calculator , Drawing, Stationary items	Classroom/ Lab
3-phase Industrial wiring	students will be able to: <ul style="list-style-type: none"> <li>• explain 3 phase industrial wiring.</li> <li>• explain industrial wiring layout diagram</li> <li>• describe interpretation of the drawing for three phase wiring.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret layout plans/wiring diagrams</li> <li>• Add 3 phase circuit</li> </ul>	Periods (T) Periods(P)	Drawing/ Wiring diagram, Company Regulation Manual	Classroom/ Labs
Testing of electrical installations	<ul style="list-style-type: none"> <li>• describe the tools/instruments used for testing of electrical installations.</li> <li>• explain the functions of testing tools for electrical installations.</li> <li>• describe the application techniques of the testing</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the various testing instruments/tools</li> <li>• Perform earth leakage test.</li> <li>• perform cable insulation resistance test</li> </ul>	Periods (T) Periods(P)	Multi-meter, Clamp meter, Meggar, Volt meter, Ampere meter	Classroom/ Lab

	instrument/tools to diagnose the fault	<ul style="list-style-type: none"> <li>• Perform continuity test</li> <li>• Perform polarity test</li> </ul>			
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Ch#04. Control and Protective devices		24 Periods 8=(T), 16= (P)			
Theme/Content	Student Learning Outcome	Activities/Practical	Duration	Tools	Workplace
<ul style="list-style-type: none"> <li>• Control and protective devices</li> <li>• Kit Kat fuse (reversible fuse)</li> <li>• HRC fuse</li> <li>• Cartridge fuse</li> <li>• Over load relay</li> <li>• Miniature circuit Breaker</li> </ul>	Students will be able to: <ul style="list-style-type: none"> <li>• Define Various types of control and protective devices</li> <li>• Use protective devices</li> <li>• Explain the control and Function of protective devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the different fuses (kit-kat, HRC, Cartridge fuse)</li> <li>• Connect the fuse in the circuit</li> <li>• Identify the overload rely and circuit breaker</li> <li>• Connect overload rely and circuit breaker in the circuit and check their functions</li> </ul>	Periods (T)Periods(P)	<ul style="list-style-type: none"> <li>• Types of fuses</li> <li>• Overload rely</li> <li>• Circuit breaker</li> </ul>	Classroom/ Labs

Ch#5. Repair/Maintenance of Electrical Installations		54 Periods 18 =(T), 36 = (P)			
Theme/Content	Student Learning Outcome	Activities/Practical	Duration	Tools	Workplace
Measuring and Testing instruments	Students will be able to: <ul style="list-style-type: none"> <li>• recognize measuring and testing instruments.</li> <li>• explain the function of</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the required measuring/ testing instruments.</li> <li>• Select appropriate measuring and</li> </ul>	Periods (T)Periods(P)	Multi-meter, Clamp meter, Meggar, Volt meter, Ampere meter	Classroom/ Labs

	<p>different measuring and testing instruments.</p> <ul style="list-style-type: none"> <li>• explain application techniques of different measuring instruments for testing with safety measures.</li> </ul>	<p>testing instrument as per required job</p> <ul style="list-style-type: none"> <li>• Perform measurement of current of a given circuit with the help of meter with safety measures.</li> <li>• Perform measurement of voltage of a given circuit with the help of meter with safety measures</li> <li>• Perform measurement of resistance of a given circuit with the help of meter with safety measures</li> <li>• Perform measurement of power of a given circuit with the help of meter with safety measures.</li> </ul>			
Preventive maintenance of Electrical installation	<ul style="list-style-type: none"> <li>• explain the importance of preventive maintenance.</li> <li>• describe the tools/equipment and material used for preventive maintenance as specified by the manufacturers.</li> <li>• explain the</li> </ul>	<ul style="list-style-type: none"> <li>• Follow maintenance schedule of electrical installations.</li> <li>• Select the desired equipment tools and materials for preventive maintenance.</li> <li>• Perform preventive</li> </ul>	Periods (T)Periods(P)	<ul style="list-style-type: none"> <li>• Electricians tool kit</li> <li>• Multimeter</li> <li>• Test lamp</li> </ul>	Classroom/workshop



	<p>schedule of preventive maintenance.</p> <ul style="list-style-type: none"> <li>• understand procedure for record updation regarding preventive maintenance.</li> </ul>	<p>maintenance of electrical installations</p> <ul style="list-style-type: none"> <li>• Prepare maintenance chart</li> <li>• of electrical installation</li> </ul>			
<p>Fault Identification and Troubleshooting</p>	<ul style="list-style-type: none"> <li>• know about the nature of faults in electrical installations</li> <li>• explain the checking procedure in electrical installations for fault identification..</li> <li>• explain causes of faults in wiring</li> <li>• describe the procedure/techniques for fault identification.</li> <li>• describe the techniques for troubleshooting</li> <li>• explain tagging procedure (maintenance card) of machinery.</li> <li>• describe the preventive measures according to identified faults</li> </ul>	<ul style="list-style-type: none"> <li>• Perform visual checking of the circuit for fault detection</li> <li>• Perform the desired tests for fault identification</li> <li>• Troubleshoot the faulty short circuit/ open circuit in electrical installation.</li> <li>• Replace/repair the faulty components</li> <li>• Document the troubleshooting report.</li> <li>• Test the installed electrical equipment for safe and optimum performance according to standards &amp; regulations</li> <li>• Record results of the test performed on a standard format.</li> </ul>	<p>Periods (T)Periods(P)</p>	<p>Multi-meter, Clamp meter, Meggar, Volt meter, Ampere meter</p>	<p>Classroom</p>

## Assessment and Evaluation

Assessment is the practice of collecting evidence of student learning. It aims at improving learning and teaching as well as recognizing the achievement of students. It determines students' progression through their learning experiences and enables them to demonstrate that they have achieved the intended learning outcomes. The assessment is aligned with curriculum aims, design and learning processes.

Evaluation is an integral part of teaching-learning process. It involves gathering information through various assessment techniques, making valuable judgment and sound decisions. Assessment provides information and teaching about students' achievement in relation to learning objectives. With this information, the teacher makes informed decisions about what should be done to enhance the learning of students or to improve teaching methods. Assessment must be:

- mainly open-ended, allowing for discussion and revision of new understanding.
- tolerant of divergent thinking of students and promote the notion of no "one right answer".
- presented in alternative mode, not just paper-and-pencil responses to limiting questions.
- designed to foster analysis, comparison, generalization, prediction, and modification according to the grade and development level.
- capable of promoting collaboration and team effort in demonstration of competence.
- ongoing and cumulative, showing growth over time.

### **Formative (Internal) Assessment**

Internal assessment refers to the assessment practices employed as part of the learning and teaching process. It is an ongoing process throughout the session and uses Test — Feedback — Adjust cycle repeatedly to improve students' performance and efficiency in learning and teaching. In designing internal assessment for the subject, teachers should maintain a proper balance between the formative and summative functions of assessment. It should be comprehensive to cover all the objectives as per curriculum. A diversity of assessment modes should be adopted so that students are given opportunities to develop and demonstrate the full range of learning outcomes of the curriculum, including those of knowledge, skills and values and attitudes.

### **Methods for Internal/Formative Assessment**

Following tasks can help in formative assessment.

- Assignments
- Quizzes

- Tests
- Group discussions
- Oral/multimedia presentations
- Worksheets
- Online interactive activities
- Role play
- Demonstration
- Practical exercises

Feedback on students' work in all the above tasks must be prompt, effective, and efficient assessment should have questions setting that specifically help in finding out knowledge, understanding and skills.

### **Summative /External Assessment**

Summative assessment will be managed by concerned Board of Intermediate and Secondary Education. It will be composed of two parts.

**1) Theory Assessment /Written examination:** The theory examination is suggested to consist of a wide variety of questions. Its overall weight age should be 40 %. It should be based on the curriculum rather than textbook. The assessment should be designed to examine the candidate's understanding of the whole syllabus and should test the range of abilities according to Bloom Taxonomy.

**2) Practical Assessment/Practical examination:** This is designed to test Practical skills of students. Its overall weight age should be 60%. It will comprise of written exam (10%), practical (70 %) and viva/oral exam (20%).

A standards-referenced approach will be adopted for grading and reporting student performance. The purpose of this approach is to recognize what each student can do the in the subject at the end of the 2-year secondary school level education. The performance of each student will be matched against a set of performance standards, rather than comparing to the performance of other students. It makes the implicit standards explicit by providing specific indication of individual student performance. Descriptions will be provided for the set of standards.

## **Guidelines for Writing a Textbook**

A textbook is an important teaching and learning resource and one of the most extensively used resources in classrooms. To reflect national needs and aspirations the needs and aspirations, the textbooks should be written in accordance with this curriculum. This curriculum meets not only the general aims and objectives but also fulfills the specific requirements of the individual subject. As the textbook serves as a framework for teaching, the author/authors should consider the following features:

- A textbook must include an introduction to the textbook, explaining how to use the textbook
- The textbook must be in line with the National Curriculum, covering all SLOs of each theme or concept.
- Content and illustrations must be culturally, contextually and age appropriate.
- All text and material must be accurate, up-to-date and error-free.
- The continuity of the concepts, their integration and logical development should be ensured.
- Horizontal and vertical overlapping of the concepts should be avoided.
- The textbook should be informative and interactive with questions to be put at suitable intervals to provoke the students to think.
- The language used should be simple, clear, straight forward, unambiguous, and easily comprehensible by the students of the level.
- Simple questions may be asked within the chapter, which requires students to recall, think, and apply what they have just learnt as well as to reinforce the learning of the concepts and principle.
- The examples and applications should be from everyday life and be supportive of our cultural values.
- Photographs and illustrations should be clear, labeled, and supportive of the text. Tables, flow charts and graph may be given wherever needed.
- Key points at the end of each chapter should provide a summary of the important concepts and principles discussed in the chapter.
- End-of-the-Chapter exercises must include a variety of assessment styles based on levels of Bloom's Taxonomy. These should encourage students to think, develop skills, and use information for a variety of purposes.
- Textbooks should be free from all kinds of biases including, gender, religion, occupation, social background etc.
- To make the students self-learner use of IT based resources may be encouraged. Relevant internet links and other online resources may be included.
- Glossary of the new vocabulary must be included.

### **Guideline for planning and writing a chapter**

The textbook author may decide the titles of each chapter and can choose to cover students' learning outcomes (SLOs) from any themes in developing the content of the chapter. The textbook author must also keep in mind that a number of SLOs cannot be addressed in the text (as if this is done it would lead students to simply memorize the text and not serve the

realization of the curriculum). These SLOs could be realized through questions and practical activities within and at the end of the chapter exercises.

- Learning outcomes must be given at beginning of each chapter.
- Decide on key ideas, facts, concepts, skills, and values that can be developed.
- Illustrations must clearly convey the desired concept.
- Activities must demand from students to do inquiry and problem solving according to grade level.
- Ensure that the content is up to date, accurate and developmentally appropriate.
- Contents must be in line with chapter outcomes.
- Language must be consistent, culturally appropriate, and grammatically correct (as if talking to a group).
- Language must engage and hold reader's attention.
- Recall previous learning, where possible.
- Structure the writing so that the sentence is simple, paragraphs deal with single ideas etc.
- Interesting information in the form of tidbits, fact file, point to ponder etc. must be given.
- Write a summary/concept map at end of each chapter, reviewing key knowledge and skills.
- End-of-chapter exercises
- Recall and integrate previous learning
- Engage students and develop their creativity
- Move from lower to higher order thinking
- Focus on multiple intelligences
- Keep the text contextually relevant in line with local teaching and learning.
- Provide website links for further research

### **Guidelines for Writing Learner Workbook**

Workbooks are books that contain writing activities and exercises that build upon each chapter in the textbook. Workbook exercises help students to develop conceptual understanding of the concepts dealt with in the text, to develop skills and to apply knowledge to new situations. Basic features of a workbook A workbook should have:

- Various exercises and activities for each chapter, topic, subtopic.
- Exercises and activities that will enable student to develop and practice the content knowledge, skills and higher order thinking.
- Accurate and variety of exercises.
- Clear illustrations/ examples/ explanations to show what students are supposed to do, and/or what product looks like.

- Exercises and activities with a variety of purposeful, stimulating, challenging and innovative items to encourage students to review and practice the knowledge and skills they have learnt.
- Exercises that include both constructed and restricted response items.
- Activities, which requires readily available, acceptable, and affordable materials and resources.

## Basic Requirements for Lab (Tools/Equipment)

S.No.	Items
1.	AC & DC Motors
2.	Am-meter
3.	BatteryCharger
4.	Battery CleaningKit
5.	BearingPuller
6.	Bench Vice
7.	Cable / Wire Gauge
8.	Cable Cutter
9.	Cable Knife
10.	Celltester
11.	Chisel
12.	Circuit Boards
13.	Clamp Meter
14.	Combination Plier Set
15.	Disk Grinder
16.	Duct Rod
17.	Earth Tester
18.	Files (set)
19.	Fillergauge
20.	Flux
21.	Generator
22.	Gloves
23.	Hand electricGrinder
24.	Hacksaw
25.	Hammer
26.	Handsaw
27.	Holesaw
28.	Hydrometer
29.	IR Temperature Gun

30.	L Scale
31.	Lugs Punching Machine (Hydraulic
32.	Lux Meter
33.	Magnetic Conductor
34.	Insulation Resistance Tester
35.	Micron Meter
36.	Multi-meter
37.	OTDR Meter
38.	Overall Combination
39.	Phase Sequence Meter
40.	Philips ScrewdriversSet
41.	Ring SpannerSet
42.	Safety Belt
43.	Safety Goggles
44.	Safety Helmet
45.	Safety Shoes
46.	Set of Nose Pliers
47.	Set of Screw Drivers
48.	SolderingIron
49.	SolderingLead
50.	Specific GravityChart
51.	Splicing Machine
52.	Spring tension checkingmeter
53.	Tachometer
54.	Testlamp
55.	Thermometer
56.	Thimble Press Plier
57.	TorqueWrench
58.	Transformer
59.	Voltmeter
60.	Wire Striper
61.	PLC system with all peripheral
62.	Software for PLC programming
63.	Desktop Computers for PLC systems
64.	Training Gadgets(e.g. conveyer belt, lift Elevator, traffic signal etc)