

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**Job Role: Domestic Customer Relationship  
Management (Non-Voice)**

**(QUALIFICATION PACK: Ref. Id. SSC/Q2211)**

**SECTOR: IT-ITeS**

**Classes 9 and 10**



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**  
Shyamla Hills, Bhopal – 462 013, M.P., India  
[www.psscive.ac.in](http://www.psscive.ac.in)

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**JOB ROLE:**

**Domestic CRM Nov-Voice**

(QUALIFICATION PACK: Ref. Id. SSC/Q2211)

**SECTOR: IT-ITeS**

**Classes 9 and 10**



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**

**Shyamla Hills, Bhopal – 462 013, M.P., India**

**[www.psscive.ac.in](http://www.psscive.ac.in)**

**Learning Outcome Based Curriculum**

**IT-ITeS – Domestic CRM Non-Voice**

**June, 2017**

**© PSSCIVE, 2017**

**www.psscive.ac.in**

No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, microfilming, recording or otherwise, without written permission from the Publisher, with the exception of any material supplied specifically for the purpose of being used by the purchaser of the work.

The views and opinions expressed in this publication are those of the contributors/authors and do not necessarily reflect the views and policies of PSS Central Institute of Vocational Education, Bhopal. The PSSCIVE does not guarantee the accuracy of the data included in this publication and accepts no responsibility for any consequence of their use.

**PATRONS**

Prof. H.K. Senapathy, Ph.D.,  
Director, National Council of Educational  
Research and Training (NCERT), New Delhi

Prof. Rajesh Khambayat, Ph.D  
Joint Director  
PSS Central Institute of Vocational Education,  
Bhopal

**COURSE COORDINATOR**

Dr. Dipak D. Shudhalwar  
Associate Professor (CSE)  
Dept. of Engineering & Technology  
PSSCIVE, NCERT, Bhopal

**Published by:**

Joint Director

PSS Central Institute of Vocational  
Education, NCERT, Shyamla Hills, Bhopal

## FOREWORD

---

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Human Resource Development, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan* (RMSA). The main purpose of the competency based curricula is to bring about the improvement in teaching-learning process and working competences through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of **IT/ ITes CRM Non Voice** . The curriculum has been developed for the 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 the 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.

Hrushikesh Senapaty  
Director  
National Council of Educational Research & Training

## PREFACE

---

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth are 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.

In order to fulfil the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based curricula, 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 need to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfil the needs of the society and the world of work. In order to honour its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, 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 100 job roles in various sectors.

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

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 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 in 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 more competent Indian workforce for the 21<sup>st</sup> Century.

RAJESH P. KHAMBAYAT  
*Joint Director*  
*PSS Central Institute of Vocational Education*

## ACKNOWLEDGEMENTS

---

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 Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and the officials of the Ministry of Human Resource Development (MHRD), Government of India for the financial support to the project for development of curricula.

We are grateful to the Director, NCERT for his support and guidance. We also acknowledge the contributions of our colleagues at the Technical Support Group of RMSA, MHRD, RMSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and IT/ ITes Sector Skill Council for their academic support and cooperation in the development of curricula.

We are grateful to the expert contributors Jayant Mishra, Consultant in IT/ITes and Dipak D. Shudhalwar, Associate Professor (CSE), PSSCIVE for their earnest effort and contributions in the development of this learning outcome based curriculum. Their contributions are duly acknowledged.

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Vipin Kumar Jain, Associate Professor and Head, Programme Planning and Monitoring Cell (PPMC) and Dipak D. Shudhalwar, Associate Professor (CSE) and Head Computer Center, PSSCIVE in development of the curriculum for the employability skills are duly acknowledged.

We are also grateful to the Course Coordinator Dipak D. Shudhalwar, Associate Professor (CSE) and Head Computer Center, PSSCIVE, for bringing out this curriculum in the final form.

**PSSCIVE Team**

## CONTENTS

S.No.	Title		Page No.
	Foreword		i
	Preface		ii
	Acknowledgement		iii
1	Course Overview		1
2	Scheme of Units and Assessment		2
3	Teaching/ Training Activities		4
4	Assessment and Certification		4
5	Unit Content	<b>Class 9</b>	7
	<b>Part A</b>	<b>Employability Skills</b>	7
		Unit 1: Communication Skills	7
		Unit 2: Self-management Skills	8
		Unit 3: Basic ICT Skills	8
		Unit 4: Entrepreneurial Skills	9
		Unit 5: Green Skills	10
	<b>Part B</b>	<b>Vocational Skills</b>	10
		Unit 1: Basics of CRM Non-Voice	10
		Unit 2: Introduction to Database	11
		Unit 3: Basics of Internet of Things (IoT)	12
		<b>Class 10</b>	12
	<b>Part A</b>	<b>Employability Skills</b>	12
		Unit 1: Communication Skills	12
		Unit 2: Self-management Skills	13
		Unit 3: Basic ICT Skills	14
		Unit 4: Entrepreneurial Skills	15
		Unit 5: Green Skills	15
	<b>Part B</b>	<b>Vocational Skills</b>	16
		Unit 1: Basics of E-CRM	16
		Unit 2: Procurement Policy & BPO's	16
		Unit 3: Fundamentals of Learning	17
6	Organisation of Filed Visits		17
7	List of Equipment and Materials		18
8	Teachers/ Trainers Qualifications		19
9	List of Contributors		21

# 1. COURSE OVERVIEW

---

## **COURSE TITLE: IT-ITeS – Domestic CRM Non-Voice**

Domestic Non- Voice in the IT-ITeS Industry is also known as a Customer Service Associate, Customer Service Representative, Customer Care Executive, Customer Service Advisor, Helpdesk Coordinator, Customer Support Representative, Support Engineer, Support Consultant, Process Associate-Transaction etc. Individuals at this job are responsible for resolving queries and customer cases over web-chat or email. They form the primary layer of contact with the customer and responses may be made on either preexisting email templates or customized mails to the query requirement. This job requires the individual to either work independently or collaboratively in teams to resolve customer queries effectively. The individual should possess excellent communication skills and should be willing to take up a desk-based job with long hours.

**COURSE OUTCOME :** On completion of the course, students should be able to:

- ✓ Apply effective oral and written communication skills to interact with people and customers;
- ✓ Identify the principal components of a computer system;
- ✓ Demonstrate the basic skills of using computer;
- ✓ Demonstrate self-management skills;
- ✓ Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- ✓ Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- ✓ Work safely on computer.
- ✓ Start the computer.
- ✓ Open and use the related software.
- ✓ Exit from the software.
- ✓ Shut down the computer.
- ✓ Use the computer for data entry process.
- ✓ Collect all necessary information about the query.
- ✓ Log any decision about the query on the data entry tracking form.
- ✓ Follow Rules and guidelines for data entry.
- ✓ Handle queries.
- ✓ Undertake data entry with speed and accuracy.
- ✓ Identify and control hazards in the workplace that pose a danger or threat to their safety or health, or that of others.

**COURSE REQUIREMENTS:** The learner should have the basic reading and writing skills in English and Hindi.

**COURSE LEVEL:** This is a beginner level course meant for class 9 and 10.

**COURSE DURATION: 400 Hours**

Class 9: 200 hrs.

Class 10: 200 hrs.

## 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 Class 9 and 10 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Class 9 is as follows:

CLASS 9			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory and Practical 100
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills	20	<b>10</b>
	Unit 2: Self-management Skills	10	
	Unit 3: Basic ICT Skills	25	
	Unit 4: Entrepreneurial Skills	15	
	Unit 5: Green Skills	10	
	<b>Total</b>	<b>80</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Basics of CRM Non-Voice	50	<b>30</b>
	Unit 2: Introduction to Database	25	
	Unit 3: Basics of Internet of Things (IoT)	20	
	<b>Total</b>	<b>95</b>	<b>30</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	6	15
	Written Test	1	10
	Viva Voce	3	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	5	5
	<b>Total</b>	<b>15</b>	<b>15</b>
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	<b>05</b>	<b>10</b>
	<b>Total Hours</b>	<b>200</b>	<b>100</b>

The unit-wise distribution of hours and marks for **Class 10** is as follows:

<b>CLASS 10</b>			
	<b>Units</b>	<b>No. of Hours for Theory and Practical 200</b>	<b>Max. Marks for Theory and Practical 100</b>
<b>Part A</b>	<b>Employability Skills</b>		
	Unit 1: Communication Skills	20	<b>10</b>
	Unit 2: Self-management Skills	10	
	Unit 3: Basic ICT Skills	25	
	Unit 4: Entrepreneurial Skills	15	
	Unit 5: Green Skills	10	
	<b>Total</b>	<b>80</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>		
	Unit 1: Basics of E-CRM	25	<b>30</b>
	Unit 2: Procurement Policy & BPO's	35	
	Unit 3: Fundamentals of Learning	35	
	<b>Total</b>	<b>95</b>	<b>30</b>
<b>Part C</b>	<b>Practical Work</b>		
	Practical Examination	6	15
	Written Test	1	10
	Viva Voce	3	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	5	5
	<b>Total</b>	<b>15</b>	<b>15</b>
<b>Part E</b>	<b>Continuous and Comprehensive Evaluation (CCE)</b>	<b>05</b>	<b>10</b>
	<b>Total Hours</b>	<b>200</b>	<b>100</b>

### 3. TEACHING/TRAINING ACTIVITIES

---

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace. Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

#### CLASSROOM ACTIVITIES

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

#### PRACTICAL WORK IN LABORATORY/WORKSHOP

Practical work may include but not limited to hands-on-training, simulated training, role play, case based studies, exercises, etc. Equipment and supplies should be provided to enhance hands-on learning experience of students. Only trained personnel should teach specialized techniques. A training plan that reflects tools, equipment, materials, skills and activities to be performed by the students should be submitted by the vocational teacher to the Head of the Institution.

#### FIELD VISITS/ EDUCATIONAL TOUR

In field visits, children will go outside the classroom to obtain specific information from experts or to make observations of the activities. A checklist of observations to be made by the students during the field visits should be developed by the Vocational Teachers for systematic collection of information by the students on the various aspects. Principals and Teachers should identify the different opportunities for field visits within a short distance from the school and make necessary arrangements for the visits. At least three field visits should be conducted in a year.

### 4. ASSESSMENT AND CERTIFICATION

---

**U**pon successful completion of the course by the candidate, the Central/ State Examination Board for Secondary Education and the respective Sector Skill Council will certify the competencies.

The National Skills Qualifications Framework (NSQF) is based on outcomes referenced to the National Occupation Standards (NOSs), rather than inputs. The NSQF level descriptors, which are the learning outcomes for each level, include the process, professional knowledge, professional skills, core skills and responsibility. The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job and that the learning programme undertaken has delivered education at a given standard. It should be closely linked to certification so that the individual and the employer could come to know the competencies acquired through the vocational subject or course. The assessment should be reliable, valid, flexible, convenient, cost effective and above all it should be fair and transparent. Standardized assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using technology in assessment of students.

#### KNOWLEDGE ASSESSMENT (THEORY)

**Knowledge Assessment** should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board.

The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper based test or short structured questions based on the content of the curriculum.

### WRITTEN TEST

It allows candidates to demonstrate that they have the knowledge and understanding of a given topic. Theory question paper for the vocational subject should be prepared by the subject experts comprising group of experts of academicians, experts from existing vocational subject experts/teachers, and subject experts from university/colleges or industry. The respective Sector Skill Council should be consulted by the Central/State Board for preparing the panel of experts for question paper setting and conducting the examinations.

The blue print for the question paper may be as follows:

**Duration: 3 hrs**

**Max. Mark: 30**

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)	2	1	2	10
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	2	2	11
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	1	1	05
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	1	0	02
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>3x1=3</b>	<b>6x2=12</b>	<b>5x3=15</b>	<b>30 (14 questions)</b>

### SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency

checklist should be developed as per the National Occupation Standards (NOSs) given in the Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

**Project Work** (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

**Student Portfolio** is a compilation of documents that supports the candidate's claim of competence. Documents may include reports, articles, photos of products prepared by students in relation to the unit of competency.

**Viva voce** allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce. The number of external examiners would be decided as per the existing norms of the Board and these norms should be suitably adopted/adapted as per the specific requirements of the vocational subject. Viva voce should also be conducted to obtain feedback on the student's experiences and learning during the project work/field visits.

## CONTINUOUS AND COMPREHENSIVE EVALUATION

Continuous and Comprehensive Evaluation (CCE) refers to a system of school-based evaluation of students that covers all aspects of student's development. In this scheme, the term 'continuous' is meant to emphasize that evaluation of identified aspects of students 'growth and development' is a continuous process rather than an event, built into the total teaching-learning process and spread over the entire span of academic session. The second term 'comprehensive' means that the scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. For details, the CCE manual of Central Board of Secondary Education (CBSE) or the guidelines issued by the State Boards on the procedure for CCE should be followed by the Institutions.

## 5. UNIT CONTENTS

### CLASS 9

#### Part A: Employability Skills

S.No.	Units	Duration in Hours
1.	Unit 1: Communication Skills – I	20
2.	Unit 2: Self-management Skills – I	10
3.	Unit 3: Basic ICT Skills – I	25
4.	Unit 3: Entrepreneurial Skills – I	15
5.	Unit 4: Green Skills – I	10
<b>Total</b>		<b>80</b>

Unit 1: Communication Skills – I				
S. No.	Learning Outcome	Theory (08 Hours)	Practical (12 Hours)	20 Hrs
1.	Demonstrate knowledge of various methods of communication.	<ul style="list-style-type: none"> <li>• Methods of communication.</li> <li>• Verbal.</li> <li>• Non-verbal.</li> <li>• Visual.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing pros and cons of written, verbal and non-verbal communication.</li> <li>• Listing do's and don'ts for avoiding common body language mistakes.</li> </ul>	05
2.	Identify elements of communication cycle.	<ul style="list-style-type: none"> <li>• Meaning of communication</li> <li>• Importance of communication skills</li> <li>• Elements of communication cycle–</li> <li>• (i) sender,</li> <li>• (ii) ideas,</li> <li>• (iii) encoding,</li> <li>• (iv) communication channel,</li> <li>• (v) receiver,</li> <li>• (vi) decoding, and</li> <li>• (vii) feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Draw a diagram of communication cycle</li> <li>• Role plays on communication process related to the sector/job role.</li> </ul>	05
3.	Identify the factors affecting our perspectives in communication	<ul style="list-style-type: none"> <li>• Perspectives in communication.</li> <li>• Factors affecting perspectives in communication.</li> <li>• Visual perception.</li> <li>• Language.</li> <li>• Past experience.</li> <li>• Prejudices.</li> <li>• Feelings.</li> <li>• Environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on factors affecting perspectives in communication.</li> <li>• Sharing of experiences on factors affecting perspectives.</li> <li>• Sharing experiences on factors affecting communication at workplace.</li> </ul>	05
4.	Demonstrate the	<ul style="list-style-type: none"> <li>• Writing skills related to the</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration and practice of</li> </ul>	05

	knowledge of basic writing skills	following: <ul style="list-style-type: none"> <li>• Phrases</li> <li>• Kinds of sentences</li> <li>• Parts of sentence</li> <li>• Parts of speech</li> <li>• Use of articles</li> <li>• Construction of a paragraph</li> </ul>	writing sentences and paragraphs on topics related to the subject.	
<b>Total Duration in Hours</b>				<b>20</b>

**Unit 2: Self-Management Skills – I**

S. No.	Learning Outcome	Theory (07 Hours)	Practical (03 Hours)	10 Hrs
1.	Describe the meaning and importance of self-management.	<ul style="list-style-type: none"> <li>• Meaning of self-management.</li> <li>• Positive results of self-management.</li> <li>• Self-management skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of self-management skills</li> <li>• Strength and weakness analysis.</li> </ul>	05
2.	Identify the factors that helps in building self-confidence.	<ul style="list-style-type: none"> <li>• Factors that help in building self-confidence – social, cultural, and physical factors</li> <li>• Self-confidence building tips - getting rid of the negative thoughts, thinking positively, staying happy with small things, staying clean, hygienic and smart, chatting with positive people, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play exercises on building self-confidence.</li> <li>• Use of positive metaphors/ words.</li> <li>• Positive stroking on wakeup and before going bed.</li> <li>• Helping others and working for community.</li> </ul>	05
<b>Total Duration in Hours</b>				<b>10</b>

**Unit 3: Basic ICT Skills - I**

S. No.	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Describe the role of ICT in day-to-day life.	<ul style="list-style-type: none"> <li>• Introduction to ICT</li> <li>• Role and importance of ICT in personal life and at workplace</li> <li>• ICT in our daily life (examples)</li> <li>• ICT tools – Mobile, tab, radio, TV, email, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion on the role and importance of ICT in personal life and at workplace.</li> <li>• Prepare posters / collages for showing the role of ICT at workplace.</li> </ul>	02
2.	Identify the various components of computer system	<ul style="list-style-type: none"> <li>• Basic components of computer system.</li> <li>• Hardware and software.</li> <li>• Primary and secondary memory.</li> <li>• Input, Output and Storage devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name the various components of computer.</li> <li>• List few hardware &amp; software.</li> <li>• Identify and name the primary and secondary memory.</li> <li>• Identify the various Input, Output and Storage devices.</li> </ul>	05
3.	Identify various peripheral devices	<ul style="list-style-type: none"> <li>• Various peripheral devices and their use.</li> <li>• Examples of peripherals.</li> </ul>	<ul style="list-style-type: none"> <li>• Give the examples of peripheral devices.</li> <li>• Use various peripheral devices.</li> </ul>	04

4.	Perform basic computer operations	<ul style="list-style-type: none"> <li>• Procedure for starting and shutting down a computer.</li> <li>• Operating Systems (OS).</li> <li>• Types of OS – DOS, Windows, Linux.</li> <li>• Desktop of Windows and Linux.</li> <li>• Files and folder.</li> <li>• Keyboard and mouse operations.</li> <li>• Common desktop operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Start the computer in proper sequence and get initial screen.</li> <li>• Identify the installed OS on computer.</li> <li>• Identify the desktop and its various components.</li> <li>• Work with desktop.</li> <li>• Create file and folder.</li> <li>• Perform keyboard and mouse operations.</li> </ul>	06
5.	Connect with the world using Internet and its applications	<ul style="list-style-type: none"> <li>• Introduction to Internet.</li> <li>• Applications of Internet.</li> <li>• Internet Browser.</li> <li>• Websites and webpages.</li> <li>• Email applications.</li> <li>• Email accounts.</li> <li>• Sending and receiving email.</li> <li>• Introduction to social media.</li> <li>• Blog.</li> <li>• Twitter.</li> <li>• Facebook.</li> <li>• Youtube.</li> <li>• WhatsApp.</li> <li>• Digital India.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce with Internet.</li> <li>• Explain the applications of Internet.</li> <li>• List the various Internet Browser.</li> <li>• Search the websites.</li> <li>• Create Email account.</li> <li>• Send and receive email.</li> <li>• Use Social Media in education.</li> <li>• Use Blog.</li> <li>• Use Twitter.</li> <li>• Use Facebook.</li> <li>• Use Youtube.</li> <li>• Use WhatsApp.</li> <li>• Use Digital India.</li> </ul>	08
<b>Total Duration in Hours</b>				<b>25</b>

<b>Unit 4: Entrepreneurial Skills – I</b>				
<b>S. No.</b>	<b>Learning Outcome</b>	<b>Theory (06 Hours)</b>	<b>Practical (09 Hours)</b>	<b>15 Hrs</b>
1.	Identify various types of business activities	<ul style="list-style-type: none"> <li>• Types of businesses – service, manufacturing, hybrid.</li> <li>• Types of businesses found in our community Business activities around us.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare posters of business activities found in cities/ villages, using pictures.</li> <li>• Discuss the various types of activities, generally adopted by small businesses in a local community.</li> <li>• Best out of waste.</li> <li>• Costing of the product made out of waste.</li> <li>• Selling of items made from waster materials.</li> <li>• Prepare list of businesses that provides goods and services in exchange for money.</li> </ul>	09
2.	Demonstrate the knowledge of distinguishing characteristics of entrepreneurship	<ul style="list-style-type: none"> <li>• Meaning of entrepreneurship development.</li> <li>• Distinguishing characteristics of entrepreneurship.</li> <li>• Role and rewards of entrepreneurship.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare charts showing advantages of entrepreneurship over wages.</li> <li>• Group discussions on role and features of entrepreneurship.</li> <li>• Lectures/presentations by</li> </ul>	06

			entrepreneurs on their experiences & success stories.	
			<ul style="list-style-type: none"> <li>Identify core skills of successful entrepreneur.</li> </ul>	
			<b>Total Duration in Hours</b>	<b>15</b>

<b>Unit 5: Green Skills – I</b>				
<b>S. No.</b>	<b>Learning Outcome</b>	<b>Theory (03 Hours)</b>	<b>Practical (07 Hours)</b>	<b>10 Hrs</b>
1.	Demonstrate the knowledge of the factors influencing natural resource conservation.	<ul style="list-style-type: none"> <li>Introduction to environment.</li> <li>Relationship between society and environment, ecosystem and factors causing imbalance.</li> <li>Natural resource conservation.</li> <li>Environment protection and conservation.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on hazards of deteriorating environment.</li> <li>Prepare posters showing environment conservation.</li> <li>Discussion on various factors that influence our environment.</li> </ul>	05
2.	Describe the importance of green economy and green skills.	<ul style="list-style-type: none"> <li>Definition of green economy</li> <li>Importance of green economy</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on the benefits of green skills and importance of green economy.</li> <li>Prepare a Poster showing the importance of green economy with the help of newspaper/ magazine cuttings.</li> </ul>	05
			<b>Total Duration in Hours</b>	<b>10</b>

## Part B: Vocational Skills

<b>S. No.</b>	<b>Units</b>	<b>Duration in Hours</b>
1.	Unit 1: Basics of CRM Non-Voice	50
2.	Unit 2: Introduction to Database	25
3.	Unit 3: Basics of Internet of Things (IoT)	20
	<b>Total Duration</b>	<b>95</b>

<b>Unit 1: Basics of CRM Non-Voice</b>				
<b>S. No.</b>	<b>Learning Outcome</b>	<b>Theory (15 Hours)</b>	<b>Practical (35 Hours)</b>	<b>50 Hrs</b>
1.	Appreciate the fundamental concept of CRM	<ul style="list-style-type: none"> <li>Introduction to CRM Non-Voice (CRMNV).</li> <li>Need and importance CRMNV.</li> <li>Types of CRM Non-Voice.</li> <li>Components of CRM-NV.</li> <li>Characteristics of CRM-NV.</li> <li>Process flow of CRM-NV.</li> <li>Phases of CRM Non-Voice.</li> <li>Modes of communication between CRM executive and</li> </ul>	<ul style="list-style-type: none"> <li>Explain the need and importance of CRM Non-voice.</li> <li>List the types of CRM-NV.</li> <li>Illustrate the process flow of CRM Non-voice.</li> <li>Communicate with customer by the selected mode.</li> <li>Verify the customer identity by using the per-registered data.</li> <li>Arrange group discussion to</li> </ul>	20

		<p>customer.</p> <ul style="list-style-type: none"> <li>• Applications of CRM-NV.</li> <li>• Customer benefits in using CRM-NV.</li> </ul>	<p>satisfy the customer query.</p> <ul style="list-style-type: none"> <li>• Adopt professionalism and behavior in providing services to customer.</li> <li>• Keep the services updated to serve better to the customer.</li> <li>• Provide appropriate solution and services to the customer.</li> </ul>	
2.	Explain Customer Satisfaction	<ul style="list-style-type: none"> <li>• Define Customer Satisfaction.</li> <li>• Significance of Customer Satisfaction.</li> <li>• Measuring Customer Satisfaction.</li> <li>• Customer satisfaction and marketing program evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>• Case Study of customer Satisfaction and also group discussion in Class.</li> <li>• Explain Significance of Customer Satisfaction.</li> <li>• Identify Components of Customer Satisfaction.</li> </ul>	15
3.	Explain role of CRM in an Organization	<ul style="list-style-type: none"> <li>• CRM software.</li> <li>• Impact on CRM strategies.</li> <li>• CRM significance.</li> <li>• Types CRM strategies and benefits of CRM.</li> <li>• Define customer technology.</li> <li>• Use customer technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the necessity to work together to accomplish a task in an organization.</li> <li>• Identify areas needing improvements in an organization and specific actions to take to do so</li> <li>• Demonstrate the power of perception in the mind of the customer regarding the organization and services.</li> </ul>	10
4.	State Technological aspect of CRM	<ul style="list-style-type: none"> <li>• Introduce CRM system consideration.</li> <li>• Discuss customer life cycle.</li> <li>• Customer orientation.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw customer life cycle</li> </ul>	05
<b>Total Duration in Hours</b>				<b>50</b>

**Unit 2: Introduction to Database**

<b>S. No.</b>	<b>Learning Outcome</b>	<b>Theory (10 Hours)</b>	<b>Practical (15 Hours)</b>	<b>25 Hrs</b>
1.	Describe Concept of Data and base knowledge base	<ul style="list-style-type: none"> <li>• Introduction to database and knowledge base.</li> <li>• Advantages of database.</li> <li>• Types of databases.</li> <li>• Database architecture.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the architecture database.</li> <li>• List the various Pros database.</li> </ul>	10
2.	Discuss Basics of Customer Management Tools	<ul style="list-style-type: none"> <li>• Confirmation authentication and satisfaction</li> <li>• Define customer verification process.</li> <li>• Importance of customer verification.</li> <li>• Query management tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the process diagram of Customer verification.</li> <li>• Perform query on query management tool.</li> <li>• Interpret the importance of customer verification.</li> <li>• Use query management tools.</li> </ul>	15
<b>Total Duration in Hours</b>				<b>25</b>

<b>Unit 3: Basics of Internet of Things (IoT)</b>				
<b>S. No.</b>	<b>Learning Outcome</b>	<b>Theory (10 Hours)</b>	<b>Practical (10 Hours)</b>	<b>20 Hrs</b>
1.	Describe Components of Internet of Things (IoT)	<ul style="list-style-type: none"> <li>• Introduction IoT</li> <li>• Architecture IoT</li> <li>• Pros &amp; Cons of IOT</li> <li>• Introduction to remote access and customer services</li> <li>• Advantages of remote access and customer services</li> </ul>	<ul style="list-style-type: none"> <li>• Draw the architecture IoT</li> <li>• Identify the Pros of IOT</li> <li>• List the various Pros &amp; Cons of IOT.</li> <li>• Explain Advantages of remote access and customer services</li> </ul>	10
2.	Basics of organization	<ul style="list-style-type: none"> <li>• Define organization</li> <li>• Fundamentals of Policy Manual</li> <li>• Policy Manual.</li> <li>• Introduction to Policy procedure and guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of policy manual</li> <li>• List the Policy procedure</li> <li>• Explain basic concepts of Policy Manual</li> </ul>	10
<b>Total Duration in Hours</b>				<b>20</b>

## CLASS 10

### Part A: Employability Skills

<b>S. No.</b>	<b>Units</b>	<b>Duration in Hours</b>
1.	Unit 1: Communication Skills	20
2.	Unit 2: Self-management Skills	10
3.	Unit 3: Basic ICT Skills	25
4.	Unit 4: Entrepreneurial Skills	15
5.	Unit 5: Green Skills	10
<b>Total</b>		<b>80</b>

<b>Unit 1: Communication Skills – II</b>				
<b>S. No.</b>	<b>Learning Outcome</b>	<b>Theory (12 Hours)</b>	<b>Practical (08 Hours)</b>	<b>20 Hrs</b>
1.	Demonstrate knowledge of various methods of communication.	<ul style="list-style-type: none"> <li>• Methods of communication</li> <li>• Verbal.</li> <li>• Non-verbal.</li> <li>• Visual.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing pros and cons of written, verbal and non-verbal communication</li> <li>• Listing do's and don'ts for avoiding common body language mistakes.</li> </ul>	04
2.	Provide descriptive and specific feedback.	<ul style="list-style-type: none"> <li>• Communication cycle and importance of feedback.</li> <li>• Meaning and importance of feedback.</li> <li>• Descriptive feedback - written comments or conversations.</li> <li>• Specific and non-specific</li> </ul>	<ul style="list-style-type: none"> <li>• Constructing sentences for providing descriptive and specific feedback.</li> </ul>	04

		feedback.		
3.	Apply measures to overcome barriers in communication.	<ul style="list-style-type: none"> <li>Barriers to effective communication – types and factors.</li> <li>Measures to overcome barriers in effective. Communication.</li> </ul>	<ul style="list-style-type: none"> <li>Enlisting barriers to effective communication.</li> <li>Applying measures to overcome barriers in communication.</li> </ul>	04
4.	Apply principles of communication.	<ul style="list-style-type: none"> <li>Principles of effective communication.</li> <li>7 Cs of effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>Constructing sentences that convey all facts required by the receiver.</li> <li>Expressing in a manner that shows respect to the receiver of the message</li> <li>Exercises and games on applying 7Cs of effective communication.</li> </ul>	04
5.	Demonstrate basic writing skills.	<ul style="list-style-type: none"> <li>Writing skills to the following: <ul style="list-style-type: none"> <li>Sentence</li> <li>Phrase</li> <li>Kinds of Sentences</li> <li>Parts of Sentence</li> <li>Parts of Speech</li> <li>Articles</li> <li>Construction of a Paragraph.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstration and practice of writing sentences and paragraphs on topics related to the subject.</li> </ul>	04
			<b>Total Duration in Hours</b>	<b>20</b>

**Unit 2: Self-management Skills – II**

S. No.	Learning Outcome	Theory (05 Hours)	Practical (05 Hours)	10 Hrs
1.	Apply stress management techniques	<ul style="list-style-type: none"> <li>Meaning and importance of stress management</li> <li>Stress management techniques – physical exercise, yoga, meditation.</li> <li>Enjoying, going to vacations and holidays with family and friends.</li> <li>Taking nature walks .</li> </ul>	<ul style="list-style-type: none"> <li>Exercises on stress management techniques – yoga, meditation, physical exercises.</li> <li>Preparing a write-up on an essay on experiences during a holiday trip.</li> </ul>	04
2.	Demonstrate the ability to work independently	<ul style="list-style-type: none"> <li>Importance of the ability to work independently.</li> <li>Describe the types of self-awareness.</li> <li>Describe the meaning of self-motivation and self-regulation.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration on working independently goals.</li> <li>Planning of an activity</li> <li>Executing tasks in a specific period, with no help or directives.</li> <li>Demonstration on the qualities required for working independently.</li> </ul>	06
			<b>Total Duration in Hours</b>	<b>10</b>

<b>Unit 3: Basic ICT Skills – II</b>				
<b>S. No.</b>	<b>Learning Outcome</b>	<b>Theory (10 Hours)</b>	<b>Practical (15 Hours)</b>	<b>25 Hrs</b>
1.	Prepare documentation using Word Processing Application	<ul style="list-style-type: none"> <li>• Introduction to word processing.</li> <li>• Software packages for word processing.</li> <li>• Opening and exiting the word processor.</li> <li>• Creating a document.</li> <li>• Saving document.</li> <li>• Text editing.</li> <li>• Word wrap and alignment.</li> <li>• Font size, type and face.</li> <li>• Header and Footer.</li> <li>• Auto Correct.</li> <li>• Numbering and Bullet.</li> <li>• Creating Table.</li> <li>• Password protection.</li> <li>• Printing document.</li> <li>• Find and Replace.</li> <li>• Page numbering.</li> <li>• Saving a document in various formats.</li> </ul>	<ul style="list-style-type: none"> <li>• List the features of word processing.</li> <li>• List the software packages for word processing.</li> <li>• Open and exit the word processor.</li> <li>• Create a document.</li> <li>• Edit the text.</li> <li>• Wrap and align the text.</li> <li>• Change the font type, size, and face.</li> <li>• Insert Header and Footer.</li> <li>• Use Autocorrect option.</li> <li>• Assign numbering and bullets to list items.</li> <li>• Create Table.</li> <li>• Save the document.</li> <li>• Protect the document with password.</li> <li>• Print the document.</li> <li>• Use Find and Replace.</li> <li>• Give page numbering.</li> <li>• Save the document in various formats.</li> </ul>	10
2.	Perform Tabulation using Spreadsheet Application	<ul style="list-style-type: none"> <li>• Introduction to spreadsheet application.</li> <li>• Various spreadsheet software.</li> <li>• Creating a new worksheet.</li> <li>• Opening workbook and entering data.</li> <li>• Resizing fonts and styles.</li> <li>• Copying and moving.</li> <li>• Filter and sorting.</li> <li>• Formulas and functions.</li> <li>• Password protection.</li> <li>• Printing a spreadsheet.</li> <li>• Saving a spreadsheet in various formats.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce with the spreadsheet application.</li> <li>• Create a new worksheet.</li> <li>• Open the workbook, enter text.</li> <li>• Resize fonts and styles.</li> <li>• Copy and move the cell data.</li> <li>• Sort and Filter the data.</li> <li>• Apply elementary formulas and functions.</li> <li>• Protect the spreadsheet with password.</li> <li>• Print a spreadsheet.</li> <li>• Save the spreadsheet in various formats.</li> </ul>	10
3.	Prepare Presentation using Presentation Application	<ul style="list-style-type: none"> <li>• Introduction to presentation software .</li> <li>• Software packages for presentation.</li> <li>• Creating a new presentation.</li> <li>• Entering and editing text.</li> <li>• Adding a slide.</li> <li>• Deleting a slide.</li> <li>• Formatting text.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the features of presentation.</li> <li>• List the software packages for presentation.</li> <li>• Create a new presentation.</li> <li>• Add a slide to presentation.</li> <li>• Delete a slide.</li> <li>• Enter and edit text.</li> <li>• Format text.</li> </ul>	05

		<ul style="list-style-type: none"> <li>• Inserting clipart &amp; images.</li> <li>• Slide layout.</li> <li>• Slide transition and custom animation.</li> <li>• Saving a presentation.</li> <li>• Printing a presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Insert clipart &amp; images.</li> <li>• Slide layout.</li> <li>• Save a presentation.</li> <li>• Print a presentation. document.</li> </ul>	
			<b>Total Duration in Hours</b>	<b>25</b>

<b>Unit 4: Entrepreneurial Skills – II</b>				
<b>S. No.</b>	<b>Learning Outcome</b>	<b>Theory (06 Hours)</b>	<b>Practical (09 Hours)</b>	<b>15 Hrs</b>
1.	List the characteristics of successful entrepreneur	<ul style="list-style-type: none"> <li>• Entrepreneurship and society.</li> <li>• Qualities and functions of an entrepreneur.</li> <li>• Role and importance of an entrepreneur.</li> <li>• Myth about entrepreneurship.</li> <li>• Entrepreneurship as a career option.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a note on entrepreneurship as career option.</li> <li>• Collecting success stories of first generation and local entrepreneurs.</li> <li>• Listing the entrepreneurial qualities – analysis of strength and weaknesses.</li> <li>• Group discussion of self-qualities that students feel are needed to become successful entrepreneur.</li> <li>• Collect information and related data for a business.</li> <li>• Make a plan in team for setting up a business.</li> </ul>	15
			<b>Total Duration in Hours</b>	<b>15</b>

<b>Unit 5: Green Skills – II</b>				
<b>S. No.</b>	<b>Learning Outcome</b>	<b>Theory (07 Hours)</b>	<b>Practical (03 Hours)</b>	<b>10 Hrs</b>
1.	Demonstrate the knowledge of importance, problems and solutions related to sustainable development	<ul style="list-style-type: none"> <li>• Definition of sustainable development.</li> <li>• Importance of sustainable development.</li> <li>• Problems related to sustainable development.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the problem related to sustainable development in the community.</li> <li>• Group discussion on the importance of respecting and conserving indigenous knowledge and cultural heritage.</li> <li>• Discussion on the responsibilities and benefits of environmental citizenship, including the conservation and protection of environmental values.</li> <li>• Preparing models on rain water harvesting, drip / sprinkler irrigation, vermin-compost, solar energy, solar cooker, etc.</li> </ul>	10

			<b>Total Duration in Hours</b>	<b>10</b>
--	--	--	--------------------------------	-----------

## Part B: Vocational Skills

S. No.	Units	Duration in Hours
1.	Unit 1: Basics of E-CRM	25
2.	Unit 2: Procurement Policy & BPO's	35
3.	Unit 3: Fundamentals of Learning	35
	<b>Total Duration</b>	<b>95</b>

Unit 1: Basics of E-CRM				
S. No.	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Component of E-CRM	<ul style="list-style-type: none"> <li>• Definition of E-CRM</li> <li>• Explain Need of E-CRM and Features of E-CRM</li> <li>• Understanding Framework of E-CRM</li> <li>• Various stages in evolution of E-CRM</li> <li>• Explain Sixe's of E-CRM</li> <li>• Explain Difference CRM Vs E-CRM</li> <li>• Understanding Architecture of E-CRM</li> </ul>	<ul style="list-style-type: none"> <li>• Explain need of E-CRM and features of E-CRM</li> <li>• Draw Framework of E-CRM</li> <li>• List the Various stages in evolution of E-CRM</li> <li>• Explain Sixe's of E-CRM</li> <li>• Draw Understanding Architecture of E-CRM</li> </ul>	25
			<b>Total Duration in Hours</b>	<b>25</b>

Unit 2: Procurement Policy & BPO's				
S. No.	Learning Outcome	Theory (10 Hours)	Practical (25 Hours)	35 Hrs
1.	Describe fundamentals of procurement policies and guidelines	<ul style="list-style-type: none"> <li>• Introduction Procurement Policies</li> <li>• Explain the Benefits and Limitations Procurement Policies</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreted the Importance of Procurement Policies</li> <li>• List the Benefits and Limitations Procurement Policies</li> </ul>	15
2.	Discuss Basic Concepts of BPO's	<ul style="list-style-type: none"> <li>• Define Business Process</li> <li>• Introduction to BPO Industry,</li> <li>• Understanding Role of BPO Industry,</li> <li>• Understanding type of bpo services</li> <li>• Explain Benefits and Limitations of BPO</li> <li>• Define Payroll</li> <li>• Define Quality Assurance</li> <li>• Introduce working environment in BPO</li> </ul>	<ul style="list-style-type: none"> <li>• List the various leading Indian BPO</li> <li>• Explain the applications Area of BPO</li> <li>• List the Different services of bpo</li> <li>• Interpreted the importance of bpo industry</li> <li>• List the Indian leading BPO Company.</li> <li>• Case study about a BPO company.</li> </ul>	20

			<b>Total Duration in Hours</b>	<b>35</b>
<b>Unit 3: Fundamental of Learning</b>				
<b>S. No.</b>	<b>Learning Outcome</b>	<b>Theory (15 Hours)</b>	<b>Practical (20 Hours)</b>	<b>35 Hrs</b>
1.	Understanding Basics of Learning	<ul style="list-style-type: none"> <li>• Understanding concepts of learning, knowledge and skill</li> </ul>	<ul style="list-style-type: none"> <li>• Identify knowledge between learning, knowledge and skill</li> </ul>	5
2.	Describe learning Terminology	<ul style="list-style-type: none"> <li>• Introduction to learning</li> <li>• concept of learning</li> <li>• Understanding Importance of learning</li> <li>• Define characteristics of learning</li> <li>• Explain the different type of learning</li> <li>• Explain factors affecting learning</li> </ul>	<ul style="list-style-type: none"> <li>• List the characteristics of learning</li> <li>• Identify Factors affecting learning</li> <li>• Interpreted the importance of English language in communication</li> <li>• Interpreted the importance of learning</li> </ul>	15
3.	Describe concept of Learning, Knowledge and Skill	<ul style="list-style-type: none"> <li>• Basic concepts of sources of learning</li> <li>• Introduction to sources of learning</li> <li>• Use of learning</li> <li>• Explain knowledge and skill</li> <li>• Understanding the importance sources of learning</li> <li>• Understanding difference between knowledge and skill</li> <li>• Understanding types of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the knowledge</li> <li>• Identify the skill</li> <li>• List the type of knowledge</li> <li>• Interpreted the importance of sources of learning</li> <li>• Identify the difference between knowledge and skill</li> </ul>	15
			<b>Total Duration in Hours</b>	<b>35</b>

## 6. ORGANISATION OF FIELD VISITS

In a year, at least 3 field visits/educational tours should be organised for the students to expose them to the activities in the workplace.

Visit a CRM office and observe the following: Location, Site, Office building, Computer Systems, Tools and Equipment, Printer, Scanner. During the visit, students should obtain the following information from the owner or the supervisor of the CRM Centre:

1. CRM Centre.
2. Computer Infrastructure.
3. CRM Tools and software.
4. Communication with customers.
5. Sitting Posture of data entry operators.
6. Manpower engaged
7. Total expenditure of CRM Centre.
8. Total annual income.
9. Profit/Loss (Annual)
10. Any other information

## 7. LIST OF EQUIPMENT AND MATERIALS

---

The list given below is suggestive and an exhaustive list should be prepared by the vocational teacher. Only basic tools, equipment and accessories should be procured by the Institution so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

Training room should be fully furnished with the following equipment / tools / accessories. Additional / specific resources, wherever applicable (e.g. Hardware, software) are indicated in the main text corresponding to relevant learning outcome.

### Domain NOS requirements

- Sample CRM tool for demonstration.
- Telephone, voice recorder, IVR and software / document formats for recording call / interactions

### Common requirements

- Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning.
- White Board, Markers and Eraser.
- Projector with screen.
- Flip chart with markers.
- Faculty's PC/Laptop with latest configuration and Internet connection.
- Supporting software / applications for projecting audio, video, recording,
- Presentation Tools to support learning activities:
  - Intranet
  - Email
  - IMS
  - Learning management system e.g. Moodle, Blackboard to enable blended learning.
- Microphone / voice system for lecture and class activities.
- Handy Camera.
- Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets.
- For IT Lab sessions: Computer Lab with 1:1 PC:trainee ratio and having Internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client and chat tools.
- Assessment and Test Tools for day to day online Tests and Assessments.
- For team discussions: Adequate seating arrangement in full / half circle format for one or more teams as per planned team composition.
- Reading Resources: Access to relevant sample documents and learning forums to enable self-study before and after each training session.

## 8. TEACHER'S/TRAINER'S QUALIFICATION

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

S.No.	Qualification	Minimum Competencies	Age Limit
1	<p>Bachelor of Engineering / Technology in Computer Science / Information Technology <b>OR</b> Master of Computer Science <b>OR</b> Master of Computer Application <b>OR</b> Master of Information Technology <b>OR</b> DOEACC B Level Certificate.</p> <p>The suggested qualification is the minimum criteria. However higher qualifications such as Master of Engineering / Technology in Computer Science / Information Technology will also be acceptable.</p>	<p>The candidate should have a minimum of 1 year of work experience in the same job role. S/He should be able to communicate in English and local language. S/He should have knowledge of equipment, tools, material, Safety, Health &amp; Hygiene.</p>	<p>18-37 years (as on Jan.01 (year))</p> <p>Age relaxation to be provided as per Govt. rules</p>

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

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

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

- (i) Directly as per the prescribed qualifications and industry experience suggested by the PSS Central Institute of Vocational Education(PSSCIVE), NCERT or the respective Sector Skill Council(SSC). **OR**
- (ii) Through accredited Vocational Training Providers accredited under the National Quality Assurance Framework (NQAF\*) approved by the National Skill Qualification Committee on 21.07.2016. If the State is engaging Vocational Teachers/Trainers through the Vocational Training Provider (VTP), it should ensure that VTP should have been accredited at NQAF Level 2 or higher.

\* *The National Quality Assurance Framework (NQAF) provides the benchmarks or quality criteria which the different organisations involved in education and training must meet in order to be accredited by competent bodies to provide government-funded education and training/skills activities. This is applicable to all organizations offering NSQF-compliant qualifications.*

The educational qualifications required for being a Vocational Teacher/Trainer for a particular job role are clearly mentioned in the curriculum for the particular NSQF compliant job role. The State should ensure that teachers / trainers deployed in the schools have relevant technical competencies for the NSQF qualification being delivered. The Vocational Teachers/Trainers preferably should be certified by the concerned Sector Skill Council for the particular Qualification

Pack/Job role which he will be teaching. Copies of relevant certificates and/or record of experience of the teacher/trainer in the industry should be kept as record.

To ensure the quality of the Vocational Teachers/Trainers, the State should ensure that a standardized procedure for selection of Vocational Teachers/Trainers is followed. The selection procedure should consist of the following:

- (i) Written test for the technical/domain specific knowledge related to the sector;
- (ii) Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
- (iii) Practical test/mock test in classroom/workshop/laboratory.

In case of appointment through VTPs, the selection may be done based on the above procedure by a committee having representatives of both the State Government and the VTP.

The State should ensure that the Vocational Teachers/ Trainers who are recruited should undergo induction training of 20 days for understanding the scheme, NSQF framework and Vocational Pedagogy before being deployed in the schools.

The State should ensure that the existing trainers undergo in-service training of 5 days every year to make them aware of the relevant and new techniques/approaches in their sector and understand the latest trends and policy reforms in vocational education.

The Head Master/Principal of the school where the scheme is being implemented should facilitate and ensure that the Vocational Teachers/Trainers:

- Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- Make effective use of learning aids and ICT tools during the classroom sessions;
- Engage students in learning activities, which include a mix of different methodologies, such as project based work, team work, practical and simulation based learning experiences;
- 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;
- Identify the weaknesses of students and assist them in up-gradation of competency;
- Cater to different learning styles and level of ability of students;
- Assess the learning needs and abilities, when working with students with different abilities
- Identify any additional support the student may need and help to make special arrangements for that support;
- Provide placement assistance

Assessment and evaluation of Vocational Teachers/Trainers is very critical for making them aware of their performance and for suggesting corrective actions. The States/UTs should ensure that the performance of the Vocational Teachers/Trainers is appraised annually. Performance based appraisal in relation to certain pre-established criteria and objectives should be done periodically to ensure the quality of the Vocational Teachers/Trainers. Following parameters may be considered during the appraisal process:

- Participation in guidance and counselling activities conducted at Institutional, District and State level;
- Adoption of innovative teaching and training methods;
- Improvement in result of vocational students of Class X or Class XII;
- Continuous up-gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;

- Membership of professional society at District, State, Regional, National and International level;
- Development of teaching-learning materials in the subject area;
- Efforts made in developing linkages with the Industry/Establishments;
- Efforts made towards involving the local community in Vocational Education
- Publication of papers in National and International Journals;
- Organisation of activities for promotion of vocational subjects;
- Involvement in placement of students/student support services.

## 9. LIST OF CONTRIBUTORS

---

1. Dr. Dipak D. Shudhalwar, Associate Professor (CSE), Department of Engineering and Technology, PSS Central Institute of Vocational Education (PSSCIVE), Shyamla Hills, Bhopal – 462 013, M.P., India, Email: [dds.ncert@nic.in](mailto:dds.ncert@nic.in), [dipakds@yahoo.com](mailto:dipakds@yahoo.com)
2. Mr. Jayant Mishra, Consultant in IT/ITeS, Department of Engineering and Technology, PSS Central Institute of Vocational Education (PSSCIVE), Shyamla Hills, Bhopal – 462 013, M.P., India.



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**  
**Shyamla Hills, Bhopal – 462 013, M.P., India**