

# LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

## Employability Skills (Common Course for All Job Roles)

### Grade IX-X



**PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION**  
Shyamla Hills, Bhopal – 462 002, M.P., India

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

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## **Employability Skills**

### **Grade IX-X**

#### **(Common Course for All Job Roles)**

**Revised March, 2023**

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**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 on **Employability Skills** as compulsory component for all the job roles has been developed for the secondary and senior secondary students of vocational education.

The curriculum aims to provide children with employability 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.

Dinesh Prasad Saklani  
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 fulfill 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 fulfill the needs of the society and the world of work. In order to honor 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 course-ware 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 modular curricula and course-ware 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 course-ware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21<sup>st</sup> Century.

DEEPAK PALIWAL  
Joint Director

*PSS Central Institute of Vocational Education*

## **ACKNOWLEDGMENT**

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 PSSCIVE, National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) for their academic support and cooperation.

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Deepak Shudhalwar, Professor (CSE) and Head ICT Centre, Department of Engineering and Technology, PSSCIVE and Vipin Kumar Jain, Associate Professor, Department of Humanities Science, Education and Research in development of the curriculum for the Employability Skills are duly acknowledged.

We are also grateful to the Coordinator Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), PSSCIVE, for bringing out this curriculum in the final form.

**PSSCIVE Team**

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# 1. COURSE OVERVIEW

## **COURSE TITLE: EMPLOYABILITY SKILLS**

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

- ✓ Apply effective oral and written communication skills to interact with 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;
- ✓ Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;

**COURSE LEVEL:** This course can be taken up at secondary level in Grade IX and X.

<b>COURSE DURATION:</b>	<b>Total</b>	<b>:</b>	<b>150 hours</b>
	<b>Grade IX</b>	<b>:</b>	<b>75 hours</b>
	<b>Grade X</b>	<b>:</b>	<b>75 hours</b>



## 2. SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employability competencies of students of Grade IX and X for vocational subject along with general education subjects.

The unit-wise distribution of hours and marks for **Grade IX** is as follows :

GRADE IX			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory & Practical 100
<b>Part A</b>	<b>Employability Skills</b>		
Unit 1	Communication Skills – I	20	
Unit 2	Self-management Skills – I	10	
Unit 3	Information and Communication Technology Skills – I	20	
Unit 4	Entrepreneurial Skills – I	15	
Unit 5	Green Skills – I	10	
	<b>Total</b>	<b>75</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>	<b>100</b>	<b>40</b>
<b>Part C</b>	<b>Practical Examination</b>	<b>10</b>	<b>50</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>	<b>15</b>	
	<b>Total</b>	<b>200</b>	<b>100</b>

The unit-wise distribution of hours and marks for **Grade X** is as follows:

GRADE IX			
	Units	No. of Hours for Theory and Practical 200	Max. Marks for Theory & Practical 100
<b>Part A</b>	<b>Employability Skills</b>		
Unit 1	Communication Skills – II	20	
Unit 2	Self-management Skills – II	10	
Unit 3	Information and Communication Technology Skills – II	20	
Unit 4	Entrepreneurial Skills – II	15	
Unit 5	Green Skills – II	10	
	<b>Total</b>	<b>75</b>	<b>10</b>
<b>Part B</b>	<b>Vocational Skills</b>	<b>100</b>	<b>40</b>
<b>Part C</b>	<b>Practical Examination</b>	<b>10</b>	<b>50</b>
<b>Part D</b>	<b>Project Work/Field Visit</b>	<b>15</b>	
	<b>Total</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 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.

## 5. UNIT CONTENTS

### GRADE IX

#### Part A: Employability Skills

Unit No.	Unit Name	Duration in Hours
Unit 1	Communication Skills – I	20
Unit 2	Self-management Skills – I	10
Unit 3	Information and Communication Technology Skills – I	20
Unit 4	Entrepreneurial Skills – I	15
Unit 5	Green Skills – I	10
<b>Total</b>		<b>75</b>

#### Unit 1: Communication Skills – I

Sn	Learning Outcome	Theory (08 Hours)	Practical (12 Hours)	20 Hrs
1	Demonstrate the knowledge of importance, elements and perspective in communication	<ul style="list-style-type: none"> <li>• Introduction to communication process</li> <li>• Importance of communication</li> <li>• Elements of communication</li> <li>• Perspective in communication</li> <li>• Effective communication</li> </ul>	<ul style="list-style-type: none"> <li>• Role play on the communication process</li> <li>• Group discussion on the importance of communication and factors affecting perspectives in communication</li> <li>• Charts preparation on elements of communication</li> <li>• Asking students to write statements exemplify the use of 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication</li> </ul>	02
2	Demonstrate the knowledge of verbal communication	<ul style="list-style-type: none"> <li>• Verbal communication</li> <li>• Types of verbal communication</li> <li>• Advantages &amp; disadvantages</li> <li>• Public speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Role play of a phone conversation</li> <li>• Chat preparation on types of verbal communication</li> <li>• Group discussion on advantages and disadvantages of verbal communication</li> <li>• Delivering a speech and practicing public speaking by using 3P's.</li> </ul>	02
3	Demonstrate the knowledge of non-verbal communication	<ul style="list-style-type: none"> <li>• Non-verbal communication</li> <li>• Importance of non-verbal communication</li> <li>• Types of non-verbal communication</li> <li>• Visual communication</li> </ul>	<ul style="list-style-type: none"> <li>• Role plays on non-verbal communication</li> <li>• Group discussion and demonstration of Do's and Don'ts to avoid body language mistakes</li> <li>• Group discussion on three</li> </ul>	02

			methods of communication	
4	Demonstrate the knowledge of basic writing skills	<ul style="list-style-type: none"> <li>Writing skills: Parts of speech</li> <li>Using capitals</li> <li>Punctuations</li> <li>Basic parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>Reading paragraphs and sentences and identifying parts of speech</li> <li>Constructing and writing sentences by using parts of speech</li> <li>Identifying nouns by guessing the name, place, animal, and thing</li> </ul>	02
5	Describe the parts and types of sentences	Writing skills: Sentences <ul style="list-style-type: none"> <li>Parts of a sentence</li> <li>Types of objects</li> <li>Types of sentences – active and passive</li> <li>Types of sentences, according to their purpose</li> <li>Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Framing and writing sentences using direct and indirect objects</li> <li>Writing paragraph using active and passive voice</li> <li>Writing different types of sentences (i.e. declarative, exclamatory, interrogative and imperative)</li> </ul>	02
6	Demonstrate the knowledge of pronunciation basics	<ul style="list-style-type: none"> <li>Pronunciation basics</li> <li>Speaking correctly</li> <li>Phonetics</li> <li>Types of sounds</li> </ul>	<ul style="list-style-type: none"> <li>Practicing words and identifying vowels, diphthongs and consonants</li> <li>Practicing the pronunciation of words</li> </ul>	02
7	Demonstrate how to greet and introduce self	<ul style="list-style-type: none"> <li>Greetings and Introductions</li> <li>Greetings</li> <li>Types of greetings</li> <li>Introducing yourself and others</li> </ul>	<ul style="list-style-type: none"> <li>Role-play on Formal and informal greetings</li> <li>Role-play on introducing someone</li> <li>Practice and discussion on how to greet different people.</li> </ul>	02
8	Answer questions that others ask about you	<ul style="list-style-type: none"> <li>Talking about self</li> <li>Filling a form</li> </ul>	<ul style="list-style-type: none"> <li>Practicing introducing yourself</li> <li>Practicing filling of forms</li> <li>Role-play on Self Introduction</li> </ul>	02
9	Asking questions according to a situation	<ul style="list-style-type: none"> <li>Asking questions</li> <li>Need for asking questions</li> <li>Method for asking questions</li> </ul>	<ul style="list-style-type: none"> <li>Framing and writing questions (using Who, Where, When, What, Why and How)</li> <li>Framing and writing questions (based on purpose of the question)</li> <li>Discussing and guessing the personality using framed questions</li> </ul>	02
10	Use the correct question words to ask open-ended and close-ended questions	<ul style="list-style-type: none"> <li>Asking questions</li> <li>Types of questions</li> <li>Framing questions</li> </ul>	<ul style="list-style-type: none"> <li>Framing and writing open-ended and close-ended questions.</li> <li>Group practice on framing questions</li> <li>Identifying open-ended and closed-ended questions.</li> </ul>	02
			<b>Total Duration in Hours</b>	<b>20</b>

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

<b>Sn</b>	<b>Learning Outcome</b>	<b>Theory (07 Hours)</b>	<b>Practical (03 Hours)</b>	<b>10 Hrs</b>
1.	Describe the meaning and importance of self-management	<ul style="list-style-type: none"> <li>• Introduction to self management and its components</li> <li>• Self-awareness</li> <li>• Self-confidence</li> <li>• Self-motivation</li> <li>• Positive thinking</li> <li>• Self-control</li> <li>• Problem solving</li> <li>• Personal hygiene and grooming,</li> <li>• Team work</li> <li>• Time management</li> <li>• Goal setting</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on self-management skills</li> <li>• Performing activities to know how much aware are you about yourself.</li> <li>• Chart preparation on components of self-management</li> </ul>	01
2.	Identify strength and weakness analysis	<ul style="list-style-type: none"> <li>• Identifying strength and weakness</li> <li>• Knowing yourself</li> <li>• Strength and weakness analysis</li> <li>• Difference between interests and abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on aim and goal in life</li> <li>• Perform a strength and weakness analysis</li> <li>• Group discussion on interests and abilities</li> </ul>	01
3.	Build self-confidence	<ul style="list-style-type: none"> <li>• Self-confidence,</li> <li>• Qualities of self-confident people,</li> <li>• Building self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Role play on building self-confidence</li> <li>• Performing activities on building confidence through positive words</li> </ul>	02
4.	Build the concept on positive thinking	<ul style="list-style-type: none"> <li>• Positive thinking,</li> <li>• Positive thinking and its importance,</li> <li>• How to keep your things positive</li> </ul>	<ul style="list-style-type: none"> <li>• Storytelling,</li> <li>• Role-play on following the class rules</li> <li>• Practicing saying positive words</li> <li>• Making a list of steps involved in self-reflection) on how you will follow positive attitude practices</li> <li>• Home activity on helping others,</li> </ul>	02
5	Describe the concept and aspects of personal hygiene	<ul style="list-style-type: none"> <li>• Personal hygiene</li> <li>• Three steps of personal hygiene - Care, Wash, Avoid</li> <li>• Essential steps of handwashing</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play on following personal hygiene steps</li> <li>• Discussion and follow up on personal hygiene practices</li> </ul>	02
6	Follow the guidelines for dressing and personal grooming	<ul style="list-style-type: none"> <li>• Grooming</li> <li>• Grooming and its importance,</li> <li>• Guidelines for dressing and personal grooming – clothes, hair, face</li> </ul>	<ul style="list-style-type: none"> <li>• Role play on dressing and grooming standards</li> <li>• Self-reflection on dressing and grooming well</li> </ul>	02
			<b>Total Duration in Hours</b>	<b>10</b>

**Unit 3: Information and Communication Technology Skills – I**

<b>Sn</b>	<b>Learning Outcome</b>	<b>Theory (06 Hours)</b>	<b>Practical (14 Hours)</b>	<b>20 Hrs</b>
1.	Explain the role of Information and Communication Technology (ICT) in day-to-day life and the workplace	<ul style="list-style-type: none"> <li>• Introduction to Information and Communication Technology (ICT)</li> <li>• ICT at workplace</li> <li>• ICT at home</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on past, present, and future use of ICT</li> <li>• Preparations of posters on applications of ICT</li> </ul>	02
2.	Differentiate between the ICT tools and use of mobile apps	<ul style="list-style-type: none"> <li>• ICT tools –</li> <li>• Smartphones,</li> <li>• Tablets,</li> <li>• TV and Radio</li> </ul>	<ul style="list-style-type: none"> <li>• Performing activities to get familiar with mobile devices</li> </ul>	02
3.	Differentiate between smartphones and tablets	<ul style="list-style-type: none"> <li>• ICT tools – smartphone and tablet,</li> <li>• Mobile device layout</li> <li>• Basic features of a mobile device</li> <li>• Home screen of mobile device</li> <li>• Basic gestures used</li> </ul>	<ul style="list-style-type: none"> <li>• Performing activities to get familiar with the mobile device – use and applications of mobile devices</li> </ul>	02
4.	Describe the parts of computer and computer peripherals	<ul style="list-style-type: none"> <li>• Parts of a computer,</li> <li>• Input devices,</li> <li>• Output devices,</li> <li>• Peripherals devices and their functions,</li> <li>• Central Processing Unit (CPU),</li> <li>• Understanding Random Access Memory (RAM) and Read Only Memory (ROM),</li> <li>• Motherboard,</li> <li>• Ports and connectons.</li> </ul>	<ul style="list-style-type: none"> <li>• Chart preparation on components of a computer</li> <li>• Group activity on connecting devices to a computer</li> </ul>	02
5.	Demonstrate basic computer operations	<ul style="list-style-type: none"> <li>• Basic computer operations,</li> <li>• Computer hardware and software,</li> <li>• Starting a computer,</li> <li>• Log in and log out,</li> <li>• Shutting down computer,</li> <li>• Using the keyboard</li> <li>• Using mouse</li> </ul>	<ul style="list-style-type: none"> <li>• Group activity on use of computer</li> <li>• Group practice on using the keyboard</li> </ul>	02
6.	Perform basic file operations	<ul style="list-style-type: none"> <li>• Performing Basic file operations,</li> <li>• File and folders – creating afile and using text editor</li> </ul>	<ul style="list-style-type: none"> <li>• Group practice on creating a file</li> </ul>	02
7.	Demonstrate the knowledge of internet and networking	<ul style="list-style-type: none"> <li>• Communication and Networking -Internet browsing</li> <li>• Use of internet</li> <li>• Connecting to internet</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on the uses of internet</li> </ul>	02

		<ul style="list-style-type: none"> <li>Types of connection</li> <li>Bandwidth</li> <li>Internet browser</li> </ul>		
8.	Perform internet browsing	<ul style="list-style-type: none"> <li>World Wide Web</li> <li>Web pages</li> <li>Web browsers</li> </ul>	<ul style="list-style-type: none"> <li>Group practice on web browsing</li> </ul>	02
9.	Apply the knowledge of communication networking	<ul style="list-style-type: none"> <li>Introduction to Email</li> <li>Working of Email</li> <li>Email address</li> <li>Advantages of Email</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on using Email and its advantages</li> </ul>	01
10.	Create an Email account	<ul style="list-style-type: none"> <li>Creating an Email account</li> <li>Steps to open an Email account on Gmail</li> </ul>	<ul style="list-style-type: none"> <li>Group practice on creating and opening an Email account</li> </ul>	01
11.	Write an Email	<ul style="list-style-type: none"> <li>Writing an Email</li> <li>Attaching a file to an Email</li> <li>Managing folders in Email account</li> </ul>	<ul style="list-style-type: none"> <li>Group practice on receiving and replying to an email message</li> </ul>	01
12.	Reply an Email	<ul style="list-style-type: none"> <li>Receiving Email,</li> <li>Replying to an Email</li> <li>Forwarding Email</li> <li>Deleting Email</li> </ul>	<ul style="list-style-type: none"> <li>Group practice on receiving and replying to an Email.</li> </ul>	01
<b>Total Duration in Hours</b>				<b>20</b>

**Unit 4: Entrepreneurial Skills – I**

<b>Sn</b>	<b>Learning Outcome</b>	<b>Theory (10 Hours)</b>	<b>Practical (15 Hours)</b>	<b>25 Hrs</b>
1.	Describe the concept of Entrepreneurship skills	<ul style="list-style-type: none"> <li>Concept of Entrepreneurship and Enterprise</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on guessing the Entrepreneur</li> </ul>	04
2.	Describe the role of entrepreneurship	<ul style="list-style-type: none"> <li>Role of Entrepreneurship</li> <li>Economic development</li> <li>Social development</li> <li>Improved standard of living</li> <li>Optimal use of resources</li> <li>More benefits at lower prices products and services at competitive prices</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on "A world without entrepreneurship"</li> <li>Role play on roles of entrepreneurship</li> </ul>	03
3.	Describe the qualities of a successful entrepreneur	<ul style="list-style-type: none"> <li>Qualities of a successful entrepreneur</li> <li>Patience</li> <li>Positive attitude</li> <li>Hardworking</li> <li>Confident</li> <li>Open to trial and error</li> <li>Creative and innovative</li> </ul>	<ul style="list-style-type: none"> <li>Role play on appearing for interview</li> <li>Group activity on interactions with entrepreneurs</li> </ul>	02

4.	State the characteristics of entrepreneurship	<ul style="list-style-type: none"> <li>Distinguishing characteristics of entrepreneurship and wage employment</li> <li>Characteristics of entrepreneurship</li> <li>Wage employment</li> <li>Benefits of entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on identifying characteristics of enterprise</li> <li>Discussion on advantages of entrepreneurship over wage employment</li> </ul>	03	
5.	Identify the type of business activity	<ul style="list-style-type: none"> <li>Types of business activities</li> <li>Product business</li> <li>Service business</li> <li>Hybrid business</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on identifying different types of products and services</li> </ul>	01	
6.	Differentiate between the product, service, and hybrid businesses	<ul style="list-style-type: none"> <li>Product, Service, and Hybrid Businesses</li> <li>Types of product-based business</li> <li>Manufacturing businesses</li> <li>Trade businesses</li> </ul>	<ul style="list-style-type: none"> <li>Poster making on business activities around us</li> </ul>	01	
7.	Describe the entrepreneurship development process	<ul style="list-style-type: none"> <li>Entrepreneurship development process</li> <li>Steps of starting a business – idea generation, getting money and material, understanding customer needs, improving product/ service</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on Make-and-Sell business</li> </ul>	01	
				<b>Total Duration in Hours</b>	<b>15</b>

**Unit 5: Green Skills – I**

Sn	Learning Outcome	Theory (07 Hours)	Practical (03 Hours)	10 Hrs
1.	Demonstrate the knowledge of society and environment	<ul style="list-style-type: none"> <li>Society and Environment</li> <li>Natural resources</li> <li>Renewable and Non-renewable resources</li> <li>Types of pollutions</li> <li>Climate change</li> <li>Harmful radiation</li> <li>Natural disaster</li> <li>Saving the environment: What can you do?</li> <li>Reduce, reuse and recycle</li> <li>Actions for saving the environment</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on listing the factors influencing the environment</li> <li>Group activity on listing the steps one can take to save the environment</li> </ul>	05
2.	Describe the meaning and importance of conserving	<ul style="list-style-type: none"> <li>Conserving the natural resources</li> <li>Soil conservation</li> <li>Water conservation</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on conserving natural resources</li> </ul>	02



	natural resources	<ul style="list-style-type: none"> <li>• Energy conservation</li> <li>• Food conservation</li> <li>• Forest conservation</li> </ul>		
3.	Describe the meaning and scope of sustainable development and green economy	<ul style="list-style-type: none"> <li>• Sustainable Development</li> <li>• Sustainable Development Goals (SDGs)</li> <li>• Green growth</li> <li>• Green economy</li> <li>• Components of green economy – Renewable energy, green building, well managed</li> <li>• Skill development for the green economy</li> <li>• Green skills</li> <li>• Green jobs</li> <li>• Green projects</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion on importance of green skills</li> <li>• Poster making on importance of green economy</li> </ul>	03
			<b>Total Duration in Hours</b>	<b>10</b>

## GRADE X

### Part A: Employability Skills

Unit No.	Unit Name	Duration in Hours
Unit 1	Communication Skills – II	20
Unit 2	Self-management Skills – II	10
Unit 3	Information and Communication Technology Skills – II	20
Unit 4	Entrepreneurial Skills – II	15
Unit 5	Green Skills – II	10
	<b>Total</b>	<b>75</b>

#### Unit 1: Communication Skills – II

Sn	Learning Outcome	Theory (12 Hours)	Practical (08 Hours)	20 Hrs
1.	Demonstrate the knowledge of various methods of communication	<ul style="list-style-type: none"> <li>• Methods of communication</li> <li>• Communication process and elements</li> </ul>	<ul style="list-style-type: none"> <li>• Role plays on communication process</li> <li>• Group discussion on the effects of elements of communication cycle.</li> </ul>	05
2.	Describe the types of verbal communication	<ul style="list-style-type: none"> <li>• Verbal communication</li> <li>• Types of verbal communication</li> <li>• Advantages and disadvantages of verbal communication</li> <li>• Mastering verbal communication</li> </ul>	<ul style="list-style-type: none"> <li>• Role play of a telephonic conversation</li> <li>• Chart preparation on types of verbal communication</li> <li>• Group discussion on the advantages and disadvantages of verbal</li> </ul>	02

			<p>communication</p> <ul style="list-style-type: none"> <li>Group activity on delivering a speech and practicing public speaking.</li> </ul>	
3.	Demonstrate the knowledge of non-verbal communication	<ul style="list-style-type: none"> <li>Non-verbal communication – Importance of non-verbal communication</li> <li>Types of non-verbal communication</li> <li>Visual communication</li> </ul>	<ul style="list-style-type: none"> <li>Role play on non-verbal communication</li> <li>Group discussion and practice on how to avoid body language mistakes</li> <li>Group discussion on three methods of communication</li> </ul>	02
4.	Describe the communication cycle and importance of feedback	<ul style="list-style-type: none"> <li>Communication cycle and importance of feedback</li> <li>Feedback</li> <li>Types of feedback</li> <li>Importance of feedback</li> </ul>	<ul style="list-style-type: none"> <li>Role play on providing feedback</li> <li>Group activity on constructive feedback</li> </ul>	02
5.	Identify the barriers to effective communication	<ul style="list-style-type: none"> <li>Effective communication</li> <li>Barriers to effective communication - <ul style="list-style-type: none"> <li>Physical barriers</li> <li>Linguistic barrier</li> <li>Interpersonal barriers</li> <li>Organizational barriers</li> <li>Culture barriers</li> </ul> </li> <li>Ways to overcome barriers to effective communication</li> </ul>	<ul style="list-style-type: none"> <li>Role play on barriers to effective communication</li> <li>Group practice on overcoming the barriers to effective communication</li> <li>Chart preparation on barriers to effective communication</li> </ul>	04
6.	Demonstrate the knowledge of parts of speech	<ul style="list-style-type: none"> <li>Writing skills – Parts of speech</li> <li>Capitalization</li> <li>Punctuations</li> <li>Basics of parts of speech</li> <li>Supporting parts of speech <ul style="list-style-type: none"> <li>Article</li> <li>Conjunctions</li> <li>Prepositions</li> </ul> </li> <li>Interjections</li> </ul>	<ul style="list-style-type: none"> <li>Reading paragraph and sentences and identifying parts of speech</li> <li>Group activity on sentence construction</li> <li>Identifying nouns by guessing the name, place, animal, or thing</li> </ul>	03
7.	Write sentences	<ul style="list-style-type: none"> <li>Meaning of sentence</li> <li>Parts of sentence <ul style="list-style-type: none"> <li>Subject</li> <li>Verb</li> <li>Object</li> </ul> </li> <li>Types of objects</li> <li>Types of sentences <ul style="list-style-type: none"> <li>Active</li> <li>Passive</li> </ul> </li> <li>Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Making sentences using direct and indirect objects</li> <li>Writing a paragraph using active and passive voice</li> <li>Framing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)</li> </ul>	02
<b>Total Duration in Hours</b>				<b>20</b>

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

<b>Sn</b>	<b>Learning Outcome</b>	<b>Theory (05 Hours)</b>	<b>Practical (05 Hours)</b>	<b>10 Hrs</b>
1.	Apply stress management techniques	<ul style="list-style-type: none"> <li>Stress management</li> <li>Stress and Stress management techniques</li> <li>Management technique</li> <li>Ability to work independently</li> <li>Emotional intelligence</li> </ul>	<ul style="list-style-type: none"> <li>Role Play on avoiding stressful situation,</li> <li>Activity on listing stressful situations and discussing the stress management techniques like yoga, deep breathing exercises</li> </ul>	02
2.	Identify strengths and weaknesses of self	<ul style="list-style-type: none"> <li>Self-Awareness – Strength and Weakness Analysis</li> <li>Knowing yourself</li> <li>Strength and weakness analysis</li> <li>Techniques for identifying strengths and weaknesses</li> <li>Difference between interests and abilities</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on aim and goal in life</li> <li>Perform a strength and weakness analysis</li> <li>Group discussion on interests and abilities</li> </ul>	02
3.	Demonstrate the knowledge of self - motivation	<ul style="list-style-type: none"> <li>Self-Motivation</li> <li>Types of motivation</li> <li>Qualities of self-motivated people</li> <li>Building self-motivation</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on staying motivated</li> <li>Activity on listing the ways to motivate oneself</li> </ul>	02
4.	Set SMART goals	<ul style="list-style-type: none"> <li>Self regulation – Goal setting,</li> <li>Goals and setting SMART Goals</li> <li>How to set SMART Goals, <ul style="list-style-type: none"> <li>Specific</li> <li>Measurable</li> <li>Achievable</li> <li>Realistic</li> <li>Time bound</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group activity on setting SMART goals</li> <li>Writing long- term and short-term goals</li> <li>Activity on listing the ways to surely set SMART goals</li> </ul>	02
5.	Demonstrate the knowledge of time management	<ul style="list-style-type: none"> <li>Self-Regulation – Time Management</li> <li>Time management and its importance</li> <li>Example and non-example of time management</li> <li>Four steps for effective time management <ul style="list-style-type: none"> <li>Organise</li> <li>Prioritise</li> <li>Control</li> <li>Track</li> </ul> </li> <li>Tips for practicing the four steps of effective time management</li> </ul>	<ul style="list-style-type: none"> <li>Preparing a list of activities to practice time management</li> <li>Discussion on how to manage time to reach school on time</li> </ul>	02
			<b>Total Duration in Hours</b>	<b>10</b>

**Unit 3: Information And Communication Technology Skills – Ii**

Sn	Learning Outcome	Theory (06 Hours)	Practical (14 Hours)	20 Hrs
1.	Perform basic computer operations	<ul style="list-style-type: none"> <li>Basics computer operations,</li> <li>Starting a computer - basic functions performed when a computer starts, login and logout,</li> <li>Shutting down a computer,</li> <li>Using keyboard,</li> <li>Using a mouse - Roll over or hover, Point and click, Drag and drop, Double click</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration on use of computers</li> <li>Group practice on using the keyboard</li> </ul>	12
2.	Perform basic file operations	<ul style="list-style-type: none"> <li>Concept of basic file operations</li> <li>Files and folders</li> <li>Creating a file</li> <li>Creating a folder</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration and practice on creating a file and folder</li> </ul>	02
3.	Demonstrate computer care and maintenance	<ul style="list-style-type: none"> <li>Importance of care and maintenance of computers</li> <li>Basic tips for taking care of devices</li> <li>Cleaning computer devices</li> <li>Preparing maintenance schedule for computers</li> <li>Taking backup data</li> <li>Scanning and cleaning viruses</li> <li>Removing SPAM files</li> </ul>	<ul style="list-style-type: none"> <li>Making a chart on care and maintenance of computer</li> </ul>	03
4.	Describe the importance of maintaining computer security and privacy	<ul style="list-style-type: none"> <li>Computer security and privacy</li> <li>Reasons for security breach</li> <li>Threats to computer</li> <li>Protecting your data</li> </ul>	<ul style="list-style-type: none"> <li>Group work on preparing a chart of computer security and privacy</li> </ul>	03
			<b>Total Duration in Hours</b>	<b>20</b>

**Unit 4: Entrepreneurial Skills – Ii**

Sn	Learning Outcome	Theory (06 Hours)	Practical (09 Hours)	15 Hrs
1.	Describe the meaning of entrepreneurship	<ul style="list-style-type: none"> <li>Entrepreneurship and society</li> <li>Activities of entrepreneurs: <ul style="list-style-type: none"> <li>Fulfil customer needs</li> <li>Use local materials</li> <li>Help society</li> <li>Create job</li> <li>Share wealth</li> <li>Lower price product</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group work on finding the problems in school campus and turning them into business opportunities</li> </ul>	05

2.	Identify the qualities and functions of an entrepreneur	<ul style="list-style-type: none"> <li>Qualities and functions of an entrepreneur</li> <li>Qualities of an entrepreneur</li> </ul>	<ul style="list-style-type: none"> <li>Activity on self-assessment of entrepreneurial qualities</li> <li>Brainstorming on solving a problem in their area</li> <li>Taking an interview of an entrepreneur</li> </ul>	03
3.	Describe the myths and realities about entrepreneurship	<ul style="list-style-type: none"> <li>Misconceptions and myths about entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on identifying everyday heroes</li> <li>Activity on interviewing the entrepreneurs</li> <li>Group activity on making items and selling to someone</li> </ul>	04
4.	Describe entrepreneurship as a career option	<ul style="list-style-type: none"> <li>Entrepreneurship as a career option</li> <li>Meaning of career</li> <li>Ways of earning a living</li> <li>Self-employment</li> <li>Wage employment</li> <li>Entrepreneurship career process – Enter, Survive, Grow</li> </ul>	<ul style="list-style-type: none"> <li>Brainstorming on entrepreneurship as a life option</li> <li>Group discussion on The power of entrepreneurship</li> </ul>	03
<b>Total Duration in Hours</b>				<b>15</b>

**Unit 5: Green Skills – II**

Sn	Learning Outcome	Theory (07 Hours)	Practical (03 Hours)	15 Hrs
1.	Demonstrate the knowledge of green skills	<ul style="list-style-type: none"> <li>Sustainable development,</li> <li>Importance of sustainable development,</li> <li>Problems related to sustainable development,</li> <li>Sustainable development Goals,</li> <li>Sustainable development initiatives,</li> <li>Sustainable process</li> </ul>	<ul style="list-style-type: none"> <li>Group activity on creating garden in the school or planting tree saplings</li> <li>Group discussion on "How to prevent wastage"</li> </ul>	05
2	Describe the role of self in sustainable development	<ul style="list-style-type: none"> <li>Our role in sustainable development</li> <li>Our role towards Sustainable Development <ul style="list-style-type: none"> <li>Quality education</li> <li>Clean water and sanitation</li> <li>Affordable and clean energy</li> <li>Decent work and economic growth</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group discussion on conservation and protection of environment</li> <li>Group activity on organising an art project using waste</li> </ul>	05

		<ul style="list-style-type: none"> <li>• Reducing inequalities</li> <li>• Creating sustainable cities and communities</li> <li>• Responsible consumers and producers</li> <li>• Protect life below water</li> <li>• Protect life on land</li> </ul>		
			<b>Total Duration in Hours</b>	<b>15</b>

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