

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

MIS DATA ANALYST – FINANCIAL SERVICES

SECTOR: BANKING, FINANCIAL SERVICES AND INSURANCE

(QUALIFICATION PACK: Ref. Id. BSC/Q4101)

GRADES : 11TH & 12TH



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

X X X X X X
X X X X X X
X X X X X X

X X X X X X
X X X X X X
X X X X X X

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

**JOB ROLE: MIS Data Analyst -Financial
Services**

(QUALIFICATION PACK: Ref. Id. BSC/Q4101)

**SECTOR: Banking, Financial Services and
Insurance**

Grades 11 and 12



PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION

Shyamla Hills, Bhopal- 462 002, M.P., India

<http://www.psscive.ac.in>

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Management

March, 2023

© PSSCIVE, 2023

<http://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.

Published by:

Joint Director,

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



PATRONS

Prof. Dinesh Prasad Saklani
Director, National Council of Educational
Research and Training (NCERT),
New Delhi

Dr. Deepak Paliwal, Ph.D
Joint Director
PSS Central Institute of Vocational
Education, Bhopal

Dr. PunnamVeeraiah
Professor and Head
Department of Business and Commerce,
PSSCIVE, Bhopal

COURSE COORDINATOR

Dr. Pravin Narayan Mahamuni
Associate Professor
Department of Business and Commerce,
PSSCIVE, Bhopal

FOREWORD

The Pandit Sundarlal 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 the 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 Samagra Shiksha Abhiyan (SSA). The main purpose of the learning outcome-based curricula is to bring about improvement in the teaching-learning process and working competencies 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 Sales Associate. The curriculum has been developed for the higher 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 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.

Prof. Dinesh Prasad Saklani

Director

National Council of Education Research and Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth is 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 Education (MoE), 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 realizing the objective of providing learning outcome based modular curricula and courseware to the States and other stakeholders under the PAB (Project Approval Board) approved project of Samagra Shiksha Abhiyan (SSA) of MoE.

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 21st century.

Dr. Deepak Paliwal

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 Samagra Shiksha Abhiyan (SSA) and the officials of the Ministry of Education (MoE), 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 SSA, MoE, SSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and Management Entrepreneurship and Professional Skill Council of India for their academic support and cooperation.

We are thankful to the course coordinators Dr. Pravin Narayan Mahamuni and experts for their untiring efforts and contributions in the development of this learning outcome-based curriculum.

We are grateful to Dr. Punnam Veeraiah, Head, Department of Business and commerce, PSSCIVE for his guidance in developing the curriculum. Further, we are thankful to Dr. Sangamesh Hugar, Assistant Professor, Department of Business and commerce, PSSCIVE for immensely contributing and supporting in the development of the curriculum. We acknowledge the contribution of Mrs. Sunita Koli, Computer Operator and Ms. Neha Kushwaha, DTP Operator (Contractual), Dept. of Business and commerce, PSSCIVE in designing and typesetting of the curriculum matters in due time.

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), PSSCIVE in development of the curriculum for the employability skills are acknowledged.

PSSCIVE Team

4. CONTENTS

S.No.	Title		Page No.
	Foreword		(i)
	Preface		(ii)
	Acknowledgement		(iv)
1.	Course Overview		1
2.	Scheme of Units		2
3.	Teaching/Training Activities		4
4.	Assessment and Certification		4
5.	Unit Content	CLASS –11	
		Part A Employability Skills	07 - 14
		Unit 1: Communication Skills – III	07
		Unit 2: Self-management Skills – III	09
		Unit 3: Information and Communication Technology Skills – III	11
		Unit 4: Entrepreneurial Skills – III	12
		Unit 5: Green Skills – III	14
		Part B Vocational Skills	15 - 20
		Unit 1: Introduction to the Banking Sector and Role of MIS Data Analyst	15
		Unit 2: Excel for Financial Data Management	16
		Unit 3: Data Organization and MIS Report	17
		Unit 4: Advanced Excel for Analysis and Dashboards	18
		Unit 5: Automation and Presentation of Reports	19
		CLASS -12	
		Part A Employability Skills	21 - 26
		Unit 1: Communication Skills – IV	21
		Unit 2: Self-management Skills – IV	22
		Unit 3: Information and Communication Technology Skills – IV	23
		Unit 4: Entrepreneurial Skills – IV	24
		Unit 5: Green Skills – IV	25
		Part B Vocational Skills	27 - 33
		Unit 1: Financial Business Management	27
		Unit 2: Operational Metrics and Business Analysis	27
		Unit 3: Budgeting and Financial Reporting	28
		Unit 4: Management Reporting and Process Optimization	29
		Unit 5: Advanced Data Analysis and Decision Making	32
6.	Organization of Field Visits		34
7.	List of Equipment and Materials		34
8.	Vocational Teacher's/ Trainer's Qualification and Guidelines		35
9.	List of Contributors		37

1. Course Overview

COURSE TITLE: MIS Data Analyst – Financial Services

The MIS Data Analyst – Financial Services course is designed to equip students of Grades 11 and 12 with the essential knowledge and hands-on skills required to collect, analyze, and report financial and operational data using digital tools—primarily Microsoft Excel. In Grade 11, learners are introduced to data fundamentals, Management Information Systems (MIS), and Excel-based data analysis techniques, progressing to structured reporting and basic automation. In Grade 12, the focus shifts to advanced financial reporting, budgeting, business analysis, and the application of data-driven decision-making, including forecasting, process improvement, and KPI monitoring.

The course ensures that learners understand how data supports strategic decision-making across financial services by integrating theoretical concepts with practical application. Through case studies, hands-on projects, and report simulations, learners gain real-world insights into operational metrics, profitability analysis, dashboard creation, and automated MIS reporting.

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

- Demonstrate effective communication, self-management, and ICT skills essential for personal and professional growth.
- Apply entrepreneurial thinking, environmental awareness, and digital competence to real-life work and social situations.
- Develop a positive attitude, adaptability, and lifelong learning mindset to succeed in diverse career pathways.
- Identify and collect various types of business data from internal and external sources.
- Apply basic and advanced Excel functions to clean, organize, analyze, and visualize data.
- Understand and utilize Management Information Systems for business decision-making.
- Generate and interpret MIS reports, dashboards, and key performance indicators (KPIs).
- Perform budgeting, cost variance analysis, and profitability reporting using spreadsheet tools.
- Recommend improvements to MIS processes for enhanced efficiency and reporting accuracy.
- Support business operations through forecasting, project tracking, and proactive communication.
- Design and analyze data-based experiments to support evidence-driven decision-making in financial contexts.

COURSE REQUIREMENTS:

To successfully undertake the *MIS Data Analyst – Financial Services* course, learners should ideally have:

1. **Fundamental Computer Skills:** Basic familiarity with using a computer, including file management, navigating software interfaces, and typing.
2. **Understanding of Basic Mathematics:** Comfort with arithmetic operations, percentages, and interpreting numerical data is essential for working with spreadsheets and performing data analysis.
3. **Introductory Knowledge of MS Office Tools:** Prior exposure to Microsoft Excel and PowerPoint (basic functions like data entry, formatting, and saving files) is helpful but not mandatory, as foundational skills will be covered in the course.
4. **Basic English Language Proficiency:** Ability to comprehend instructions, read data labels, and communicate findings through written or spoken English.

These foundational skills will support learners in grasping more advanced data analysis and reporting concepts as the course progresses.

COURSE LEVEL: This is an intermediate-level course. On completion of this course, a student can take up a diploma or degree-level course. On completion of this course, a student can take up a course for a job role in the Banking, Financial Services & Insurance (BFSI).

COURSE DURATION: 600 hrs.

Grade 11: 300 hrs.

Grade 12: 300 hrs.

Total: **600 hrs.**

2. Scheme of Units

This course is a planned sequence of instructions consisting of units meant for developing the employability and vocational competence of students of classes 11 and 12 opting for the vocational subjects along with general education subjects.

The Unit wise distribution of hours and marks for Grade 11 is as follows:

CLASS 11			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory and Practical 100
Part A	Employability Skills		
	Unit 1: Communication Skills – III	25	10
	Unit 2: Self-management Skills – III	25	
	Unit 3: Information and Communication Technology Skills – III	20	
	Unit 4: Entrepreneurial Skills – III	25	
	Unit 5: Green Skills – III	15	
	Total	110	10
Part B	Vocational Skills		
	Unit 1: Introduction to the Banking Sector and Role of MIS Data Analyst	25	30
	Unit 2: Excel for Financial Data Management	35	
	Unit 3: Data Organization and MIS Report	35	
	Unit 4: Advanced Excel for Analysis and Dashboards	35	
	Unit 5: Automation and Presentation of Reports	35	
	Total	165	30
Part C	Practical Work		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10

	Total	10	35
Part D	Project Work/Field Visit		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
Grand Total		300	100

The unit-wise distribution of hours and marks for Grade 12 is as follows:

CLASS 12		
Units	No. of Hours for Theory and Practical	Max. Marks for Theory and Practical
	300	100
Employability Skills		
Unit 1: Communication Skills – IV	25	10
Unit 2: Self-management Skills – IV	25	
Unit 3: Information and Communication Technology Skills – IV	20	
Unit 4: Entrepreneurial Skills – IV	25	
Unit 5: Green Skills – IV	15	
Total	110	10
Vocational Skills		
Unit 1: Financial Business Management	25	30
Unit 2: Operational Metrics and Business Analysis	35	
Unit 3: Budgeting and Financial Reporting	35	
Unit 4: Management Reporting and Process Optimization	35	
Unit 5: Advanced Data Analysis and Decision Making	35	
Total	165	30
Practical Work		
Practical Examination	06	15
Written Test	01	10
Viva Voce	03	10
Total	10	35
Project Work/Field Visit		
Practical File/Student Portfolio	10	10
Viva Voce	05	05
Total	15	15
Grand Total	300	100

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

Upon 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, 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: 40

		No. of Questions			
	Typology of Question	Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	Marks
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
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	2	1	07
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	2	0	04
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
	Total	5x1=5	10x2=20	5x3=15	40 (20 questions)

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, and 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.

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

5. UNIT CONTENTS

CLASS 11

Part A: Employability Skills

S.No.	Units	Duration (Hrs.)
1.	Unit 1: Communications skills-III	25
2.	Unit 2: Self-management Skills-III	25
3.	Unit 3: Information and Communication Technology Skills-III	20
4.	Unit 4: Entrepreneurial Skills-III	25
5.	Unit 5: Green skills-III	15
	Total	110

UNIT 1: COMMUNICATION SKILLS – III

Duration: 25 hrs

	Theory (10 hrs)	Practical (15 hrs)
LO1	Demonstrate Knowledge of Effective Communication	
1.	<ul style="list-style-type: none"> Introduction to communication Importance of communication Elements of communication Perspectives in communication Effective communication 	<ul style="list-style-type: none"> Role-play on the communication process Group discussion on factors affecting perspectives in communication Classroom discussion on the 7Cs of effective communication (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) Chart making on elements of communication
LO2	Demonstrate Verbal Communication	
2.	<ul style="list-style-type: none"> Verbal communication Public speaking 	<ul style="list-style-type: none"> Role-play of a phone conversation. Group exercise on delivering speech and practicing public speaking
LO3	Demonstrate Non-Verbal Communication	
3.	<ul style="list-style-type: none"> Importance of non-verbal communication Types of non-verbal 	<ul style="list-style-type: none"> Role-play on non-verbal communication Group exercise and discussion on

	communication <ul style="list-style-type: none"> Visual communication 	Do's and Don'ts to avoid body language mistakes <ul style="list-style-type: none"> Group activity on methods of communication
LO4	Use Correct Pronunciation	
4.	<ul style="list-style-type: none"> Pronunciation basics Speaking properly Phonetics Types of sounds 	<ul style="list-style-type: none"> Group exercises on pronouncing words
LO5	Demonstrate the knowledge of Assertive Communication Style	
5.	<ul style="list-style-type: none"> Important communication styles Assertive communication Advantages of assertive communication Practicing assertive communication 	<ul style="list-style-type: none"> Group discussion on communication styles Group discussion on observing and sharing communication styles
LO6	Demonstrate the Knowledge of Saying No	
6.	<ul style="list-style-type: none"> Steps for saying 'No' Connecting words (Conjunctions) 	<ul style="list-style-type: none"> Group discussion on how to respond Group activity on saying 'No'
LO7	Identify and Use Parts of Speech in Writing	
7.	<ul style="list-style-type: none"> Capitalization Punctuation Basic parts of speech Supporting parts of speech 	<ul style="list-style-type: none"> Group exercises on identifying parts of speech Group exercises on constructing sentences Group exercises on nouns
LO8	Write Sentences and Paragraphs	
8.	<ul style="list-style-type: none"> Parts of a sentence Types of objects Types of sentences Paragraph 	<ul style="list-style-type: none"> Exercises on making sentences Activity on active and passive voice Assignment on writing different types of sentences
LO9	Communicate with People	

9.	<ul style="list-style-type: none"> Greetings Introducing self and others 	<ul style="list-style-type: none"> Role-play on formal and informal greetings Role-play on introducing someone Practice session and group discussion on greeting different people.
LO10	Introduce Self to Others and Write About Oneself	
10.	<ul style="list-style-type: none"> Talking about self Filling out a form to write about self 	<ul style="list-style-type: none"> Practicing self-introduction to write about self Filling up forms to write about self
LO11	Ask Questions	
11.	<ul style="list-style-type: none"> Types of questions Asking close-ended and open-ended questions 	<ul style="list-style-type: none"> Exercise on asking different types of questions Group activity on framing open and close-ended questions
LO12	Communicate Information About Family to Others	
12.	<ul style="list-style-type: none"> Words that show relations in the family 	<ul style="list-style-type: none"> Practice talking about family Role-play on talking about family members
LO13	Describe Habits and Routines	
13.	<ul style="list-style-type: none"> Concept of habits and routines 	<ul style="list-style-type: none"> Group discussion on habits and routines Group activity on describing routines
LO14	Ask or Give Directions to Others	
14.	<ul style="list-style-type: none"> Asking for directions to a place Giving directions for a place 	<ul style="list-style-type: none"> Role-play on asking and giving directions to a place Identifying symbols used for giving directions

UNIT 2: SELF-MANAGEMENT SKILLS – III

Duration: 25 hrs

	Theory (10 hrs)	Practical (15 hrs)
LO1	Identify and Analyse Own Strengths and Weaknesses	
1.	<ul style="list-style-type: none"> Knowing yourself Identifying strengths and weaknesses Difference between interests 	<ul style="list-style-type: none"> Activity on writing aim in life Preparing a worksheet on interests and abilities

	and abilities	
LO2	Demonstrate Personal Grooming	
2.	<ul style="list-style-type: none"> Guidelines for dressing and grooming 	<ul style="list-style-type: none"> Role-play on dressing and grooming standards Self-reflection activity on dressing and grooming
LO3	Maintain Personal Hygiene	
3.	<ul style="list-style-type: none"> Importance of personal hygiene Three steps to personal hygiene Essential steps of hand washing 	<ul style="list-style-type: none"> Role-play on personal hygiene Assignment on personal hygiene
LO4	Demonstrate the Knowledge of Working in a Team and Participating in Group Activities	
4.	<ul style="list-style-type: none"> Describe the benefits of teamwork Working in a team 	<ul style="list-style-type: none"> Assignment on working in a team Self-reflection on teamwork
LO5	Describe the Importance of Networking Skills	
5.	<ul style="list-style-type: none"> Benefits of networking skills Steps to build networking skills 	<ul style="list-style-type: none"> Group exercise on networking in action Assignment on networking skills
LO6	Describe the Meaning and Importance of Self-Motivation	
6.	<ul style="list-style-type: none"> Self-motivation Types of motivation Qualities of Self-motivated people 	<ul style="list-style-type: none"> Activity on staying motivated Assignment on reasons hindering motivation
LO7	Set SMART Goals	
7.	<ul style="list-style-type: none"> Meaning of goals and purpose of goal-setting Setting SMART (Specific, Measurable, Attainable, Realistic and Timebound) goals 	<ul style="list-style-type: none"> Assignment on setting SMART goals Activity in developing long-term and short-term goals using the SMART method
LO8	Apply Time Management Strategies and Techniques	
8.	<ul style="list-style-type: none"> Time management Steps for effective time 	<ul style="list-style-type: none"> Preparing a checklist of daily activities

	management	<ul style="list-style-type: none"> Preparing to-do-list
--	------------	--

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – III

Duration: 20 hours

	Theory (08 hrs)	Practical (12 hrs)
LO1	Create A Document on the Word Processor	
1.	<ul style="list-style-type: none"> Introduction to ICT Advantages of using (Information and Communication Technology) a word processor. Working with Libre Office Writer 	<ul style="list-style-type: none"> Group activity on demonstration and practice of the following: <ol style="list-style-type: none"> Creating a new document Typing text Saving the text Opening and saving files on Microsoft Word/Libre Office Writer.
LO2	Identify the basic interface of LibreOffice	
2.	<ul style="list-style-type: none"> Standard user interface of LibreOffice writer <ol style="list-style-type: none"> Status bar Menu bar Tool bar Making a text bold 	<ul style="list-style-type: none"> Group activity on using the basic user interface of LibreOffice writer Group activity on working with Microsoft Word
LO3	Save, Close, Open and Print Document	
3.	<ul style="list-style-type: none"> Saving a Word document Closing a Word document Opening an existing document Printing a Word document 	<ul style="list-style-type: none"> Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word
LO4	Format Text in a Word Document	
4.	<ul style="list-style-type: none"> Changing style and size of text Aligning text and Cutting, Copying, Pasting text Finding and replacing 	<ul style="list-style-type: none"> Group activity on formatting text in LibreOffice Writer Group activity on formatting text in Microsoft Word
LO5	Check Spelling and Grammar in a Word Document	
5.	<ul style="list-style-type: none"> Starting a spell checker Short-cut menu for spell checker 	<ul style="list-style-type: none"> Group activity on checking spellings and grammar using

	<ul style="list-style-type: none"> Autocorrecting spellings 	LibreOffice Writer <ul style="list-style-type: none"> Group activity on checking spelling and grammar using Microsoft Word
LO6	Insert Lists, Tables, Pictures, and Shapes in a Word Document	
6.	<ul style="list-style-type: none"> Insert bullet list Inserting the following in Word document <ol style="list-style-type: none"> Number list Tables Pictures Shapes 	<ul style="list-style-type: none"> Practical exercise of inserting lists and tables using LibreOffice Writer
LO7	Insert Header, Footer and Page Number in a Word Document	
7.	<ul style="list-style-type: none"> Inserting the following in a Word document <ol style="list-style-type: none"> Header Footer page number Page count 	<ul style="list-style-type: none"> Practical exercises of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word
LO8	Demonstrate the Use of Track Change Option in a Word Document	
8.	<ul style="list-style-type: none"> Tracking changes in LibreOffice Writer Manage option Comparing documents 	<ul style="list-style-type: none"> Group activity on performing changes in track mode in LibreOffice Writer and Microsoft Word

UNIT 4: ENTREPRENEURSHIP SKILLS – III

Duration: 25 hrs

	Theory (10 hrs)	Practical (15 hrs)
LO1	Differentiate Between Different Kinds of Businesses	
1.	<ul style="list-style-type: none"> Introduction to entrepreneurship Types of business activities – manufacturing, trading, and service 	<ul style="list-style-type: none"> Role-play on different kinds of businesses around us
LO2	Describe the Significance of Entrepreneurial Values	
2.	<ul style="list-style-type: none"> Values of an entrepreneur Case study on qualities of an entrepreneur 	<ul style="list-style-type: none"> Role-play on qualities of an entrepreneur

LO3	Describe the Attitudinal Changes Required to Become an Entrepreneur	
3.	<ul style="list-style-type: none"> Difference between the attitude of an entrepreneur and an employee 	<ul style="list-style-type: none"> Interviewing employees and entrepreneurs
LO4	Describe the Importance of Thinking Like an Entrepreneur	
4.	<ul style="list-style-type: none"> Problems of entrepreneurs Problem-solving Thinking like an entrepreneur to solve problems 	<ul style="list-style-type: none"> Group activity on identifying and solving problems
LO5	Generate Business Ideas	
5.	<ul style="list-style-type: none"> The business cycle Principles of idea creation Generating a business idea Case studies 	<ul style="list-style-type: none"> Group activity to create business ideas
LO6	Describe Customer Needs and the Importance of Conducting a Customer Survey	
6.	<ul style="list-style-type: none"> Understanding customer needs Conducting a customer survey 	<ul style="list-style-type: none"> Group activity for conducting a customer survey
LO7	Create a Business Plan	
7.	<ul style="list-style-type: none"> Importance of business planning Preparing a business plan Principles to follow for growing a business Case studies 	<ul style="list-style-type: none"> Group activity on developing a business plan

UNIT 5: GREEN SKILLS – III		
Duration: 15 hrs		
	Theory (07 hrs)	Practical (08 hrs)
LO1	Describe the Importance of the Main Sectors of the Green Economy	
1.	<ul style="list-style-type: none"> Important sectors of green economy- <ol style="list-style-type: none"> Agriculture Energy resources Construction Fisheries Forestry Tourism Transport Water Management Waste management Manufacturing Industry 	<ul style="list-style-type: none"> Group discussion on sectors of the green economy Preparing posters on various sectors for promoting the green economy
LO2	Describe Policies for the Green Economy	
2.	<ul style="list-style-type: none"> Policies for a green economy 	<ul style="list-style-type: none"> Group discussion on initiatives for promoting the green economy Writing an essay or a short note on the important initiatives for promoting a green economy.
LO3	Describe the Role of Various Stakeholders in the Green Economy	
3.	<ul style="list-style-type: none"> Stakeholders in the green economy 	<ul style="list-style-type: none"> Group discussion on the role of stakeholders in the green economy Making solar bulbs.
LO4	Describe the Role of Government and Private Agencies in the Green Economy	
4.	<ul style="list-style-type: none"> Role of the government in promoting a green economy Role of private agencies in promoting green economy 	<ul style="list-style-type: none"> Group discussion on the role of government and private agencies in promoting a green economy. Preparing posters on green sectors.

Grade 11

Part B: Vocational Skills

S. No.	Units	Duration (Hrs.)
1.	Unit 1: Introduction to the Banking Sector and Role of MIS Data Analyst	25
2.	Unit 2: Excel for Financial Data Management	35
3.	Unit 3: Data Organization and MIS Report	35
4.	Unit 4: Advanced Excel for Analysis and Dashboards	35
5.	Unit 5: Automation and Presentation of Reports	35
	Total	165

UNIT 1: INTRODUCTION TO THE BANKING SECTOR AND ROLE OF MIS DATA ANALYST

Duration: 25 Hrs

	Theory (13 Hrs)	Practical (12 Hrs)
LO1	Understand the structure and functions of the Banking, Financial Services, and Insurance (BFSI) sector.	
1.	<ul style="list-style-type: none"> Introduction to BFSI: Definition and Components Overview of Indian Banking System Roles of RBI, Commercial Banks, NBFCs, and Insurance Companies Recent Trends in BFSI (Digital Banking, UPI, FinTech) 	<ul style="list-style-type: none"> Group discussion on the role of digital banking in financial inclusion. Chart creation showing BFSI institutions and their functions. Presentation on recent trends in BFSI.
LO2	Describe how MIS supports various departments within BFSI organizations.	
2.	<ul style="list-style-type: none"> MIS: Concept, Components, Types Functional Areas: Retail Banking, Corporate Banking, Risk, Compliance, etc. Role of MIS in Operations, Decision-Making & Reporting Information flow and hierarchy in banks 	<ul style="list-style-type: none"> Identify and list down the components of a familiar online system (e.g., e-commerce platform). Group discussion on role of MIS in Operations, Decision-Making & Reporting. Presentation on MIS usage in a bank for loan processing. Diagramming data flow in a financial institutions.
LO3	Describe the role of MIS Data Analyst in Financial Services.	

3.	<ul style="list-style-type: none"> Job Description and Key Deliverables Essential Tools (Excel, SQL, Dashboards) KPIs, Reports, and Communication with Stakeholders 	<ul style="list-style-type: none"> Group discussion on role of MIS in BFSI sector. Presentation on job description and KPIs. Preparing a sample report format for a financial metric.
LO4	Recognize the importance of data confidentiality, ethics, and regulatory compliance in BFSI.	
4.	<ul style="list-style-type: none"> Data Governance Principles Regulatory Guidelines (KYC, AML, Data Protection) Ethics in Financial Data Handling 	<ul style="list-style-type: none"> Group discussion on ethics in data usage. Identify and present risk areas and solutions for data privacy breach.

UNIT 2: EXCEL FOR FINANCIAL DATA MANAGEMENT

Duration: 35 Hrs

	Theory (13 Hrs)	Practical (22 Hrs)
LO1	Navigate Excel interface, perform data entry, formatting, and workbook management.	
1.	<ul style="list-style-type: none"> Excel User Interface: Ribbon, Cells, Rows, Columns, Worksheets, Workbooks, Data Types in Excel, Entering and Editing Data, Basic Formatting (Font, Alignment, Number Formats), Saving and Opening Workbooks 	<ul style="list-style-type: none"> Familiarize with the Excel interface and its various components. Practice data entry and basic formatting techniques.
LO2	Apply basic Excel formulas and functions to perform simple calculations.	
2.	<ul style="list-style-type: none"> Introduction to Formulas (using operators like +, -, *, /), Basic Functions (SUM, AVERAGE, COUNT, MIN, MAX), Cell Referencing in Formulas, Using the AutoSum Feature 	<ul style="list-style-type: none"> Create a worksheet to calculate total marks, average, and percentage using basic arithmetic operators. Perform various functions i.e. SUM, AVERAGE, COUNT, MIN, and MAX by applying to datasets. Perform both relative and absolute cell references to calculate a total price with tax in a billing sheet.
LO3	Format and visualize data for better understanding.	

3.	<ul style="list-style-type: none"> Advanced Formatting Options (Conditional Formatting, Number Formatting, Cell Styles), Working with Tables, Sorting and Filtering Data, Basic Chart Creation (Column, Bar, Line) 	<ul style="list-style-type: none"> Perform various formatting techniques to a given dataset. Creating and formatting tables in Excel. Perform Sort and filter function in the worksheet data to extract specific information.
LO4	Analyze data using logical and lookup functions.	
4.	<ul style="list-style-type: none"> Introduction to Lookup Functions (VLOOKUP, HLOOKUP - basic understanding), Basic Logical Functions (IF, AND, OR), Combining Functions in Formulas 	<ul style="list-style-type: none"> Perform VLOOKUP and HLOOKUP to retrieve data from tables. Perform IF function to create conditional outputs. Combining IF with other basic functions.

UNIT 3: DATA ORGANIZATION AND MIS REPORT

Duration: 35 Hrs

	Theory (12 Hrs)	Practical (23 Hrs)
LO1	Structure data using tables and apply validation.	
1.	<ul style="list-style-type: none"> Principles of Data Organization, Creating Structured Tables, Data Validation Techniques, Importing and Exporting Data in Different Formats (CSV, TXT) 	<ul style="list-style-type: none"> Organize raw data into structured Excel tables. Perform data validation rules to prevent errors. Group discussion on importing and exporting data between different file formats.
LO2	Utilize aggregate functions in Excel to derive meaningful information from data.	
2.	<ul style="list-style-type: none"> Aggregate Functions (SUMIF, AVERAGEIF, COUNTIF, SUMIFS, AVERAGEIFS, COUNTIFS), Using Aggregate Functions with Criteria 	<ul style="list-style-type: none"> Perform using SUMIF, AVERAGEIF, and COUNTIF to analyze data based on single criteria and with multiple criteria. Perform real-world data analysis problems using aggregate functions.
LO3	Describe the purpose and different types of MIS reports.	
3.	<ul style="list-style-type: none"> Importance of MIS Reports, Types of Reports (Daily, Weekly, Monthly, Quarterly, Annual), Ad-hoc Reports, Key Elements of an Effective Report, Report Formats and Structures 	<ul style="list-style-type: none"> Importance of MIS Reports, Types of Reports (Daily, Weekly, Monthly, Quarterly, Annual), Ad-hoc Reports, Key Elements of an Effective Report, Report Formats and Structures

LO4	Use pivot tables and charts for reporting.	
4.	<ul style="list-style-type: none"> Create pivot tables Analyze and summarize datasets Apply filters, slicers 	<ul style="list-style-type: none"> Develop MIS reports with pivot visuals.

UNIT 4: ADVANCED EXCEL FOR ANALYSIS AND DASHBOARDS

Duration: 35 Hrs

	Theory (10 Hrs)	Practical (25 Hrs)
LO1	Apply advanced lookup functions for comprehensive data analysis.	
1.	<ul style="list-style-type: none"> Advanced VLOOKUP and HLOOKUP, Introduction to INDEX and MATCH functions and their advantages, Combining INDEX and MATCH for flexible lookups 	<ul style="list-style-type: none"> Perform using VLOOKUP and HLOOKUP with approximate match for range lookups. Perform to Apply the INDEX and MATCH functions separately. Combining INDEX and MATCH to perform more complex lookups.
LO2	Prepare daily and weekly MIS reports using MS Excel.	
2.	<ul style="list-style-type: none"> Key Performance Indicators (KPIs) for Daily and Weekly Reports, Excel Formulas and Functions to Calculate KPIs, Formatting Reports for Clarity, Presenting Data in Tables and Charts. 	<ul style="list-style-type: none"> Group discussion on how to create a sample daily sales report in Excel. Develop a weekly performance report for a specific department. Perform to present the data from the reports using appropriate charts.
LO3	Utilize pivot tables to create insightful summaries and understand the basics of dashboard creation.	
3.	<ul style="list-style-type: none"> Advanced Pivot Table Features (Calculated Fields, Grouping), Introduction to Dashboards and key elements, layout Key Elements Planning a Dashboard Layout 	<ul style="list-style-type: none"> Create pivot tables with calculated fields and grouping. Identify key data points for a specific dashboard. Sketch a basic layout for a dashboard.
LO4	Prepare monthly MIS reports and create basic dashboards in Excel to visualize key information.	
4.	<ul style="list-style-type: none"> KPIs for Monthly Reports, Pivot Tables and Charts for Monthly Analysis, 	<ul style="list-style-type: none"> Create a sample monthly performance report using pivot tables and charts. Building a basic dashboard in Excel to

	<ul style="list-style-type: none"> Creating Basic Dashboards using Excel Charts and Tables, Adding Basic Interactive Elements (Slicers). 	<ul style="list-style-type: none"> visualize monthly KPIs. Perform to add slicers to the dashboard for interactive data exploration.
--	--	--

UNIT 5: AUTOMATION AND PRESENTATION OF REPORTS

Duration: 35 Hrs

	Theory (10 Hrs)	Practical (25 Hrs)
LO1	Describe the basics of Macros and VBA (Visual Basic for Applications) for automating tasks.	
1.	<ul style="list-style-type: none"> Concept of Macros Recording Basic Macros, VBA Editor Interface, Introduction to VBA Concepts (Variables, Basic Syntax) 	<ul style="list-style-type: none"> Perform to record and run simple macros. Exploring the VBA editor interface. Presentation of making minor modifications to recorded macros. Group discussion on the use of VBA.
LO2	Automate basic reporting and dashboard updates using recorded macros.	
2.	<ul style="list-style-type: none"> Assigning Macros to Buttons and Shortcuts, Automating Repetitive Tasks (Formatting, Printing, Updating Charts), Scheduling Basic Macro Execution. 	<ul style="list-style-type: none"> Assigning Macros to Buttons and Shortcuts, Automating Repetitive Tasks (Formatting, Printing, Updating Charts), Scheduling Basic Macro Execution.
LO3	Communicate findings through structured reports.	
3.	<ul style="list-style-type: none"> Analytical Report Formats (Tabular vs. narrative formats, Business report structure: Title, Objectives, Methods, Analysis, Conclusion, Financial Services context: Monthly Sales Report, Branch Performance, Risk Analysis Report) Using Excel output in reports (Exporting visuals, Cleaning and formatting visuals, Screenshot vs. linked object: Pros and cons) Adding tables and visuals (Choosing the right chart, Table formatting, Enhancing Visuals) 	<ul style="list-style-type: none"> Develop a sample analytical report using Excel analysis (e.g., Sales Report for Q1). Integrate Excel elements into a Word document by embedding formatted tables and charts. Also, write concise descriptions and interpretations for each section. Present draft reports to classmates in small groups.
LO4	Use presentation tools to showcase data analysis.	

4.	<ul style="list-style-type: none">• Design principles for slide decks• Integrate Excel charts into slides• Presentation skills	<ul style="list-style-type: none">• Create a slide presentation based on a completed analytical report.
----	--	---

CLASS12

Part A - Employability Skills

S. No.	Units	Duration (Hrs.)
1.	Unit1: Communication skills-IV	25
2.	Unit2: Self-management Skills-IV	25
3.	Unit3: Information and Communication Technology Skills-IV	20
4.	Unit4: Entrepreneurial Skills-IV	25
5.	Unit5: Green skills-IV	15
	Total	110

UNIT 1: COMMUNICATION SKILLS – IV

Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Demonstrate Active Listening Skills	
1.	<ul style="list-style-type: none"> Active listening -listening skill and stages of active listening Overcoming barriers to active listening 	<ul style="list-style-type: none"> Group discussion on factors affecting active listening Preparing posters of steps for active listening Role-play on negative effects of not listening actively
LO2	Identify The Parts Of Speech	
2.	<ul style="list-style-type: none"> Parts of speech – using capitals, punctuation, and basic parts of speech Supporting parts of speech 	<ul style="list-style-type: none"> Group practice on identifying parts of speech Group practice on constructing sentences
LO3	Write Sentences	
3.	<ul style="list-style-type: none"> Writing simple sentence Writing complex sentences Types of object Types of sentences <ol style="list-style-type: none"> Active and Passive sentences Statement/ Declarative sentence Question/ Interrogative sentence Emotion/ Reaction or Exclamatory sentence 	<ul style="list-style-type: none"> Group work on writing sentences and paragraphs Group work on practicing writing sentences in active or passive voice Group work on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)

	viii. Order or Imperative sentence ix. Paragraph writing	
--	---	--

UNIT 2: SELF-MANAGEMENT SKILLS – IV		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Describe the Various Factors Influencing Motivation and Positive Attitude	
1.	<ul style="list-style-type: none"> Motivation and positive attitude Intrinsic and extrinsic motivation Positive attitude – ways to maintain positive attitude Stress and stress management - ways to manage stress 	<ul style="list-style-type: none"> Role-play on avoiding stressful situations Activity on listing negative situations and ways to turn them to positive
LO2	Demonstrate the Knowledge of becoming Oriented	
2.	<ul style="list-style-type: none"> Becoming result-oriented Goal setting – examples of result-oriented goals 	<ul style="list-style-type: none"> Group activity on listing aim in life
LO3	Describe the Importance of Self-Awareness and the Basic Personality Traits, Types and Disorders	
3.	<ul style="list-style-type: none"> Steps towards self-awareness Personality and basic personality traits Common personality disorders- <ol style="list-style-type: none"> Suspicious Emotional and impulsive Anxious Steps to overcome personality disorders 	<ul style="list-style-type: none"> Group discussion on self-awareness

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV		
Duration: 20 hours		
	Theory (06 hrs)	Practical (14 hrs)
LO1	Identify the Components of a Spreadsheet Application	
1.	<ul style="list-style-type: none"> Getting started with a spreadsheet - types of a spreadsheet Steps to start LibreOffice Calc., Components of a worksheet. 	<ul style="list-style-type: none"> Group activity on identifying components of spreadsheet in LibreOffice Calc.
LO2	Perform Basic Operations in a Spreadsheet	
2.	<ul style="list-style-type: none"> Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell Selecting multiple cells Saving the spreadsheet in various formats Closing the spreadsheet Opening the spreadsheet. Printing the spreadsheet. 	<ul style="list-style-type: none"> Group activity on working with data on LibreOffice Calc.
LO3	Demonstrate the Knowledge of Working with Data and Formatting Text	
3.	<ul style="list-style-type: none"> Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula Formatting cell and content Changing text style and font size Aligning text in a cell Highlighting text 	<ul style="list-style-type: none"> Group activity on formatting a spreadsheet in LibreOffice Calc Group activity on performing basic calculations in LibreOffice Calc.
LO4	Demonstrate the Knowledge of Using Advanced Features in Spreadsheet	
4.	<ul style="list-style-type: none"> Advanced features in Spreadsheet <ol style="list-style-type: none"> Sorting data Filtering data Protecting spreadsheet with 	<ul style="list-style-type: none"> Group activity on sorting data in LibreOffice Calc

	password	
LO5	Make Use of Software for Making Slides Presentations	
5.	<ul style="list-style-type: none"> Steps to start LibreOffice Impress Adding text to a slide presentation 	<ul style="list-style-type: none"> Group practice on working with LibreOffice Impress tools
LO6	Demonstrate the Knowledge of Opening, Closing and Slide Presentations	
6.	<ul style="list-style-type: none"> Printing a presentation 	<ul style="list-style-type: none"> Group activity on closing and saving a presentation in LibreOffice Impress
LO7	Demonstrate the Knowledge of working with Slides	
7.	<ul style="list-style-type: none"> Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text and changing text color 	<ul style="list-style-type: none"> Group practice on working with font styles in LibreOffice Impress
LO8	Demonstrate the Use of Advanced Features in a Presentation	
8.	<ul style="list-style-type: none"> Advanced features used in a presentation Inserting shapes in the presentation Inserting clipart and images in a presentation Changing slide layout 	<ul style="list-style-type: none"> Group activity on changing slide layout on LibreOffice Impress

UNIT 4: ENTREPRENEURSHIP SKILLS – IV

Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Describe the Types and Qualities of Entrepreneurs	
1.	<ul style="list-style-type: none"> Entrepreneurship and entrepreneur Characteristics of entrepreneurship Entrepreneurship-art and science Qualities of a successful entrepreneur 	<ul style="list-style-type: none"> Group discussion on the topic "An entrepreneur is not born but created". Conducting a classroom quiz on various aspects of entrepreneurship.

	<ul style="list-style-type: none"> Types of entrepreneurs Roles and functions of an entrepreneur What motivates an entrepreneur? Identifying opportunities and risk-taking Startups 	
LO2	Identify the Barriers to Entrepreneurship	
2.	<ul style="list-style-type: none"> Barriers to entrepreneurship <ol style="list-style-type: none"> Environmental barriers Faulty business plan Personal barriers 	<ul style="list-style-type: none"> Group discussion about "What we fear about entrepreneurship" Activity on taking an interview of an entrepreneur.
LO3	Identify the Attitude that Makes an Entrepreneur Successful	
3.	<ul style="list-style-type: none"> Entrepreneurial attitude 	-----
LO4	Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies	
4.	<ul style="list-style-type: none"> Entrepreneurial competencies <ol style="list-style-type: none"> Decisiveness Initiative Interpersonal skills-positive attitude, stress management Perseverance Organizational skills- time management, goal setting, efficiency, managing quality 	<ul style="list-style-type: none"> Playing games, such as "Who am I". Group discussion on business ideas Group practice on "Best out of Waste" Group discussion on the topic of "Let's grow together" Group activity on listing stress and methods to deal with it Group activity on time management Activity on "My entrepreneurial attitude"

UNIT 5: GREEN SKILLS – IV

Duration: 15 hrs

	Theory (05 hrs)	Practical (10 hrs)
LO1	Identify the Benefits of the Green Jobs	
1.	<ul style="list-style-type: none"> Green jobs Benefits of green jobs Green jobs in different sectors: <ol style="list-style-type: none"> Agriculture Transportation 	<ul style="list-style-type: none"> Group discussion on the importance of green jobs.

	<ul style="list-style-type: none"> iii. Water conservation iv. Solar and wind energy v. Eco-tourism vi. Building and construction vii. Solid waste management viii. Appropriate technology 	
LO2	State the Importance of Green Jobs	
2.	<ul style="list-style-type: none"> • Importance of green jobs in the following <ul style="list-style-type: none"> i. Limiting greenhouse gas emissions ii. Minimizing waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change 	<ul style="list-style-type: none"> • Preparing posters on green jobs. • Group activity on tree plantation.

CLASS 12

Part B–Vocational Skills

S. No.	Units	Duration (Hrs.)
1.	Unit 1: Financial Business Management	25
2.	Unit 2: Operational Metrics and Business Analysis	35
3.	Unit 3: Budgeting and Financial Reporting	35
4.	Unit 4: Management Reporting and Process Optimization	35
5.	Unit 5: Advanced Data Analysis and Decision Making	35
	Total	165

UNIT 1: FINANCIAL BUSINESS MANAGEMENT		
Duration: 25 Hrs		
	Theory (15 Hrs)	Practical (10 Hrs)
LO1	Understand the key concepts of financial management within business operations.	
1.	<ul style="list-style-type: none"> Goals of Financial Management Role of MIS in Supporting Financial Decisions Key Financial Statements Overview (Balance Sheet, P&L, Cash Flow) 	<ul style="list-style-type: none"> Group discussion on goal of financial management. Presentation of role of MIS in supporting financial decisions. Prepare a simple Profit & Loss Statement (Income Statement) to determine net profit. Analyze sample financial statements and identify MIS-relevant data points.
LO2	Describe how MIS contributes to financial planning and forecasting.	
2.	<ul style="list-style-type: none"> Introduction to FP&A Budgeting, Forecasting, and Financial Modelling Basics, Linking MIS Reports with Financial Projections 	<ul style="list-style-type: none"> Presentation on review a company's financial statements and identify key areas where FP&A can support strategic decisions. Create a simple monthly budget and revenue forecast for a startup using spreadsheet software. Group discussion on how to analyze a sample MIS report and use the data to update and adjust a financial projection model.
LO3	Explore financial indicators used in evaluating business investments.	
3.	<ul style="list-style-type: none"> ROI, Payback Period, NPV, IRR – Concepts and Differences, 	<ul style="list-style-type: none"> Calculate ROI, Payback Period, NPV, and IRR for a mock investment project and compare the results.

	<ul style="list-style-type: none"> Using MIS tools to assess investment options 	<ul style="list-style-type: none"> Use spreadsheet-based dashboards or MIS software to input project data and generate investment performance reports.
LO4	Identify risk factors in financial data and regulatory responsibilities of MIS Analysts.	
4.	<ul style="list-style-type: none"> Financial Risk Types (Operational, Market, Credit), Compliance Frameworks (e.g., Basel, SEBI, RBI guidelines), MIS Analyst's Role in Compliance Reporting 	<ul style="list-style-type: none"> Group discussion on various types of financial risk. Review and summarize the key compliance guidelines from Basel, SEBI, and RBI for a financial institution. Prepare a sample compliance report using MIS tools, highlighting key financial data in accordance with regulatory guidelines.

UNIT 2: OPERATIONAL METRICS AND BUSINESS ANALYSIS

Duration: 35 Hrs

	Theory (15 Hrs)	Practical (20 Hrs)
LO1	Identify key operational metrics and Key Performance Indicators (KPIs) relevant to different business functions.	
1.	<ul style="list-style-type: none"> Introduction to Operational Metrics, Key Performance Indicators (KPIs), Types of KPIs (Financial, Sales, Marketing, Operations, Customer Service), Identifying Relevant Metrics for Different Departments, Importance of Tracking Operational Performance 	<ul style="list-style-type: none"> List out the relevant operational metrics for a hypothetical business. Group discussion on identifying key KPIs for different functional areas (e.g., sales conversion rate, customer churn rate, production efficiency). Analyzing a case study to determine the most important KPIs to track. Presentation on importance of tracking operational performance.
LO2	Describe the fundamentals of data analysis and its role in business decision-making.	
2.	<ul style="list-style-type: none"> Introduction to Data Analysis, Types of Business Analysis (Descriptive, Diagnostic, Predictive, Prescriptive), Data Analysis Process (Data Collection, Cleaning, Analysis, Interpretation, Reporting), 	<ul style="list-style-type: none"> Group discussion on real-world examples of how data analysis has impacted business decisions. Identify potential areas for process improvement through data analysis in a given scenario. Practice basic data cleaning techniques on a sample dataset.

	<ul style="list-style-type: none"> • Role of Business Analysis in Improving Efficiency and Effectiveness 	
LO3	Learn to present data analysis findings in a clear, concise, convincing, and actionable format.	
3.	<ul style="list-style-type: none"> • Principles of Effective Communication, • Structuring a Presentation, • Visualizing Data for Impact (Choosing the Right Charts), • Writing Concise Summaries, • Formulating Actionable Recommendations, • Tailoring Presentations to Different Audiences 	<ul style="list-style-type: none"> • Group discussion on impact of good and bad data presentations. • Practice presenting data insights using different visualization techniques. • Develop actionable recommendations based on a given data analysis scenario.
LO4	Describe the basic concepts of volume forecasting and capacity planning in a business context.	
4.	<ul style="list-style-type: none"> • Definition and importance of Volume Forecasting, • Factors Influencing Demand, • Basic Forecasting Methods (Qualitative and Quantitative - overview), • Introduction to Capacity Planning, • Types of Capacity, • Importance of Aligning Capacity with Forecasted Demand. 	<ul style="list-style-type: none"> • Group discussion on the factors that might influence the demand for a specific product or service. • Explore simple forecasting methods using historical data (e.g., moving average) • Analyze and prepare presentation on a scenario where capacity planning decisions impacted business operations.

UNIT 3: BUDGETING AND FINANCIAL REPORTING

Duration: 33 Hrs

	Theory (14 Hrs)	Practical (21 Hrs)
LO1	Learn to generate basic income and expenditure budget reports using spreadsheet software.	
1.	<ul style="list-style-type: none"> • Understand Income and Expenditure Budgets, • Key Components of Budget Reports, • Use Spreadsheet Software (Excel) to Create Budget Templates, 	<ul style="list-style-type: none"> • Group discussion on the role of excel in budget preparation. • Create a template for an income and expenditure budget in Excel. • Prepare sample income and expense data into the budget template.

	<ul style="list-style-type: none"> • Entering and Organizing Budget Data, • Calculate Variances 	<ul style="list-style-type: none"> • Perform to calculate basic budget variances.
LO2	Explain the purpose and key elements of cost, variance, and profitability reports.	
2.	<ul style="list-style-type: none"> • Introduction to Cost Reports (Types of Costs), • Variance Analysis (Actual vs. Budgeted), • Profitability Analysis (Gross Profit, Net Profit etc.), • Key Elements of Cost, Variance, and Profitability Reports 	<ul style="list-style-type: none"> • Group discussion on how to analyze a sample cost report and identify different cost categories. • Practice calculating basic cost variances from given data. • Presentation on how to interpret a simple profitability report.
LO3	Prepare basic cost and variance reports using MS Excel.	
3.	<ul style="list-style-type: none"> • Structuring Cost Reports in Excel, • Formulas to Calculate Costs and Variances, • Format Variance Reports for Clarity, • Present Cost and Variance Information using Tables and Charts 	<ul style="list-style-type: none"> • Create a cost report template in Excel. • Practice calculating cost variances using Excel formulas. • Perform formatting a variance report to highlight key areas of concern.
LO4	Describe how to analyze profitability factors and identify key value drivers for a business.	
4.	<ul style="list-style-type: none"> • Factors Affecting Profitability (Sales Volume, Pricing, Costs), • Value Drivers (Customer Acquisition, Customer Retention, Operational Efficiency, Product Innovation), • Impact of Value Drivers on Profitability 	<ul style="list-style-type: none"> • Presentation on potential value drivers for different types of businesses. • Analyze a case study to identify the key factors impacting profitability. • Group discussion on how different value drivers can be measured and tracked.

UNIT 4: MANAGEMENT REPORTING AND PROCESS OPTIMIZATION		
Duration: 35 Hrs		
	Theory (15 Hrs)	Practical (20 Hrs)
LO1	Generate management reports that are accurate and delivered in a timely manner.	
1.	<ul style="list-style-type: none"> Importance of Accuracy in Reporting, Data Integrity, Timeliness of Reports and its Impact on Decision-Making, Use of Data Validation and Error Checking Techniques, Automate Data Extraction and Report Generation (Introduction) 	<ul style="list-style-type: none"> Identify and list down the potential sources of error in a sample dataset. Practice by applying data validation techniques in Excel to ensure accuracy. Group discussion on the importance of adhering to reporting deadlines.
LO2	Explain different methods for distributing management reports and ensuring they reach the right stakeholders.	
2.	<ul style="list-style-type: none"> Distribution channels: email, shared drives, cloud-based MIS platforms, Importance of Security and Confidentiality, Customize Report Distribution to the Audience, Tracking Report Delivery and Receipt 	<ul style="list-style-type: none"> Group discussion on the most appropriate distribution methods for different types of reports and audiences. Practice how to securely share reports using different tools. Create a sample distribution list for a set of management reports.
LO3	Apply MIS-generated insights to improve business processes.	
3.	<ul style="list-style-type: none"> Role of MIS in identifying inefficiencies and bottlenecks, Process mapping techniques (basic flowcharts), Performance indicators to assess current processes, Root cause analysis using MIS data 	<ul style="list-style-type: none"> Presentation on the potential updates to an existing MIS to enhance efficiency. Analyze a dataset to identify potential process inefficiencies Group discussion on how to map a simple business process and to identify areas for improvement.
LO4	Support implementation and monitoring of improvements using MIS tools.	
4.	<ul style="list-style-type: none"> Change management in process improvement, Communicating process changes to teams, Monitoring improvements through KPI tracking, 	<ul style="list-style-type: none"> Develop an implementation plan for a proposed process improvement. Present improvement metrics using visual dashboards. Group discussion on strategies for overcoming resistance to change.

	<ul style="list-style-type: none"> Adjusting processes based on performance feedback 	
--	---	--

UNIT 5: ADVANCED DATA ANALYSIS AND DECISION MAKING

Duration: 35 Hrs

	Theory (12 Hrs)	Practical (23 Hrs)
LO1	Prepare and update monthly KPI data to support management in making operational decisions.	
1.	<ul style="list-style-type: none"> Relevant Monthly KPIs, Collect and Validate Monthly Data, Use of Spreadsheet Software to Organize and Calculate KPIs, Monthly KPI Reports and Dashboards, Trends and Patterns in KPI Data. 	<ul style="list-style-type: none"> Prepare a monthly KPI report template in Excel. Practice input Sample Key Performance Indicators (KPIs) into the Monthly Reporting Template. Create charts to visualize monthly KPI trends and patterns.
LO2	Generate and maintain accurate day-to-day sales data and update the management.	
2.	<ul style="list-style-type: none"> Key Sales Data Points, Systems for Daily Data Collection, Data Accuracy and Completeness, Organize and Store Daily Sales Data, Communicate Daily Sales Updates to Management. 	<ul style="list-style-type: none"> Designing a simple system for collecting daily sales data. Practice data entry and validation for daily sales records. Prepare a brief daily sales summary for management.
LO3	Learn the principles of developing data-based experiments to increase the efficiency of decision-making.	
3.	<ul style="list-style-type: none"> Introduction to Data-Driven Decision Making, The Scientific Method in Business, Formulating Hypotheses, Designing Experiments (A/B Testing), Key Variables, Measure and Analyze Experiment Results. 	<ul style="list-style-type: none"> Group discussion on the potential business questions that can be addressed through data-based experiments. Design a simple A/B test for a given scenario. Identify and list down the key variables and metrics for a designed experiment.
LO4	Describe how to execute data-based experiments and analyze the results to inform decision-making.	

4.	<ul style="list-style-type: none">• Implement and Run Experiments,• Collect and Organize Experiment Data,• Use of Statistical Tools (Basic Concepts in Excel) to Analyze Results,• Interpret Findings and Draw Conclusions,• Data-Driven Decisions Based on Experiment Outcomes.	<ul style="list-style-type: none">• Practice organizing raw data into structured tables for analysis.• Perform to calculate basic statistics (mean, median, mode, range) in Excel from experiment data.• Group discussion on to interpret experiment outcomes and their significance.• Present a case study where students decide a course of action using analyzed data.
----	--	--

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 loading dock or loading bay and observe the following: Location, Site, Office building, bin, Entry & Exit gate, Store, Gate, fencing, Bumpers, Dock leveller, Dock lift, Dock seals or dock shelters, Truck or vehicle restraint system, Dock light, Loading dock software, Side shift. During the visit, students should obtain the following information from the Owner /Supervisor / Manager of the loading dock.

1. Area under loading dock and its layout
2. Types of products entered in loading dock
3. Type of trucks
4. Various equipment's used at trucks
5. Documents used at the time of arrival and dispatch of goods
6. Sale procedure
7. Manpower engaged
8. Total expenditure of loading dock
9. Total annual income
10. Profit/Loss (Annual)
11. 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.

A. Training Material inside Lab:

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.

- Desktop Computers / Laptops
- Printers and Scanners
- External Storage Devices (External Hard Drives, USB Flash Drives)
- Uninterruptible Power Supply (UPS)
- Document Management Systems (e.g., M-Files, DocuSign)
- Data Analysis and Reporting Tools (e.g., Excel)
- Email Systems (e.g., Microsoft Outlook, Google Workspace)
- Internal Communication Platforms (e.g., Microsoft Teams)
- Filing Cabinets
- Paper Shredders
- Stationery (pens, notebooks, paper clips)
- Binders and Folders
- Training Manuals and Documentation

- Online Learning Platforms (e.g., LinkedIn Learning, Coursera)
- Simulated Environments for Practice
- Helpdesk Software (e.g., Zendesk, Freshdesk)
- Forms and Templates (loan, insurance, account opening forms)
- Reports and Dashboards (financial, performance, compliance reports)

B. Equipment's to be seen during Field Visit: Not Applicable

C. Teaching/Training Aids

The aids required to conduct sessions in the classroom are:

1. Whiteboard.
2. Flip Chart
3. Markers
4. Duster
5. Projector
6. Laptop with Charger
7. Projector Screen
8. Power Point Presentation
9. Laptop External Speakers

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:

Sl. No.	Qualification	Minimum Competencies	Age Limit
1.	P.G. Diploma in Banking and Finance/M.B.A or M.Com in Finance / Banking / Insurance with at least 50% marks and 1 year of experience in Banking, Financial Services, and Insurance/ Retail Asset Management (Preference given to higher education)	<ul style="list-style-type: none"> • Effective communication skills (oral and written) • Computer Knowledge • Knowledge of Advanced MS Excel • Basic computing skills. 	22-40 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules.

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of *Samagra Shiksha* (SS). 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 the 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:

- (i) Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;

- (ii) Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- (iii) Make effective use of learning aids and ICT tools during the classroom sessions;
- (iv) 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;
- (v) 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;
- (vi) Identify the weaknesses of students and assist them in up gradation of competency;
- (vii) Cater to different learning styles and level of ability of students;
- (viii) Assess the learning needs and abilities, when working with students with different abilities
- (ix) Identify any additional support the student may need and help to make special arrangements for that support;
- (x) 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:

1. Participation in guidance and counselling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Grade X or Grade XII;
4. Continuous up gradation of knowledge and skills related to the vocational pedagogy, communication skills and vocational subject;
5. Membership of professional society at District, State, Regional, National and International level;
6. Development of teaching-learning materials in the subject area;
7. Efforts made in developing linkages with the Industry/Establishments;
8. Efforts made towards involving the local community in Vocational Education
9. Publication of papers in National and International Journals;
10. Organisation of activities for promotion of vocational subjects;
11. Involvement in placement of student's/student support services.

9. LIST OF CONTRIBUTORS

1. Dr. Punnam Veeraiah

Professor and Head
Department of Business & Commerce,
PSSCIVE, Bhopal

2. Dr. Pravin Narayan Mahamuni

Associate Professor
Department of Business & Commerce,

PSSCIVE, Bhopal

3. Dr. Sangamesh Hugar

Assistant Professor

Department of Business & Commerce,



विद्यया ऽ मृतमश्नुते



एन सी ई आर टी
NCERT

X X X X X X
X X X X X X
X X X X X X

X X X X X X
X X X X X X
X X X X X X

PSS Central Institute of Vocational Education

(A constituent unit of NCERT, under Ministry of Education, Government of India)

Shyamla Hills, Bhopal-462002, M.P., India|www.psscive.ac.in