LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Office Assistant

(QUALIFICATION PACK: Ref. Id. MEP/Q0202)

SECTOR: Management & Entrepreneurship and Professional Skills

Grade 9 and 10

विद्यया ऽ मृतमश्नुते

एन सी ई आर टी
NCERT

PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal- 462 002, M.P., India
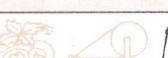http://www.psscive.ac.in

Gandhiji's Talisman

I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test:

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny? In other words, will it lead to Swaraj for the hungry and spiritually starving millions?

Then you will find your doubts and your self melting away.

M. K. Gandhi

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Management
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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. The curriculum has been developed for the vocational education programme introduced under the Centrally Sponsored Scheme of *Samagra Shiksha* of the Ministry of Education (erstwhile, Ministry of Human Resource Development) and is aligned to the National Skills Qualifications Framework (NSQF). The curricula for vocational courses are being developed under the project approved by the Project Approval Board (PAB) of '*Samagra Shiksha'* which is an overarching programme for the school education sector extending from pre-school to Grade 12.

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 **Office Assistant**. The curriculum has been developed for the secondary students of Grade 9 and 10 and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualifications Framework (NSQF).

The curriculum aims to provide students with employability and vocational skills to support occupational mobility and lifelong learning. It will help students 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.

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Dinesh Prasad Saklani
Director
National Council of Education Research and Training

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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 fulfill the growing aspirations of our youth and the demand for a skilled human resource, the Ministry of Education,(MoE), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of School Education under *samagra shiksha* 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 with the responsibility to develop learning outcome-based curricula, student workbooks, teacher handbooks, and e-learning materials for job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the Vocationalisation of education in the nation needs 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 society and the world of work. In order to honor the 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, policymakers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings, and the use of reference materials develops the national curriculum.

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 the development of the curriculum. We are grateful to MoE 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 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 to bringing about reforms in the vocational education and training system through learner-centric curricula and courseware. We hope that this document will prove useful in turning out a more competent Indian workforce for the 21st century.

Deepak Paliwal
Joint Director
PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

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1. COURSE OVERVIEW

COURSE TITLE: Management – Office Assistant

An Office Assistant is an individual who assumes overall responsibility for office management, starting from the clerical level their primary duties include organizing and overseeing office tasks such as inventory management, answering calls, coordinating meetings, and maintaining communication records. Office Assistants play a crucial role in organizing the office and supporting colleagues to streamline processes. They handle various administrative duties like sorting and distributing communications promptly. Serving as the backbone of the support system, an Office Assistant manages reception, administration, and executive assistance. Their significance is evident in every business, as they help handle administrative tasks and prevent paperwork accumulation by scheduling appointments and managing daily office responsibilities.

In essence, an Office Assistant is a managerial professional entrusted with a wide range of responsibilities. They serve as the foundation of clerical assistance, efficiently managing various essential tasks such as organizing records and proofreading documents. The scope of an office assistant's support can extend to a single manager, an entire department, or even an entire company, depending on the organization's size. He/she handle organizational and clerical tasks, which may include file organization, appointment scheduling, writing, proofreading, guest reception, and more, based on the specific needs of the organization.

An Office Assistant is responsible for performing all office-related work. This includes answering calls, taking messages, handling mail, and scheduling appointments. Additionally, he/she perform daily tasks such as gathering information, faxing, scanning, making copies, and entering data. A well-groomed and attentive Office Assistant should possess excellent multitasking skills, respect confidentiality, demonstrate patience, politeness, reliability, and maintain a positive attitude.

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

➢ Demonstrate the   communication skills required for office
➢ Apply Self-Management skills at the workplace
➢ Demonstrate information and communication technology skills
➢ Apply Entrepreneurial Skills
➢ Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environmental protection;
➢ Demonstrate professional ethics and attitude.
➢ Describe the importance of Green Skills
➢ Apply effective oral and written communication skills to interact with people and customers.
➢ Demonstrate the records management system.
➢ Identify the principal components of a computer system and its working.
➢ Demonstrate the basic skills of using the computer.
➢ Demonstrate the office assistant activities
➢ Maintain records management and documentation in the office
➢ Handle and manage office routine activities within the organisation as well as outside the organization
➢ Perform basic computer skills for operating different commands.
➢ Demonstrate the organisational communication activities for the smooth functioning of the office.
➢ Handle repair and maintenance of office equipment through experts.

- ➢ Perform soft skills under routine office activities.
- ➢ Guide to the employees for maintaining the health & safety aspects.
- ➢ Apply the knowledge of purchase and storekeeping in an office.
- ➢ Demonstrate office management skills.
- ➢ Demonstrate the ability to provide a self-analysis in the context of entrepreneurial skills and abilities.
- ➢ Apply the knowledge of the basics of accounting skills for the office.

COURSE REQUIREMENTS: The learner should have a basic knowledge of commerce, computers, and management for office-related aspects.

COURSE LEVEL: This is an Intermediate level course for grade 9 and 10. On completion of this course, a student can take up a Secretary Job role in a higher position.

COURSE DURATION: **400 hrs.**
Grade 9:   200 hrs.
Grade10:   200 hrs.
_____

Total: 400 hrs.
_____

2. SCHEME OF UNITS

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of grade 9 and 10 opting for vocational subjects along with general education subjects.

The unit-wise distribution of hours and marks for grade 9 is as follows:

Grade 9			
Units		**No. of Hours for Theory and Practical 200 Hrs.**	**Max. Marks for Theory and Practical 100 Hrs.**
Part A	**Employability Skills**		10
	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	
		75	**10**
Part B	**Vocational Skills**		
	Unit 1: Introduction to Office Assistance	20	
	Unit 2: Management of Records and Documentation	30	30
	Unit 3: Managing Routine Office Activity	25	

		No. of Hours for Theory and Practical 200 Hrs.	Max. Marks for Theory and Practical 100 Hrs.
	Unit 4: Organisational Communication	20	
		95	**30**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		10	**35**
Part D	**Project Work/Field Visit**		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
		15	**15**
Part E	**Continuous and Comprehensive Evaluation (CCE)**		
		05	**10**
	Total	**200**	**100**

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

	GRADE 10		
Units		**No. of Hours for Theory and Practical 200 Hrs.**	**Max. Marks for Theory and Practical 100 Hrs.**
Part A	**Employability Skills**		
	Unit 1: Communication Skills - II	20	
	Unit 2: Self-management Skills - II	10	10
	Unit 3: Information and Communication Technology Skills – II	20	
	Unit 4: Entrepreneurial Skills - II	15	
	Unit 5: Green Skills – II	10	
		75	**10**
Part B	**Vocational Skills**		
	Unit 1: Computer Applications	30	30
	Unit 2: Handling of Office Equipment	25	
	Unit 3: Soft Skills for Office Assistant	20	
	Unit 4: Health, Hygiene, and Safety	20	
		95	**30**
Part C	**Practical Work**		
	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
		10	**35**
Part D	**Project Work/Field Visit**		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
		15	**15**
Part E	**Continuous and Comprehensive Evaluation (CCE)**		
		05	**10**
	Total	**200**	**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 blueprint for the question paper may be as follows:

Duration: 3 hrs   **Maximum Mark: 30**

Sl. No.	Typology of Question	No. of Questions			Marks
		Very Short Answer (1 mark)	Short Answer (2 Marks)	Long Answer (3 Marks)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	2	1	2	10

2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	1	2	2	11
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, private an example, or solve a problem)	0	1	1	05
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	1	0	02
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	**3x1=3**	**6x2=12**	**5x3=15**	**30 (14 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, photos of products prepared by students in relation to the unit of competency.

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

CONTINUOUS AND COMPREHENSIVE EVALUATION

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

5. UNIT CONTENTS

Grade 9

Part A: Employability Skills

S.No.	Units	Duration (hrs)
1.	Communication Skills - I	20
2.	Self-management Skills - I	10
3.	Information and Communication Technology Skills-I	20
4.	Entrepreneurial Skills - I	15
5.	Green Skills – I	10
	Total	**75**

	UNIT 1: COMMUNICATION SKILLS – I		
Learning Outcomes	**Theory (08 hrs)**	**Practical (12 hrs)**	**Duration (20 hrs)**
1. Demonstrate the knowledge of importance, elements and perspectives in communication	1. Introduction to communication process 2. Importance of communication 3. Elements of communication 4. Perspectives in communication 5. Effective communication	1. Role play on the communication process 2. Group discussion on the importance of communication and factors affecting perspectives in communication 3. Charts preparation on elements of communication 4. Asking students to write statements exemplify the use of the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication	02
2. Demonstrate the knowledge of verbal communication	1. Verbal communication 2. Types of verbal communication 3. Advantages and disadvantages of verbal communication 4. Public speaking	1. Role play of a phone conversation 2. Chart preparation on types of verbal communication 3. Group discussion on advantages and disadvantages of verbal communication 4. Delivering a speech and practicing public speaking by using 3P's	02
3. Demonstrate the knowledge of non-verbal communication	1. Non-verbal communication 2. Importance of non-verbal communication 3. Types of non-verbal communication 4. Visual communication	1. Role play on non-verbal communication 2. Group discussion and demonstration of Do's and Don'ts to avoid body language mistakes 3. Group discussion on three methods of communication	02
4. Demonstrate the knowledge of basic writing skills	1. Writing skills: Parts of speech 2. Using capitals 3. Punctuation	1. Reading paragraphs and sentences and identifying parts of speech	02

		4. Basic parts of speech	2. Constructing and writing sentences by using parts of speech 3. Identifying nouns by guessing the name, place, animal, and thing	
5.	Describe the parts and types of sentences	1. Writing skills: Sentences 2. Parts of a sentence 3. Types of objects 4. Types of sentences – Active and Passive 5. Types of sentences, according to their purpose 6. Paragraphs	1. Framing and writing sentences using direct and indirect objects 2. Writing a paragraph using active and passive voice 3. Writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)	02
6.	Demonstrate the knowledge of pronunciation basics	1. Pronunciation Basics 2. Speaking correctly 3. Phonetics 4. Types of sounds	1. Pronouncing words and identifying vowels, diphthongs and consonants 2. Practicing the pronunciation of words	02
7.	Demonstrate how to greet and introduce self	1. Greetings and Introductions 2. Greetings 3. Types of greetings 4. Introducing yourself and others	1. Role-play on Formal and informal greetings 2. Role-play on introducing someone 3. Practice and discussion on how to greet different people.	02
8.	Answer questions that others ask about you	1. Talking about self 2. Filling a form	1. Practicing introducing yourself and 2. Practicing filling of forms 3. Role-play on Self Introduction	02
9.	Asking questions according to a situation	1. Asking questions 2. Need for asking questions 3. Method for asking questions	1. Framing and writing questions (using Who, Where, When, What, Why and How) 2. Framing and writing questions (based on purpose of the question) 3. Discussing and guessing the personality using framed questions	02

10. Use the correct question words to ask open-ended and close-ended questions	1. Asking questions 2. Types of questions 3. Framing questions	1. Framing and writing open-ended and close-ended questions. 2. Group practice on framing questions 3. Identifying open-ended and closed-ended questions.	02
Total			**20**

UNIT 2: SELF-MANAGEMENT SKILLS – I			
Learning Outcome	**Theory (07 hrs)**	**Practical (03 hrs)**	**Duration (10 hrs)**
1. Describe the meaning and importance of self-management	1. Introduction to self-management and its components 2. Self-awareness 3. Self-confidence 4. Self-motivation 5. Positive thinking 6. Self-control 7. Problem solving 8. Personal hygiene and grooming 9. Team work 10. Time management 11. Goal setting	1. Group discussion on self-management skills 2. Performing activities to know how much aware are you about yourself. 3. Chart preparation on components of self-management	01
2. Identifying strength and weakness analysis	1. Identifying strength and weakness 2. Knowing yourself 3. Strength and Weakness analysis 4. Difference between interests and abilities	1. Group discussion on aim and goal in life 2. Perform a strength and weakness analysis 3. Group discussion on interests and abilities	01
3. Build self-confidence	1. Self–confidence 2. Qualities of self-confident people 3. Building self-confidence	1. Role play on building self-confidence 2. Performing activities on building confidence through positive words	02

Learning Outcome	Theory	Practical	Duration
4. Building the concept on positive thinking	1. Positive thinking 2. Positive thinking and its importance 3. How to keep your thinking positive?	1. Story-telling 2. Role-play on following the class rules 3. Practicing saying positive words 4. Making a list of steps involved in self-reflection) on how you will follow positive attitude practices 5. Home activity on helping others, community service and social work	02
5. Describe the concept and aspects of personal hygiene	1. Personal hygiene 2. Three steps of personal hygiene • Care • Wash • Avoid 3. Essential steps of handwashing	1. Role-play on following personal hygiene steps 2. Discussion and follow up on personal hygiene practices	02
6. Follow the guidelines for dressing and personal grooming	1. Grooming 2. Grooming and its importance 3. Guidelines for dressing and grooming – clothes, hair, face	1. Role play on dressing and grooming standards 2. Self-reflection on dressing and grooming well	02
Total			10

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – I			
Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
1. Explain the role of Information and Communication Technology (ICT) in day-to-day life and the workplace	1. Introduction to Information and Communication Technology (ICT) 2. ICT at workplace 3. ICT at home	1. Group discussion on past, present, and future use of ICT 2. Preparations of posters on applications of ICT	02
2. Differentiate between the ICT tools and use of mobile apps	1. ICT tools smartphones and tablets I 2. Smartphones 3. Tablets 4. TV and Radio 5. Application or apps	1. Performing activities to get familiar with mobile devices	02

3. Differentiate between smartphones and tablets	1. ICT tools -smartphone and tablets II 2. Mobile device layout 3. Basic features of a mobile device 4. Home screen of mobile device 5. Basic gestures used	1. Performing activities to get familiar with the mobile device – use and applications of mobile devices	02
4. Describe the parts of computer and the computer peripherals	1. Parts of a computer and peripherals 2. Parts of a computer 3. Input devices 4. Output devices 5. Peripherals devices and their functions 6. Central Processing Unit (CPU) 7. Understanding Random Access Memory (RAM) and Read Only Memory (ROM) 8. Motherboard 9. Ports and connections	1. Chart preparation on components of a computer 2. Group activity on connecting devices to a computer	02
5. Demonstrate basic computer operations	1. Basic computer operations 2. Computer hardware and software 3. Starting a computer 4. Log in and log out 5. Shutting down computer 6. Using the keyboard 7. Using a mouse	1. Group activity on use of computer 2. Group practice on using the keyboard	02
6. Perform basic file computer operations	1. Performing Basic file operations 2. Need to perform basic file operations. 3. Files and folders - creating a file and using text editor Ubuntu	1. Group practice on creating a file.	02
7. Demonstrate the knowledge of internet and networking	1. Communication and Networking -Basics of Internet 2. Use of the Internet 3. Connecting to the Internet	1. Group discussion on the uses of the internet	02

	• Types of connection • Bandwidth • Internet browser		
8. Perform internet browsing	1. Communication and Networking – Internet Browsing 2. World Wide Web 3. Web page 4. Web browsers	1. Group practice on web browsing	02
9. Apply the knowledge of communication networking	1. Communication and Networking – Introductions to E-Mail 2. How does the E-mail work? 3. Email Id or address 4. Advantages of E-mail	1. Group discussion on using E-mail and its advantages	01
10. Create an Email account	1. Communication and Networking – Creating an E-mail account 2. Creating an E-mail account 3. Steps to open an E-mail account on Gmail	1. Group practice on creating and operating an e-mail account	01
11. Write an Email	1. Communication and Networking – Writing an E-mail 2. Writing an E-mail 3. Attaching a file to an E-mail 4. Managing folders	1. Group practice on writing an e-mail with attachments	01
12. Reply an Email	1. Communication and Networking – Receiving and Replying to an E-mail 2. Receiving Email 3. Replying to an Email 4. Forwarding Email 5. Deleting Email	1. Group practice on receiving and replying to an e-mail.	01
Total			**20**

UNIT 4: ENTREPRENEURSHIP SKILLS – I			
Learning Outcome	**Theory (06 hrs)**	**Practical (09 hrs)**	**Duration (15 hrs)**
1. Describe the concept of Entrepreneurship skills	1. What is Entrepreneurship? 2. Entrepreneurship 3. Enterprise	1. Group activity on guessing the Entrepreneur	04
2. Describe the role of entrepreneurship	1. Role of Entrepreneurship 2. Economic development 3. Social development 4. Improved standard of living 5. Optimal use of resources 4. More benefits at lower prices - products and services at competitive prices	1. Group discussion on "A world without Entrepreneurs" 2. Role-play on roles of entrepreneurship	03
3. Describe the qualities of a successful entrepreneur	1. Qualities of a successful entrepreneur 2. Patience 3. Positivity 4. Hardworking 5. Confidence 6. Open to trial and error 7. Creativity and innovation	1. Role-play on appearing for an interview 2. Group activity on interactions with entrepreneurs	02
4. State the characteristics of entrepreneurship	1. Distinguishing characteristics of entrepreneurship and wage employment 2. Characteristics of entrepreneurship 3. Wage employment 4. Benefits of entrepreneurship	1. Group activity on identifying characteristics of enterprise 2. Discussion on advantages of entrepreneurship over wage employment	03
5. Identify the type of business activity	1. Types of business activities 2. Product business 3. Service business 4. Hybrid business	1. Group activity on identifying different types of products and services	01

6. Differentiate between the product, service, and hybrid businesses	1. Product, Service, and Hybrid Businesses 2. Types of product-based business 3. Manufacturing businesses 4. Trade businesses	1. Poster making on business activities around us	01
7. Describe the entrepreneurship development process	1. Entrepreneurship Development Process 2. Steps of starting a business • Idea generation • Getting money and material • Understanding customer needs • Improving product/ service	1. Group activity on Make-and-Sell business	01
Total			**15**

UNIT 5: GREEN SKILLS – I			
Learning Outcome	**Theory (07 hrs)**	**Practical (03 hrs)**	**Duration (10 hrs)**
1. Demonstrate the knowledge of society and environment	1. Society and Environment 2. Natural resources 3. Renewable and Non-renewable resources 4. Types of pollutions 5. Climate change 6. Harmful radiation 7. Natural disaster 8. Saving the environment: What can you do? 9. Reduce, reuse and recycle 10. Actions for saving the environment	1. Group activity on listing the factors influencing the environment 2. Group activity on listing the steps one can take to save the environment	05
2. Describe the meaning and importance of conserving natural resources	1. Conserving natural resources 2. Soil conservation 3. Water conservation 4. Energy conservation 5. Food conservation 6. Forest conservation	1. Group discussion on various ways of conserving natural resources	02

| 3. Describe the meaning and scope of sustainable development and green economy | 1. Sustainable Development and Green Economy
2. Sustainable Development
3. Sustainable Development
4. Goals (SDGs)
5. Green growth
6. Green economy
7. Components of green economy
8. Skill development for the green economy
9. Green skills
10. Green jobs
11. Green projects | 1. Group discussion on importance of green skills
2. Poster making on importance of green economy | 03 |
| **Total** | | | **10** |

Part B: Vocational Skills

S. No.	Units	Duration (Hrs.)
1.	Unit 1: Introduction to Office Assistance	**20**
2.	Unit 2: Management of Records and Documentation	**30**
3.	Unit 3: Managing Routine Office Activities	**25**
4.	Unit 4: Organisational Communication	**20**
Total		**95**

UNIT 1: INTRODUCTION TO AN OFFICE ASSISTANCE			
Learning Outcome	**Theory** **(10 hrs.)**	**Practical** **(10 hrs)**	**Total** **Duration** **(20 Hrs.)**
1. Demonstrate the duties of the Office Assistant	1. Meaning of office assistant 2. Importance of Office Assistant 3. Welcoming Visitors to your office 4. Answering phone calls 5. Taking and delivering messages 6. Maintaining files\ 7. Maintaining office	1. Roleplay on welcoming visitors 2. Role play on answering phone calls 3. Group discussion on the process of taking and delivering a message effectively 4. Demonstration of the technique of	05

	inventories 8. Reading and routing incoming mail and processing outgoing mail 9. Duties of office assistant 10. Responsibilities of Office Assistant 11. Role and importance of Office Assistant in an organization 12. Administrative duties such as filing, typing, copying, binding, scanning	maintain files and office inventory 5. Demonstration of the process of reading and routing incoming mail and processing outgoing mails 6. Perform the responsibilities of office assistant. 7. Demonstration on filing typing, copying scanning	
2. Describe the evolution and working of modern office management in India	1. Introduction to office management & describe its sub segments 2. Types of Offices 3. Functions of Office 4. Concept of Modern Office 5. Career hierarchy of Office Assistant	1. Describe the evolution and working of modern office management in India 2. Prepare a presentation on evolution of modern office. 3. Prepare a flow chart for career path of Office Assistant	05
3. Identify the importance of various departments in an office	1. Basic introduction of various departments/ sections in an office. 2. Roles and responsibilities of relevant departments of an organisation 3. Functions of various departments	1. Prepare a flow chart of various departments of an organization 2. Compare the functions of various departments/ sections in an office 3. Identify the various roles and responsibilities in different department	05
4. Demonstrate the knowledge of office management domain	1. Introduction to office management & and Professional Skills 2. Principles of office management 3. Functions of office management 4. Structure and functions of	1. Group discussion on the principles of office management roles 2. Prepare an organizational chart depicting organizational	05

	office management 5. Organizational structure, hierarchy and reporting relationship domain in India 6. Employment opportunities in various settings and scope of work therein	structure, hierarchy and reporting relationship 3. Identify the employment opportunities in various settings & scope of work therein.	
Total			20 hrs.

UNIT 2: MANAGEMENT OF RECORDS AND DOCUMENTATION			
Learning Outcome	**Theory (10 hrs.)**	**Practical (20 hrs.)**	**Total Duration (30Hrs)**
1. Identify different types of records, documents in an office	1. Types of records and documents 2. Importance of records and documents 3. Method of maintaining documents and records 4. Procedures for disposing old records and documents	1. Create office files to track the movement 2. Maintain the various documents and records 3. Demonstrate the procedures in a flow chart to dispose items 4. Track the movement of office files	06
2. Maintain the filing and Indexing	1. Meaning of Filing 2. Essentials of good filing system 3. Classification of files 4. Meaning of Indexing 5. Types of Indexing 6. Essentials of good indexing system	1. Maintain a catalog of the files/Documents 2. Maintain good filing system with suitable examples and diagrams. 3. Demonstration how to file, type and how to do indexing 4. Maintain list of contact details of staff, service providers, suppliers etc.	06
3. Display	1. Importance of tracking	1. Identify the steps	08

Retrieve, Replace and Tracking the documents in an office	the document 2. Steps to track movement of documents between various departments 3. Process to track movement of documents outside organization	to track movement between the departments in the organization 2. Prepare a chart to show the process of document movement/ track in the office and outside the office	
4. Maintain records of the Office Equipment's and Materials	1. Basic introduction of office equipments (Printer, Scanner, Fax, Telephone, Audio-video system etc.) 2. Types of Office equipments 3. Importance and usage of various office equipments 4. Clarification of Office materials/supplies required for each office procedure 5. Recording of office equipment and material	1. List the equipment for a video conference in an organizational meeting. 2. Identify the usefulness of office equipment materials 3. Maintain the record of office equipment and materials	10
Total			**30 hrs.**

UNIT 3: MANAGING ROUTINE OFFICE ACTIVITIES			
Learning Outcome	**Theory (10 hrs.)**	**Practical (15 hrs.)**	**Total Duration (25 Hrs.)**
1. Manage the phone calls and queries	1. Greeting callers / visitors as per organisational protocol 2. Receiving the phone calls of various stakeholders and channelizing them to appropriate authority. 3. Meet and greet to visitors (their details, meeting agenda, offering water-snacks etc) 4. Procedure for receiving	1. Role play of greeting visitors/callers 2. Perform transferring the calls to the authority. 3. Resolve queries	06 hrs.

	and directing the phone calls to designated authority 5. Organize meeting Procedure for note down the 6. queries and the message to designated authority 7. Hierarchal mechanism		
2. Manage the behaviour and office etiquettes	1. Meaning of office etiquettes 2. Basics of office etiquettes (punctuality, appropriate dress, follow rules, maintain decorum, avoid gossip etc.) offer a polite greeting, keep the workplace clean etc. 3. Use formal communication such as e-mail, circulars, memo etc. and Importance of right behaviour to strengthen the value of poise, grace and dignity) 4. Orientation and introduction of work culture to staff member	1. Prepare a role play for formal and informal communication 2. Role play on Meet and greet to visitors 3. Prepare a collage showing instructions, procedures, information etc. to be followed in an Organization 4. Maintain the records as per the company's authorities. 5. Draw a flow chart to adapt hierarchy	07hrs
3. Prepare Note sheet and draft writing	1. Meaning of Note Sheet Writing and drafting 2. Important points while writing note sheet 3. Procedure of taking dictation 4. Drafting of circulars, notices, memorandums, official and Demi official letters (DO) letters	1. Taking dictation and prepare draft letter 2. Prepare chart to show the difference between Note Sheet and drafting 3. Prepare a draft by considering all the important points	06 hrs.
4. Organize and manage the meetings in an office	1. Basics of organising meetings in the office 2. Process to organize meetings such as (Meeting agenda,	1. Demonstrate the process of organizing a meeting in a flow chart 2. Prepare a role play	06 hrs.

	venue, table, stationary, projector etc) 3. list of basic equipment required for a meeting	for a meeting followed by minutes of meeting report. 3. Feedback and follow-ups of the meeting	
Total			**25 hrs.**

UNIT 4: ORGANIZATIONAL COMMUNICATION			
Learning Outcome	**Theory (1 0 hrs.)**	**Practical (10 hrs.)**	**Total Duration (20 Hrs.)**
1. Demonstrate the Fundamentals of organizational communicati on	1. Importance of organizational communication 2. Meaning of office communication 3. Various types of office communication (verbal, Mails, Meeting, Conferences etc)	1. Prepare a chart on various types of office communication 2. Demonstrate the Transmitting and interpreting a message, to understand one another 3. Display through roleplay the office communication.	04 hrs.
2. Manage the office communication mediums	1. Telecommunication Departments 2. Procedure for getting a telephone connection 3. Different types of calls and the tariff/ rent/ charges 4. Use of telephone directory 5. Telephone bills 6. EPABX system	1. Demonstrate how to operate EPABX system 2. Role play on talking/handling calls 3. Identify the procedure of telephonic communication 4. Attend different types of calls	05 hrs.
3. Prepare various letters/circular/ order formats	1. Meaning of Circulars, Memorandum, Memo, Notices and Orders 2. Ability to draft Circulars, Memorandum, Notices, Office Orders etc 3. Different types of letters 4. Format of official and	1. Write an official and demi-official letter imagining certain requirements and complaints. 2. Design the Circulars, Memorandum, Notices and Orders	05 hrs.

	Demi official (D.O) letters 5. Difference between Official and D.O letter	3. Find out the difference between official and non-official letter	
4. Handle the Internet and emails	1. Meaning of internet and emails 2. Internet providers 3. Methods of sending emails to multiple persons 4. Ability to use Internet and emails 5. E-mails (Drafting, subject, text body message, To, CC, BCC etc. 6. Usage of social media	1. Demonstrate how internet and emails are used 2. Identify the different methods of sending emails. 3. Differentiate between official and non-official social media.	06 hrs.
Total			**20 hrs.**

Grade 10

Part A - Employability Skills

S.No.	Units	Duration (hrs.)
1.	Communication Skills – II	20
2.	Self-management Skills – II	10
3.	Information and Communication Technology Skills – II	20
4.	Entrepreneurial Skills – II	15
5.	Green Skills – II	10
	Total	**75**

UNIT 1: COMMUNICATION SKILLS – II			
Learning Outcome	**Theory (12 hrs)**	**Practical (08 hrs)**	**Duration (20 hrs)**
1. Demonstrate the knowledge of various methods of communication	1. Methods of communication 2. Communication process and elements	1. Role-play on communication process 2. Group discussion on the effects of elements of communication cycle.	05

2. Describe the types of verbal communication	1. Verbal communication 2. Types of verbal communication 3. Advantages and disadvantages of Verbal communication 4. Mastering Verbal communication	1. Role-play of a telephonic conversation 2. Chart preparation on types of verbal communication 3. Group discussion on the advantages and disadvantages of verbal communication 4. Group activity on delivering a speech and practicing public speaking.	02
3. Demonstrate the knowledge of non-verbal communication	1. Non-verbal communication 2. Importance of Non–verbal communication 3. Types of non-verbal communication 4. Visual communication	1. Role play on non-verbal communication 2. Group discussion and practice on how to avoid body language mistakes 3. Group discussion on three methods of communication	02
4. Describe the communication cycle and importance of feedback	1. Communication cycle and importance of feedback 2. Feedback 3. Types of feedback 4. Importance of feedback	1. Role play on providing feedback 2. Group activity on constructive feedback	02
5. Identify the barriers to effective communication	1. Barriers to Effective communication 2. Effective communication 3. Barriers to effective communication • Physical barriers • Linguistic barrier • Interpersonal barriers • Organizational barriers	1. Role play on barriers to effective communication 2. Group activity on overcoming barriers to effective communication 3. Chart preparation on barriers to effective communication	04

	• Culture barriers 5. Ways to overcome barriers to effective communication			

6. Demonstrate the knowledge of parts of speech	1. Writing skills – Parts of speech
	2. Capitalization
	3. Punctuations
	4. Basics of parts of speech
	5. Supporting parts of speech
	  • Article
	  • Conjunctions
	  • Prepositions
	  • Interjections
		1. Reading paragraph and sentences and identifying parts of speech
		2. Group activity on sentence construction
		3. Identifying nouns by guessing the name, place, animal, or thing
				03

7. Write sentences	1. Writing Skills - Sentences
	2. Parts of sentence
	3. Types of objects
	4. Types of sentences
	  • Active
	  • Passive
	5. Paragraphs
		1. Making sentences using direct and indirect objects
		2. Writing a paragraph using active and passive voice
		3. Framing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)
				02

Total				**20**

UNIT 2: SELF-MANAGEMENT SKILLS – II			
Learning Outcome	**Theory (05 hrs)**	**Practical (05 hrs)**	**Duration (10 hrs)**
1. Apply stress management techniques	1. Stress management 2. Stress and Stress management techniques 3. Management technique 4. Ability to work independently 5. Emotional intelligence	1. Role Play on avoiding stressful situation 2. Activity on listing stressful situations and discussing the stress management techniques like yoga, deep breathing exercises etc.	02
2. Identify strengths and weaknesses of self	1. Self-Awareness – Strength and Weakness Analysis 2. Knowing yourself 3. Strength and weakness analysis 4. Techniques for identifying strengths and weaknesses Difference between interests and abilities	1. Group discussion on aim and goal in life 2. Perform a strength and weakness analysis Group discussion on interests and abilities	02
3. Demonstrate the knowledge of self-motivation	1. Self-Motivation 2. Types of motivation 3. Qualities of self-motivated people 4. Building self–motivation	1. Group discussion on staying motivated 2. Activity on listing the ways to motivate oneself	02
4. Set SMART goals	1. Self-Regulation – Goal Setting 2. Goals and Setting SMART goals 3. How to set goals • Specific • Measurable • Achievable • Realistic • Time bound	1. Group activity on setting SMART goals 2. Writing long- term and short-term goals 3. Activity on listing the ways to surely set SMART goals	02

| 5. Demonstrate the knowledge of time management | 1. Self-Regulation – Time Management
2. Time management and its importance
3. Example and non-example of time management
4. Four steps for effective time management
  • Organise
  • Prioritise
  • Control
  • Track
5. Tips for practicing the four steps of effective time management | 1. Preparing a list of activities to practice time management
2. Discussion on how to manage time to reach school on time | 02 |
| **Total** | | | **10** |

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – II

Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)

1. Perform basic computer operations	1. Basics computer operations
	2. Computer hardware and software
	3. Starting a computer
	4. Shutting down a computer
	5. Using keyboard
	6. Using a mouse
	  • Roll over or hover
	  • Point and click
	  • Drag and drop
	  • Double click
		1. Demonstration on use of computers
		2. Group activity on using the keyboard
			12

2. Apply basic file operations	1. Performing basic file operations
	2. Basic File Operations
	3. Files and folders
	  • Creating a file
	  • Creating a folder
		1. Practice of creating a folder	02

3. Demonstrate computer care and	1. Computer care and Maintenance 2. Importance of care	1. Group activity on preparing a chart on care and	03

maintenance	and maintenance of computers 3. Basic tips for taking care of devices • Cleaning computer devices • Preparing maintenance schedule for computers • Taking backup data • Scanning and cleaning viruses • Removing SPAM files	maintenance of computer	
4. Describe the importance of maintaining computer security and privacy	1. Computer security and privacy 2. Computer security deals with protecting computer • Reasons for security breach • Threats to computer • Protecting your data	1. Group activity on preparing an infographic chart on computer security and privacy	03
Total			**20**

UNIT 4: ENTREPRENEURIAL SKILLS – II			
Learning Outcome	**Theory (06 hrs)**	**Practical (09 hrs)**	**Duration (15 hrs)**
1. Describe the meaning of entrepreneurship	1. Entrepreneurship and society 2. Activities of entrepreneurs: • Fulfil customer needs • Use local materials • Help society • Create job • Share wealth • Lower price product	1. Group work on finding the problems in school campus and turning them into business opportunities	05

Learning Outcome	Theory	Practical	Duration
2. Identify the qualities and functions of an entrepreneur	1. Qualities and functions of an entrepreneur 2. Qualities of an entrepreneur	1. Activity on self-assessment of entrepreneurial qualities 2. Brainstorming on solving a problem in their area 3. Taking an interview of an entrepreneur	03
3. Describe the myths and realities about entrepreneurship	1. Misconceptions and myths about entrepreneurship	1. Group activity on identifying everyday heroes 2. Activity on interviewing the entrepreneurs 3. Group activity on making items and selling to someone	04
4. Describe entrepreneurship as a career option	1. Entrepreneurship as a career option 2. Meaning of career • Ways of earning a living • Self-employment 3. Wage employment 4. Entrepreneur career process • Enter • Survive • Grow	1. Brainstorming on entrepreneurship as a life option 2. Group discussion on the power of entrepreneurship	03
Total			**15**

UNIT 5: GREEN SKILLS – II			
Learning Outcome	**Theory** **(07 hrs)**	**Practical** **(03 hrs)**	**Duration** **(10 hrs)**
1. Demonstrate the knowledge of green skills	1. Sustainable Development 2. Importance of sustainable development 3. Problems related to sustainable development	1. Group activity on creating garden in the school or planting tree saplings 2. Group discussion on "How to prevent wastage"	05

	4. Sustainable development Goals 5. Sustainable development initiatives 6. Sustainable process		
2. Describe the role of self in sustainable development	1. Our role in sustainable development 2. Our role towards Sustainable Development • Quality education • Clean water and sanitation • Affordable and clean energy • Decent work and economic growth • Reducing inequalities • Creating sustainable cities and communities • Responsible consumers and producers • Protect life below water • Protect life on land	1. Group discussion on conservation and protection of environment 2. Group activity on organizing an art project using waste	05
Total			**10**

Part B: Vocational Skills

S. No.	Units	Duration (Hrs)
1.	Unit 1: Computer Applications	**30**
2.	Unit 2: Handling Office Equipment	**25**
3.	Unit 3: Soft Skills for Office Assistant	**20**
4.	Unit 4: Health and Hygiene Safety	**20**
Total		**95**

UNIT 1: COMPUTER APPLICATIONS			
Learning Outcome	**Theory** **(10hrs.)**	**Practical** **(20 hrs.)**	**Total Duration** **(30 Hrs.)**
1. Describe basics of computers	1. Introduction to Computers	1. Identify the basic hardware of	07

	2. Different types of computer System and its Parts 3. Meaning of Computer Software 4. Software and Hardware 5. Meaning of computer applications and its usage	computers. 2. Prepare a chart/ diagram on computer, its types and its parts	
2. Demonstrate the knowledge of Operating System	1. Meaning of operating system 2. Types of Operating System 3. Functions of Operating System 4. Booting Process 5. Directories and sub-directories	1. Prepare a note on Operating System. 2. Demonstrate the functions of operating system (OS) and Booting process. 3. Identify the directories and sub directories	08
3. Operate different commands in MS Office, Word processing and Spreadsheets on the computer	1. Meaning and Importance of Microsoft Office word processing and spreadsheets to maintain records and do calculations. 2. Software used in word processing and spreadsheets. 3. Important Short-cuts/commands used in word processing and spreadsheets (e.g; ctrl+c, ctrl+v etc.) 4. Attendance Reporting and hour tracking	1. Use different commands for displaying of its features. 2. Demonstrate how word processing is done in the computer 3. visit any office and track the attendance and working hour of the staff	07
4. Maintain the Data Management in the computer	1. Fundamentals of data management 2. Importance of data management 3. Data Management softwares 4. Data Safety Measures	1. Demonstrate how Data management is done in the computer 2. Select the suitable software for Data Management	08
Total			**30**

UNIT 2: HANDLING OFFICE EQUIPMENT			
Learning Outcome	**Theory** **(10 hrs.)**	**Practical** **(15 hrs.)**	**Total Duration** **(25 Hrs.)**
1. Handle and manage the office equipment	1. Types of office equipments 2. Factors in selecting office Equipments 3. Procedure of handling office equipments 4. Storing and retrieving information/ messages from the fax machine 5. Inventory management of the material required	1. Prepare a chart to show the types and functions of office equipments 2. Role play to depict the importance and utility of office equipment 3. Demonstrate how to use photocopy machines 4. Demonstrate how to use fax machines 5. Prepare a chart which contains the sample inventory management	07h
2. Usage of office equipment	1. Importance/ needs of office equipment 2. Efficient use of office equipment 3. Ways and means to overcome basic troubleshooting 4. Alternative means for completion of task in case of major break down 5. Record the usage of each office equipment	1. Prepare a flow chart to show usage of office equipment and power saving. 2. Maintain the records of the usefulness of each office equipment. 3. Group discussion on the importance of routine maintenance of office equipment 4. Debate on Power saving when the	07

		equipment is not in use 5. Draw a flow chart showing the alternative means for completion of task in case of major break down	
3. Demonstrate the procedure repair and maintenance of office equipment	1. Introduction to Trouble shooting of office equipments 2. Procedure to repair and replace of new and old office equipments 3. Process to contact concern person for equipments troubleshooting 4. Procedure and policies of AMC of the equipment	1. Prepare a flowchart to show the possible troubles encounter in office equipment 2. Demonstrate the policies and procedures of repair and replace of an old office equipment 3. Prepare a role play to show troubleshooting of office equipments and resolve issues with the help of concern person. 4. Prepare a presentation on procedure and policies of AMC of the equipment	07hrs.
4. Practice conservation of office resources	1. Importance and ways of conservation of office resources such as – paper, ink, water, energy etc. 2. Power saving of office resources when not in use 3. Gentle usage of office resources	1. Role play to demonstrate of the advantages of the conservation of office resources 2. Practice power saving when not in use 3. Demonstrate the	04

	4. Standard, polices and procedure of organization	power safety during usage of office resources 4. Adapt the standard policies and procedures of an organisation	
Total			**25**

UNIT 3: SOFT SKILLS FOR OFFICE ASSISTANT			
Learning outcome	**Theory (10 hrs.)**	**Practical (10 hrs.)**	**Total duration (20 hrs.)**
1. Demonstrate the skills required for coordinating with team members and colleges	1. Meaning of effective communication at work 2. Liaise and communicate effectively at work place 3. Organising and storing Important Letters	1. Check the completeness of all necessary fields in the form or application 2. Demonstrate preparing reports and minutes of meeting in the format 3. Obtain advice and guidance from appropriate people to develop knowledge, skills and competence	05
2. Demonstrate to display the Emotional Balance at work.	1. Emotional Intelligence at workplace 2. Importance of Emotional Balance 3. Relationship between Emotional intelligence and IQ	1. Role play on applying emotional intelligence for an adverse situation 2. Display the Emotional Balance at work.	03

3. Display ways to deal with stress at work place	1. Introduction to Stress Management 2. Classify Stress Management 3. Symptoms of Distress 4. Significance of interpersonal skills 5. Important interpersonal abilities at work place 6. Importance of developing Interpersonal skills	1. Group activity for interpersonal skills 2. Perform own duties effectively	06
4. Build relationship with the Social skills at workplace	1. Importance of social skills at workplace 2. Tipd for improving social skills in the work place 3. Ways to succeeding interviews by displaying social skills	1. Co-ordinate with all team members and colleagues 2. Role play on different types of social skills	06
Total			**20**

UNIT 4: HEALTH, HYGIENE, AND SAFETY			
Learning Outcome	**Theory (10 hrs.)**	**Practical (10 hrs.)**	**Total Duration (20 Hrs.)**
1. Arrange Healthcare in work culture	1. Importance of good health 2. Health risks at workplace 3. Immediate steps to be taken to avoid risks at workplace 4. Workplace insurances for employee (Health insurance, ESIC etc) 5. Ways to Encourage Better Employee Health	1. Prepare a role play of using first- aid box. 2. Identify the steps for avoid the risks at workplace 3. Guide the employees to take the insurance policies 4. Encourage the employees for maintain the health tips.	05

2. Maintain the hygiene at the work culture	1. Meaning and definition of hygiene 2. Importance of cleanliness and hygiene 3. Steps to maintain office hygiene 4. Personal Hygiene (Dress, Desk, Drawer)	1. Demonstrate the difference between personal hygiene and organizational hygiene in a chart. 2. Adopt the steps to maintain office hygiene	05
3. Display the Safety and security instruction in office	1. Meaning of safety security in an organisation 2. Safety Rules, policies and procedures in an organisation	1. Prepare a chart to show the basic steps to be followed for safety checking 2. Check the safety rules policies and procedures adopted in the office	05
4. Handle the accidents and Emergencies	1. Health and Safety Requirements 2. Equipment and Material 3. Dealing with Accidents and Emergencies 4. Reporting Accidents and Emergencies	1. Demonstrate a role-played handling heavy equipment 2. Illustrate the safety procedure through mock drill by experts.	05
Total			**20**

6. ORGANISATION OF FIELD VISITS

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

Visit a nearby office and observe the following: Methods of record keeping, use of office equipments, computer applications in the office, accounting system followed, purchase and storage system used in the office. During the visit, students should also obtain the following information/forms from the officials of the organization:

1. Various forms and stationery used in the office

2. List of equipment and machines used in the office

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

S. No.	ITEM	QUANTITY	APPROX.COST
1	Table	4	24,000/-
2	Chair	8	20,000/-
3	White Board	1	10,000/-
4	Lap Top	1	55,000/-
5	Color Printer	1	5,000/-
6	Scanner	1	5300/-
7	Photocopier	1	2,50,000/-
8	Side table	4	12000/-
9	Overhead/ Multimedia projector and Projector Screen	2	30000/-
10	Necessary Stationaries	-	5000/-
11	EPABX	1	13000/-

B. Teaching/Training Aids
1. Computer
2. LCD Projector
3. Projection Screen
4. White/Black Boards
5. Flip Charts

8. VOCATIONAL TEACHER'S/ TRAINER'S QUALIFICATION AND GUIDELINES

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.	Graduate Degree with B. Com/BBA or Diploma (Three Year) in Management, P.G. Diploma in Management with at least 50% marks and 2 years of work or teaching experience. Preference will be given to higher education with MBA/ M. Com	• Effective communication skills (oral and written) • Basic computing skills. • Technical competencies (e.g., in areas such as human resources, personality skills, typing skills, stenography and interpersonal skills etc.)	18-37 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 Abhiyan* (SSA). 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 counseling activities conducted at Institutional, District and State level;
2. Adoption of innovative teaching and training methods;
3. Improvement in result of vocational students of Class X or Class 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 students/student support services.

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