

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Office Operations Executive

(QUALIFICATION PACK: Ref. Id. MEP /Q0207)

**SECTOR: Management & Entrepreneurship
and Professional Skills**

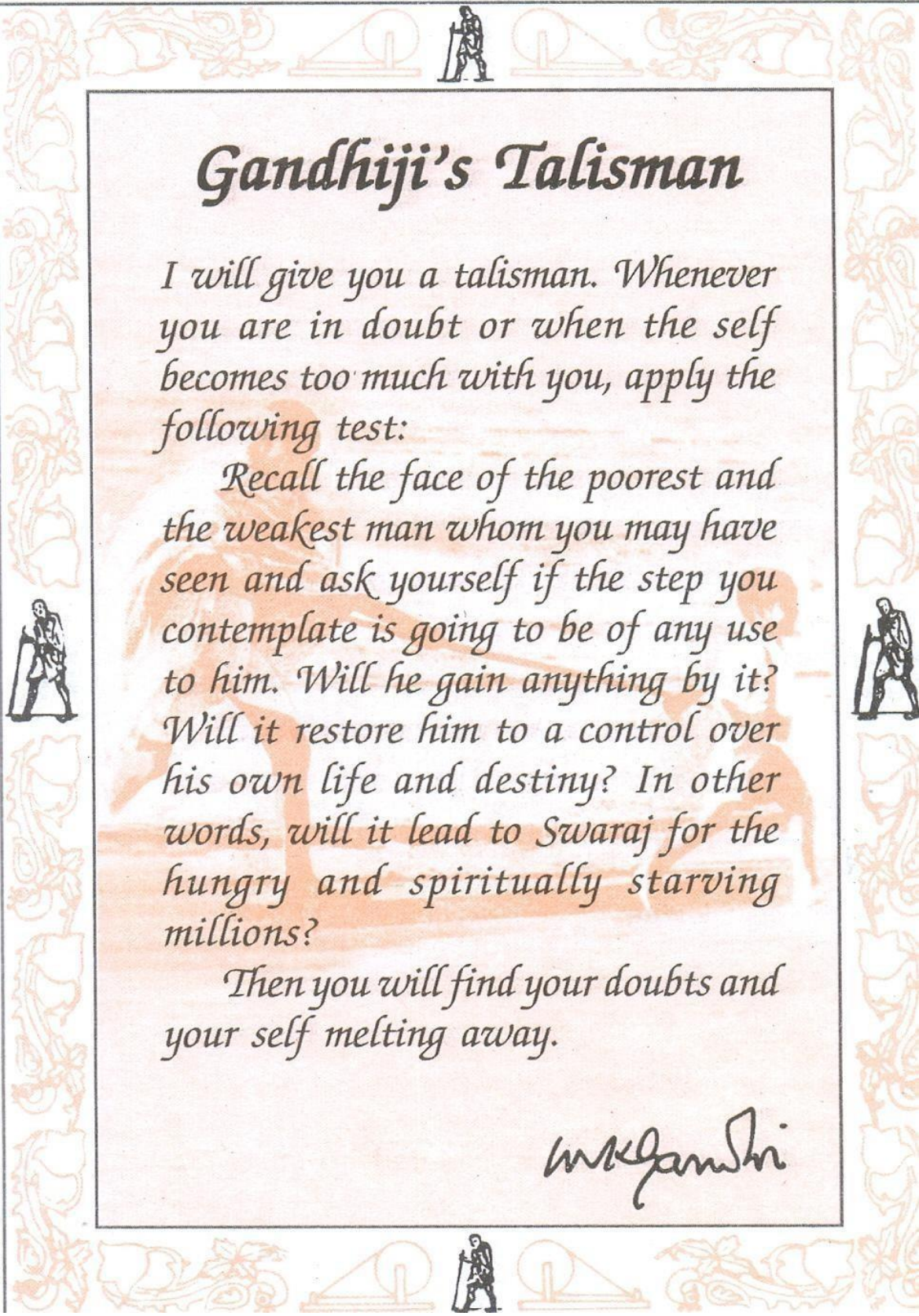
Grades 11 and 12



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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Joint Director

PSS Central Institute of Vocational
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FOREWORD

The PanditSundarlal 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 Retailer Association Skill Council of India for their academic support and cooperation.

We are thankful to the course coordinators Dr. Puunnam Veeraiah 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. Breeze Tripathi, Assistant Professor, (Contractual) Department of Business and Commerce, PSSCIVE for immensely contributing and supporting in the development of the curriculum. We acknowledge the contribution of Mrs. Sangeeta Sorte, Computer Operator Gr. III 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

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1. COURSE OVERVIEW

COURSE TITLE: Office Operations Executive

The Office Operations Executive course is designed to equip learners with the knowledge, skills, and professional competencies required to efficiently manage and support day-to-day administrative operations in a modern office environment. This course offers a blend of theoretical understanding and practical applications, enabling learners to contribute effectively to organizational productivity, communication, and workflow management.

Objectives:

- To develop proficiency in handling office documentation, communication tools, and scheduling systems.
- To enhance skills in client interaction, professional behavior, and teamwork.
- To promote effective use of ICT tools and record-keeping systems.
- To instill knowledge of organizational standards, data security, and workplace health and safety practices.

Key Learning Areas:

1. Office Administration & Documentation
 - Types of documents and records
 - Filing systems and records management
 - Use of office equipment and ICT tools
2. Communication & Interpersonal Skills
 - Effective verbal and written communication
 - Email and telephone etiquette
 - Interaction with clients, colleagues, and superiors
3. Professional Practice & Workplace Ethics
 - Time management and discipline
 - Office dress code and grooming standards
 - Hierarchy, teamwork, and conflict resolution
4. Organizational Policies & Standards
 - Data confidentiality and HR protocols
 - Organizational workflow and escalation matrix
 - Industry-specific office standards
5. Health & Safety Practices
 - Safety procedures and emergency protocols
 - Hazard identification and risk mitigation
 - Usage of safety signs and compliance standards
6. Material and Energy Efficiency

- Resource optimization and eco-friendly practices
- Sustainable office operations

Target Audience:

Aspiring administrative professionals, secretarial staff, office assistants, and fresh graduates seeking entry-level office management roles.

Career Pathways:

Upon completion, candidates can pursue roles such as:

- Office Executive
- Administrative Assistant
- Front Office Coordinator
- Documentation Clerk
- Personal Assistant (PA)
- HR/Operations Support Executive

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

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

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 employability and vocational competencies of students of Class 9 and 10 opting for vocational subject along with general education subjects.

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

GRADE 11			
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 – III	25	
	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 Office Operations	33	30
	UNIT 2: Managing Routine Office Activities	33	
	UNIT 3: Use computers to Store, Retrieve and communicate Information	33	
	UNIT 4: Data Entry in English and Regional Language.	33	
	UNIT 5: Record Management System	33	
	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:

GRADE 12			
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	10
	Unit 2: Self-management Skills - II	10	
	Unit 3: Information and Communication Technology Skills – II	20	
	Unit 4: Entrepreneurial Skills – II	15	
	Unit 5: Green Skills – II	10	
		75	10
Part B	Vocational Skills		
	Unit 1: Organizational Communication	32	30
	Unit 2: Handling of Office Equipment	38	
	Unit 3: Soft Skills for Office Assistant	25	
	Unit 4: Health, Hygiene, and Safety at Workplace	30	
	Total	165	30
Part C	Practical Work		

	Practical Examination	06	15
	Written Test	01	10
	Viva Voce	03	10
	Total		10
Part D	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, laboratories/ workshops and field visits. Students should be taken on 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 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 is not limited to hands-on training, simulated training, role play, case-based studies, exercises, etc. Equipment and supplies should be provided to enhance the 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 the 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: 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	0	1	1	05

	situation, provide an example, or solve a problem)				
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.

5. UNIT CONTENTS

CLASS 11

Part A: Employability Skills

S.No.	Units	Duration (Hrs.)
1.	Unit1: Communications Skill-III	25
2.	Unit2: Self-management Skills-III	25
3.	Unit3: Information and Communication Technology Skills-III	20
4.	Unit4: Entrepreneurial Skills-III	25
5.	Unit5: Greens Skill-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.	- Introduction to communication - Importance of communication - Elements of communication - Perspectives in communication - Effective communication	- 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.	- Verbal communication - Public speaking	- Role-play of a phone conversation. - Group exercise on delivering speech and practicing public speaking
LO3	Demonstrate Non-Verbal Communication	
3.	- Importance of non-verbal communication - Types of non-verbal communication - Visual communication	- Role-play on non-verbal communication - Group exercise and discussion on Do's and Don'ts to avoid body language mistakes - Group activity on methods of communication
LO4	Use Correct Pronunciation	
4.	- Pronunciation basics - Speaking properly - Phonetics - Types of sounds	Group exercises on pronouncing words
LO5	Demonstrate the knowledge of Assertive Communication Style	
5.	- Important communication styles - Assertive communication - Advantages of assertive communication - Practicing assertive communication	- Group discussion on communication styles - Group discussion on observing and sharing communication styles
LO6	Demonstrate the Knowledge of Saying No	
6.	- Steps for saying 'No' - Connecting words (Conjunctions)	- Group discussion on how to respond - Group activity on saying 'No'
LO7	Identify and Use Parts of Speech in Writing	
7.	- Capitalization - Punctuation - Basic parts of speech - Supporting parts of speech	- Group exercises on identifying parts of speech - Group exercises on constructing sentences - Group exercises on nouns

LO8	Write Sentences and Paragraphs	
8.	- Parts of a sentence - Types of objects - Types of sentences - Paragraph	- Exercises on making sentences - Activity on active and passive voice - Assignment on writing different types of sentences
LO9	Communicate with People	
9.	- Greetings - Introducing self and others	- 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.	- Talking about self - Filling out a form to write about self	- Practicing self-introduction to write about self - Filling up forms to write about self
LO11	Ask Questions	
11.	- Types of questions - Asking close-ended and open-ended questions	- Exercise on asking different types of questions - Group activity on framing open and close-ended questions
LO12	Communicate Information About Family to Others	
12.	Words that show relations in the family	- Practice talking about family - Role-play on talking about family members
LO13	Describe Habits and Routines	
13.	Concept of habits and routines	- Group discussion on habits and routines - Group activity on describing routines
LO14	Ask or Give Directions to Others	
14.	- Asking for directions to a place - Giving directions for a place	- 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.	- Knowing yourself - Identifying strengths and weaknesses - Difference between interests and abilities	- Activity on writing aim in life - Preparing a worksheet on interests and abilities
LO2	Demonstrate Personal Grooming	
2.	Guidelines for dressing and grooming	- Role-play on dressing and grooming standards - Self-reflection activity on dressing and grooming
LO3	Maintain Personal Hygiene	
3.	- Importance of personal hygiene - Three steps to personal hygiene - Essential steps of hand washing	- Role-play on personal hygiene - Assignment on personal hygiene
LO4	Demonstrate the Knowledge of Working in a Team and Participating in Group Activities	
4.	- Describe the benefits of teamwork - Working in a team	- Assignment on working in a team - Self-reflection on teamwork
LO5	Describe the Importance of Networking Skills	
5.	- Benefits of networking skills - Steps to build networking skills	- Group exercise on networking in action - Assignment on networking skills
LO6	Describe the Meaning and Importance of Self-Motivation	
6.	- Self-motivation - Types of motivation - Qualities of Self-motivated people	- Activity on staying motivated - Assignment on reasons hindering motivation
LO7	Set SMART Goals	
7.	Meaning of goals and purpose	Assignment on setting SMART goals

	of goal-setting Setting SMART (Specific, Measurable, Attainable, Realistic and Timebound) goals	Activity in developing long-term and short-term goals using the SMART method
LO8	Apply Time Management Strategies and Techniques	
8.	- Time management - Steps for effective time management	- Preparing a checklist of daily activities - 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.	- Introduction to ICT - Advantages of using (Information and Communication Technology) a word processor. - Working with Libre Office Writer	- Group activity on demonstration and practice of the following: - 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.	- Standard user interface of LibreOffice writer - Status bar - Menu bar - Tool bar - Making a text bold	- 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.	- Saving a Word document - Closing a Word document - Opening an existing document - Printing a Word document	- 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.	- Changing style and size of text - Aligning text and - Cutting, Copying, Pasting text - Finding and replacing	- 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.	- Starting a spell checker - Short-cut menu for spell checker - Autocorrecting spellings	- Group activity on checking spellings and grammar using LibreOffice Writer - Group activity on checking spelling and grammar using Microsoft Word
LO6	Insert Lists, Tables, Pictures, and Shapes in a Word Document	
6.	- Insert bullet list - Inserting the following in Word document - Number list - Tables - Pictures - Shapes	Practical exercise of inserting lists and tables using LibreOffice Writer
LO7	Insert Header, Footer and Page Number in a Word Document	
7.	- Inserting the following in a Word document - Header - Footer - page number - Page count	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.	- Tracking changes in LibreOffice Writer - Manage option - Comparing documents	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.	Introduction to entrepreneurship	Role-play on different kinds of businesses around us

	Types of business activities – manufacturing, trading, and service	
LO2	Describe the Significance of Entrepreneurial Values	
2.	- Values of an entrepreneur - Case study on qualities of an entrepreneur	Role-play on qualities of an entrepreneur
LO3	Describe the Attitudinal Changes Required to Become an Entrepreneur	
3.	Difference between the attitude of an entrepreneur and an employee	Interviewing employees and entrepreneurs
LO4	Describe the Importance of Thinking Like an Entrepreneur	
4.	- Problems of entrepreneurs - Problem-solving - Thinking like an entrepreneur to solve problems	Group activity on identifying and solving problems
LO5	Generate Business Ideas	
5.	- The business cycle - Principles of idea creation - Generating a business idea - Case studies	Group activity to create business ideas
LO6	Describe Customer Needs and the Importance of Conducting a Customer Survey	
6.	- Understanding customer needs - Conducting a customer survey	Group activity for conducting a customer survey
LO7	Create a Business Plan	
7.	- Importance of business planning - Preparing a business plan - Principles to follow for growing a business - Case studies	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.	- Important sectors of green economy- - Agriculture - Energy resources - Construction - Fisheries - Forestry - Tourism - Transport - Water Management - Waste management - Manufacturing - Industry	- 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.	Policies for a green economy	- 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.	Stakeholders in the green economy	- 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.	- Role of the government in promoting a green economy - Role of private agencies in promoting green economy	- 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 Office Operations	33
2.	UNIT 2: Managing Routine Office Activities	33
3.	UNIT 3: Use computers to Store, Retrieve and communicate Information	33
4.	UNIT 4: Data Entry in English and Regional Language	33
5.	UNIT 5: Record Management System	33
	Total	165

UNIT 1: INTRODUCTION TO OFFICE OPERATIONS		
Duration: 33 Hrs		
	Theory (15 Hrs)	Practical (18 Hrs)
LO1	Describe the various types of Organisation	
1.	- Introduction to office management & and Professional Skills - Principles of office management - Structure and functions of office management - Organizational structure, hierarchy and reporting relationship domain in India	- Group discussion on the principles of office management roles - Prepare an organizational chart depicting organizational structure, hierarchy and reporting relationship
LO2	Explain various types of organizations and their purpose	
2.	Organization meaning vision mission, objectives, departmental objectives and individual key performance indicator. - Organizational culture - type of Organisations - Sole Proprietorship - Partnership - HUF - joint Stock - Company - Cooperative Society	- collect Vision, Mission and objectives of five leading organizations. - Collect organisation culture of any 3 leading origination.
LO3	Explain basic organization structure	
3.	- Definition and Structure - Describe Functions and hierarchy	- Group Discussion on Definition and Structure - PPT on Functions and hierarchy

	- Types of Departments - General structure - Administration Department	Draw different types of organizational structure (functional, divisional and matrix organizational structure)
LO4	Explain common policies and procedure in an organization	
4.	- Briefing – Constitution of India. fundamental Rights. - Rules, Policies and procedures. - Importance of organizational policies and procedure for all employee. - Various statutes impacting the organization. - a- Indian companies Act, 2013 - b- Environmental Law - c- Labour Laws - d- Income Tax Act - e- GST	- Collect common policies and procedures in an organization. - Collect 5 different statutes impacting the organisation and the purpose of those statutes. - Collect authorities to maintain/ administer different statutes. - Indian Penal Code - Labour Act. - income Tax Act

UNIT 2: Managing Routine Office Activities		
Duration: 33 Hrs		
	Theory (15 Hrs)	Practical (18 Hrs)
LO1	Prepare work place text.	
1.	- Importance of Office Management - Meaning of work place text. - Types of workplace text - Features - Meaning	- Group discussion the importance of office management - Power point presentation on different Types of workplace text - Prepare a FILE NOTE' based on the given situation enabling decision making.

LO2	Develop skill in correspondence.	
2.	• Meaning of correspondence • Skill in correspondence • Importance of Skill Development • Business letter writing principles. • Comprehension and brevity.	• Group Discussion on Importance of skill in correspondence • Drafting simple correspondence in proper format and print it.
LO3	Explain email etiquettes	
3.	• Email feature • Its usage • Types of Email	• Creating email id • Email handling.
LO4	Manage phone calls.	
4.	• Telephone Etiquettes. • Understanding the Purpose of Business Calls • Active Listening Skills • Handling and Transferring Calls • Use of Telephone Systems and Technology	• Transferring to the correct department or individual • Develop skill in using EPABX. • Practice Confidentiality and Professionalism
LO5	Manage Visitors	
5.	• Personal grooming - a- Serves visitors by greeting, welcoming and directing them appropriately. - b- Notify company personal of visitor arrival. - c- Maintains security and telecommunication system. - d- Keeps a safe and clean reception area by complying with procedures, rule and regulations.	• Visit organization to develop skills in public interaction and mutual respect. • Interaction with HR Manager. • Make a chart on security and telecommunication system • Role play on safe and clean reception area by complying with procedures, rule and regulations.

UNIT 3: STORE, RETRIEVE AND COMMUNICATE INFORMATION THROUGH COMPUTERS		
Duration: 33 Hrs		
	Theory (10 Hrs)	Practical (23 Hrs)
LO1	Explain Fundamentals of a Computer System and its Usefulness	
1.	- Definition and Importance of a Computer System - Types and Functions of a computer system - Basics of computer components hardware. - Operating Systems and Office Applications - Navigation of computer drives and directories - Access control and data security policies - Role of AI in computer systems	- Group Discussion on the Importance of a Computer System - Practice how to navigate computer device, directories and Access file using search option through computers - Manage organizational access control, data security mechanism, operating systems and identify the components of computer
LO2	Demonstrate the Ability to Use a Computer for Storing, Retrieving, and Sharing Information Securely	
2.	- Understanding the concept of data storage and retrieval - Types of storage devices (HDD, SSD, USB, Cloud) - Data organization and backup - Basics of information sharing (email, cloud, LAN, printed letters, reports or data sheets) - Use of AI for Storing, Retrieving, and Sharing Information Securely	- Store and retrieve files from local and cloud storage - Perform file backups to external drives and Share files via email and cloud links - Apply password protection or access restrictions to documents - Perform to design format reference and review activities in office operation and the storage of information by using different commands
LO3	Develop Skills in Word Processing and Spreadsheet Application.	

3.	• Basic designing, formatting, referencing and reviewing activities in word processor application for the presentation of information • Use Basic Formulas, data tools and techniques for presenting the data using spread sheet application • Importance of creating graphs in spreadsheet • Data tools and techniques in word processing and spreadsheet • Use of AI in Developing Skills in Word Processing and Spreadsheet Applications	• Perform basic formula and data tool in word processing and spreadsheet • Prepare different types of graphs with the help of spreadsheet • Role-play on share and communicating information in office operations • Handling computer with different formulas and data tools for presenting the data
LO4	Presentation software and work safety on computer	
4.	• Familiarize tools of presentation software • Safety precautions • Ergonomic guidelines • Data security (cyber security) and confidentiality • Assistance of IT help desk (in case of computer related problems) • Use of AI in presentation software and work safety	• Create simple and professional presentation • Identify security guidelines and follow in suitable situations • Manage the safety economic and cyber security policies and guidelines • Role play on "Assistance of IT Help desk (in case of computer related problems)"

UNIT 04: DATA ENTRY IN ENGLISH AND REGIONAL LANGUAGE.		
Duration: 33 Hrs		
	Theory (10 Hrs)	Practical (23 Hrs)
LO1	Basic English Skills	
1.	- Basic English Skills - Routine Office information - Office activities in English language	- Perform basic English for day conversation - Role-play on routine office activities in office operations
LO2	Accurate Data Entry in English and Regional Language Using Appropriate Tools	
2.	- Importance of data entry in business and office communication - Overview of English and regional language typing tools (e.g., In Script, Phonetic keyboard, Google Input Tools) - Concepts of transliteration and translation - Need for accuracy, speed, and consistency in data entry - Challenges in bilingual data entry and methods to overcome them	- Practice typing in English using typing tutor software - Practice typing in regional language using appropriate input tools - Prepare a bilingual document (official letter, list, or table) and format (alignment, font styles, bulleting) - Conduct speed and accuracy tests in both languages
LO3	Use of Email and Internet for Communication	
3.	- Purpose and components of email - Email etiquette and professional communication - Overview of internet browsers and safe browsing - Importance of cyber security and avoiding phishing	- Create and manage an email account - Access websites for information - Use search engines efficiently and safely
LO4	Data Entry with Cloud Storage and Online Collaboration Tools	

4.	• Introduction to cloud storage • Advantages of cloud storage (e.g., Google Drive, OneDrive) • Overview of online collaboration tools (e.g., Google Docs, Sheets) • Data privacy and sharing permissions • Data entry procedure	• Upload, organize, and share files using cloud storage • Collaborate on a shared document in real-time • Demonstrate the steps involved in computerized data entry system

UNIT 5: RECORD MANAGEMENT SYSTEM		
Duration: 33 Hrs		
	Theory (10 Hrs)	Practical (23 Hrs)
LO1	Develop the skill in maintenance of office record.	
1.	• Meaning importance and classification of records • Common registers in an office • Computerized record management system • Safe and organised filing	• Prepare various register with suitable office transaction • Practice the computer records management system
LO2	Develop Skill in Filing practice.	
2.	• Meaning, classification and methods of filing • Indexing/ labelling • Incoming and outgoing filing process • save and file copies of outgoing documents as per organisational standards	• Hands on experience in filing practices. • Visit the school office/nearby offices and Identify the filing process • Identify the Filing Process • Practice the incoming and outgoing filing system

LO3	Differentiate between electronic filing and paper filing.	
3.	- Meaning of electronic file - Tools and equipment required for electronic filing - Equipment and machinery used in electronic filing system	- Provide hands on experience in converting the learner's paper file (Portfolio) in to electronic file. - Practice the equipment and machinery while filling the electronic filing system
LO4	Track Movement of Files/Record and Documentation	
4.	- Meaning of file tracking - Process of tracking file - Advantages of file tracking - Record Incoming and outgoing documentation - Documentation procedure under manual as well as electronic - Parameters required for office files documentation	- Demonstrate how to track a file. - Demonstrate the usefulness of incoming and outgoing documents - Practice the document activities under manual as well as electronic Filing system
UNIT 5: Record Management System.		
Duration: 33 Hrs		
	Theory (10 Hrs)	Practical (23 Hrs)
LO1	Develop the skill in maintenance of office record.	
5.	- Meaning importance and classification of records. - common registers in an office.	Prepare various registers.
LO2	Develop Skill in Filing practice.	
6.	- Meaning, classification and methods of filing. - Indexing/ labelling.	- Hands on experience in filing practices. - Visit the school office/nearby offices.
LO3	Differentiate between electronic filing and paper filing.	
7.	- meaning of electronic file. - Tools and equipment required for electronic filing.	Provide hands on experience in converting the learner's paper file (Portfolio) in to electronic file.

LO4	Track movement of files/records.	
8.	- Meaning of file tracking. How to track file. - Advantages of file tracking.	Demonstrate how to track a file.

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.	- Active listening -listening skill and stages of active listening - Overcoming barriers to active listening	- 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.	- Parts of speech – using capitals, punctuation, and basic parts of speech - Supporting parts of speech	- Group practice on identifying parts of speech - Group practice on constructing sentences
LO3	Write Sentences	
3.	- Writing simple sentence - Writing complex sentences - Types of object - Types of sentences i. Active and Passive sentences ii. Statement/	- 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,

iii. Declarative sentence iv. Question/ v. Interrogative sentence vi. Emotion/ vii. Reaction or Exclamatory sentence viii. Order or Imperative sentence ix. Paragraph writing	exclamatory, interrogative and imperative)
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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.	• Motivation and positive attitude • Intrinsic and extrinsic motivation • Positive attitude – ways to maintain positive attitude • Stress and stress management - ways to manage stress	• 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.	• Becoming result-oriented • Goal setting – examples of result-oriented goals	• Group activity on listing aim in life
LO3	Describe the Importance of Self-Awareness and the Basic Personality Traits, Types and Disorders	
3.	• Steps towards self-awareness • Personality and basic personality traits • Common personality disorders- i. Suspicious ii. Emotional and impulsive iii. Anxious • Steps to overcome personality disorders	• 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.	- Getting started with a spreadsheet - types of a spreadsheet - Steps to start LibreOffice Calc., - Components of a worksheet.	Group activity on identifying components of spreadsheet in LibreOffice Calc.
LO2	Perform Basic Operations in a Spreadsheet	
2.	- 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.	Group activity on working with data on LibreOffice Calc.
LO3	Demonstrate the Knowledge of Working with Data and Formatting Text	
3.	- 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	- Group activity on formatting a spreadsheet in LibreOffice - Group activity on performing basic calculations in LibreOffice Calc.
LO4	Demonstrate the Knowledge of Using Advanced Features in Spreadsheet	
4.	- Advanced features in Spreadsheet - Sorting data - Filtering data	Group activity on sorting data in Libre Office Calc

	iii. Protecting spreadsheet with password	
LO5	Make Use of Software for Making Slides Presentations	
5.	- Steps to start LibreOffice Impress - Adding text to a slide presentation	Group practice on working with LibreOffice Impress tools
LO6	Demonstrate the Knowledge of Opening, Closing and Slide Presentations	
6.	Printing a presentation	Group activity on closing and saving a presentation in LibreOffice Impress
LO7	Demonstrate the Knowledge of working with Slides	
7.	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	Group practice on working with font styles in LibreOffice Impress
LO8	Demonstrate the Use of Advanced Features in a Presentation	
8.	- Advanced features used in a presentation - Inserting shapes in the presentation - Inserting clipart and images in a presentation - Changing slide layout	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.	- Entrepreneurship and entrepreneur - Characteristics of entrepreneurship - Entrepreneurship-art and science - Qualities of a successful	- Group discussion on the topic “An entrepreneur is not born but created”. - Conducting a classroom quiz on various aspects of entrepreneurship.

	entrepreneur - 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.	- Barriers to entrepreneurship i. Environmental barriers ii. Faulty business plan iii. Personal barriers	- 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.	Entrepreneurial attitude	-----
LO4	Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies	
4.	- Entrepreneurial competencies i. Decisiveness ii. Initiative iii. Interpersonal skills-positive attitude, stress management iv. Perseverance v. Organizational skills- time management, goal setting, efficiency, managing quality	- 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.	- Green jobs - Benefits of green jobs - Green jobs in different sectors: i. Agriculture	Group discussion on the importance of green jobs.

	ii. Transportation 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.	• Importance of green jobs in the following i. Limiting greenhouse gas emissions ii. Minimizing waste and pollution iii. Protecting and restoring ecosystems iv. Adapting to the effects of climate change	• Preparing posters on green jobs. • Group activity on tree plantation.

CLASS 12

Part B–Vocational Skills

S.No.	Units	Duration (Hrs.)
1.	UNIT 1: Office Forms Management	33
2.	UNIT 2 : Communicate with clients, visitors and colleagues	33
3.	UNIT 3 : Health and safety practices at work place	33
4.	UNIT 4: Principles of professional practice at the work place	33
5.	UNIT 5: Co-ordinate Operational Requirements	33
	Total	165

UNIT 1: Office Forms Management		
Duration: 33 Hrs		
	Theory (12 Hrs)	Practical (21 Hrs)
LO1	Demonstrate checking documents and applications for completeness	
1.	• various types of forms, applications and files • Norms and guidelines for checking the forms • Organisational process for receipt of forms and applications • Understand the Type of Document/Application	• Check completeness of all necessary fields in the forms • Role play on Receiving the Application • Practice Initial Visual Check • Prepare a chart on Field-by-Field Verification

	• Use a Checklist or Standard Format • Verify Mandatory Fields • Check for Legibility and Accuracy • Ensure Supporting Documents Are Attached • Check Date, Signature, and Authorization Details ok for Consistency and Validity	• Role play on Correct Errors or Incomplete Areas • Practice Stamp and Record Complete Form
LO2	Explain authorization process	
2.	• Norms and guidelines for checking the forms • Understanding the Authorization Process • Stages in the Authorization Process • Common Forms Requiring Authorization • Compliance and Record-Keeping: • Ensuring forms are verified and aligned with organizational standards.	• Practice Form Scrutiny Exercise • Prepare PPT on Authorization Trail Creation • Group Discussion on Checklist Usage Practice • Role Play – Approver and Executive: • Practice Digital Form Handling • Practice Form Filing & Tracking organizing accepted forms into physical or digital folders with proper label
LO3	Explain the importance of preparing a checklist	
3.	• Verifying data and rectifying mistakes • Ensures Accuracy and Completeness • Improves Time Management • Promotes Consistency in Work • Reduces Errors and Omissions • Supports Delegation and Training • Improves Accountability and Tracking • Enhances Professionalism and Confidence	• Create a Checklist for Form Verification • Prepare a checklist based on the guidelines • Meeting Preparation Checklist • Daily Task Checklist for Office Executive • Checklist for Visitor Entry Process • Use a Digital Checklist Tool

LO4	Explain energy and material conservation practices	
4.	- Processes for material utilization - Conservation Practices - Ensure Office equipment's are switched off when not in use - Definition of Energy Conservation - Definition of Material Conservation - Importance in the Workplace - Common Energy Conservation Practices - Common Material Conservation Practices 3Rs Principle: Reduce, Reuse and Recycle	- Inspect the workplace for unnecessary energy usage - Create a checklist to record and improve usage behavior. - Assign responsibility to employees to turn off lights, fans, and equipment when leaving a room. - Prepare reminder posters or stickers near switches. - Practice Use email and cloud sharing (Google Drive, OneDrive) instead of printing. - Conduct a "No Print Day" in the office once a week. - Prepare a Set up separate bins for plastic, metal, and paper. - Demonstrate Old Office Supplies Reuse Activity - Group Discussion on Monitoring and Report Energy/Material Usage:

UNIT 2: Co-ordinate Operational Requirements		
Duration: 33 Hrs		
	Theory (12 Hrs)	Practical (21 Hrs)
LO1	Develop skill in work schedule management	

1.	- Various categories of operational activities that require co-ordination with different agencies and people - Various type of operational requirements in an office environment - Work-plan and schedule, efficient to do list (manually & electronically) Gantt chart, calendar and trackers.	- Prepare Schedule Week wise and day wise plan - Demonstrate Calendar - Prepare Gantt chart - Group Discussion on to do list - Acquire the skill to set up and check voice and video communication tools and application effectively (OJT)
LO2	Develop skill in executing follow up activities	
2.	- Communication etiquette, netiquette, concalls, webinars, meeting - Role, IT tools and facilities needed for collaborative tasks. - Features, benefits and limitations of different collaborative technology tools and devices. - Importance of preparing a to-do lists and checklist. - Features of online communication	- Prepare Check list on communication etiquette. - prepare minutes of meetings accurately - using agreed format prepare an activity - Group Discussion on service policies.
LO3	Develop skill in finance and administrative work	
3.	Procedure for receipt and payment for goods and services Procurement approval procedures Indicators which assist in evaluation of supplier and their supplies Common banking procedures Information in a bill and invoice	- Prepare bills and invoices - identify the documents related with financial transactions - prepare common forms relating to banking transactions (OJT)
LO4	Develop skill in Use and maintenance of records	
4.	- Measures that can be taken to protect documents from damage. - Information security measures that can be taken to protect documents and information. - Inward mail procedure. - outward mail procedure	- Prepare registers for inward and outward mails. - Develop skill in arranging the documents for further processing (annexing of enclosure) OJT)

	- check documents for effective further processing - back-ups for essential documentation or messages	

UNIT 2: Communicate with Clients, Visitors and Colleagues		
Duration: 33 Hrs		
	Theory (10 Hrs)	Practical (23 Hrs)
LO1	Develop skill in communicating with clients	
1.	Communication; - Importance Components Barriers Difference between clients/ visitors/ colleagues	Develop oral communication skill- listening and speaking-in English and Regional language
LO2	Develop skill in effective interaction with superiors	
2.	- clarification about job related requirements - Grievance procedure	- Group Discussion on clarification about job related requirements - Grievance procedure.
LO 3	Develop skill in effective communication with colleagues	
3.	Inter personnel relationship- importance Common reason for inter personnel conflict.	- Role-play on Inter personnel relationship - Demonstrate importance Common reason for inter personnel conflict
LO 4	Develop skill in effective communication with customers and suppliers	
4.	Customer satisfaction Types of customers Tips for handling customer/visitor	- Develop Listening skill - Skit practice on Positive talk with clients

UNIT 3: Health and Safety Practices at workplace		
Duration: 33 Hrs		
	Theory (10 Hrs)	Practical (23 Hrs)
LO1	Explain relevant health and safety practices at the workplace	

5.	- Factories Act Workplace hazards and risks - Possible causes of risk and accident - Method of accident prevention Safe working practices in different situations. - Preventive and remedial action while dealing with toxic materials - Importance of Dress code. - List of safety equipment kept in an office	- Demonstrate the Setup and safety checks in the demo area. - Apply health and safety practices Expert interaction with Safety Officer Self-safety & making others follow safety procedure.
LO2	Explain healthy and hygienic environment	
6.	Procedure for maintaining healthy and hygienic environment at workplace.	Visit organisation to study the procedure for maintaining healthy and hygienic environment at work place
LO3	Demonstrate the basic rescue techniques to deal with emergency situation	
	Basic techniques bandaging Explain the techniques using demonstration videos CPR (First Aid Training)	Perform basic rescue techniques/field visit Maintaining first aid tool kit
LO4	Explain the fire safety techniques	
5.	- Explain the techniques using demonstration videos - Causes of Fire at Workplace and Home - Classes of Fire and Suitable Extinguishers - Fire Prevention Measures - Fire Detection and Alarm Systems - Use of Fire Extinguishers (PASS Technique). - Evacuation Procedures and Escape Routes. - Personal Safety Techniques During Fire	- Perform fire safety techniques/ field visit. - Demonstrate the fire prevention method - Role play on Evacuation Procedures and Escape Routes - Group Discussion on Personal Safety Techniques During Fire

UNIT 4: PRINCIPLES OF PROFESSIONAL PRACTICE AT THE WORK PLACE		
LO1	Explain professional image and behaviour at workplace	
1.	Importance of developing personal and professional goals and objectives	Identify own strength and weakness Describe own role in achieving the goal (Interaction with HR Manager)
LO 2	Explain professional competence	
	Importance of continuous learning for professional development	Collect Feedback from others on own performance and practice
LO 3	Perform work in a disciplined and ethical manner	
	Importance of discipline and ethics in a professional work place. guidelines and legal requirements on disclosure and confidentiality Follow organizational policy	Prepare active mile stone and time lines. Identify ethical and unethical issues at the workplace
LO 4	Develop Skill in Work effectively with all stake holders	
	Team performance — meaning-importance-team performance and targets Types of inappropriate behaviour at the work place Conflict of interest	Develop skill to recognize, avoid and address any conflict of interest Identify inappropriate behaviour

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)

A. Equipment's to be seen during Field Visit:

1. **Point of Sale (POS) Terminal/System**
 - a. For billing and payment processing
2. **Barcode Scanner**
 - a. For quick product identification and billing
3. **Cash Register or Cash Drawer**
 - a. To handle cash transactions securely
4. **Credit/Debit Card Machine (EDC Machine)**
 - a. For electronic payments
5. **Computer or Tablet**
 - a. For stock management, checking product availability, or customer data entry
6. **Printer**
 - a. For printing invoices, bills, and product tags
7. **Telephone or Intercom System**
 - a. For internal communication or customer follow-up
8. **Security Systems**
 - a. CCTV cameras, electronic article surveillance (EAS) systems
9. **Labeling Machine or Tag Gun**
 - a. For price tagging and labeling products
10. **Handheld Inventory Scanner (RFID/Barcode)**
11. For stock taking and inventory management
12. **List of Materials:**
13. **Product Catalogues or Brochures**
 - a. For providing information to customers
14. **Stationery**
 - a. Pens, notepads, markers, etc., for manual record-keeping or customer notes
15. **Packaging Material**
 - a. Bags (paper/plastic), gift wraps, boxes
16. **Uniform/Name Badge**
 - a. To present a professional image and identification
17. **Cleaning Supplies**
 - a. For maintaining a clean and tidy retail environment
18. **Feedback/Complaint Forms**
 - a. To collect customer feedback
19. **Promotional Material**
 - a. Flyers, discount coupons, banners for in-store promotions

20. **Manuals/Guides**

- a. Store policies, product training manuals, customer service protocols

B. 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)	- 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

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