LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE: Secretary

(QUALIFICATION PACK: Ref. Id. MEP/Q0201)

SECTOR: Management, Entrepreneurship, and Professional Skills
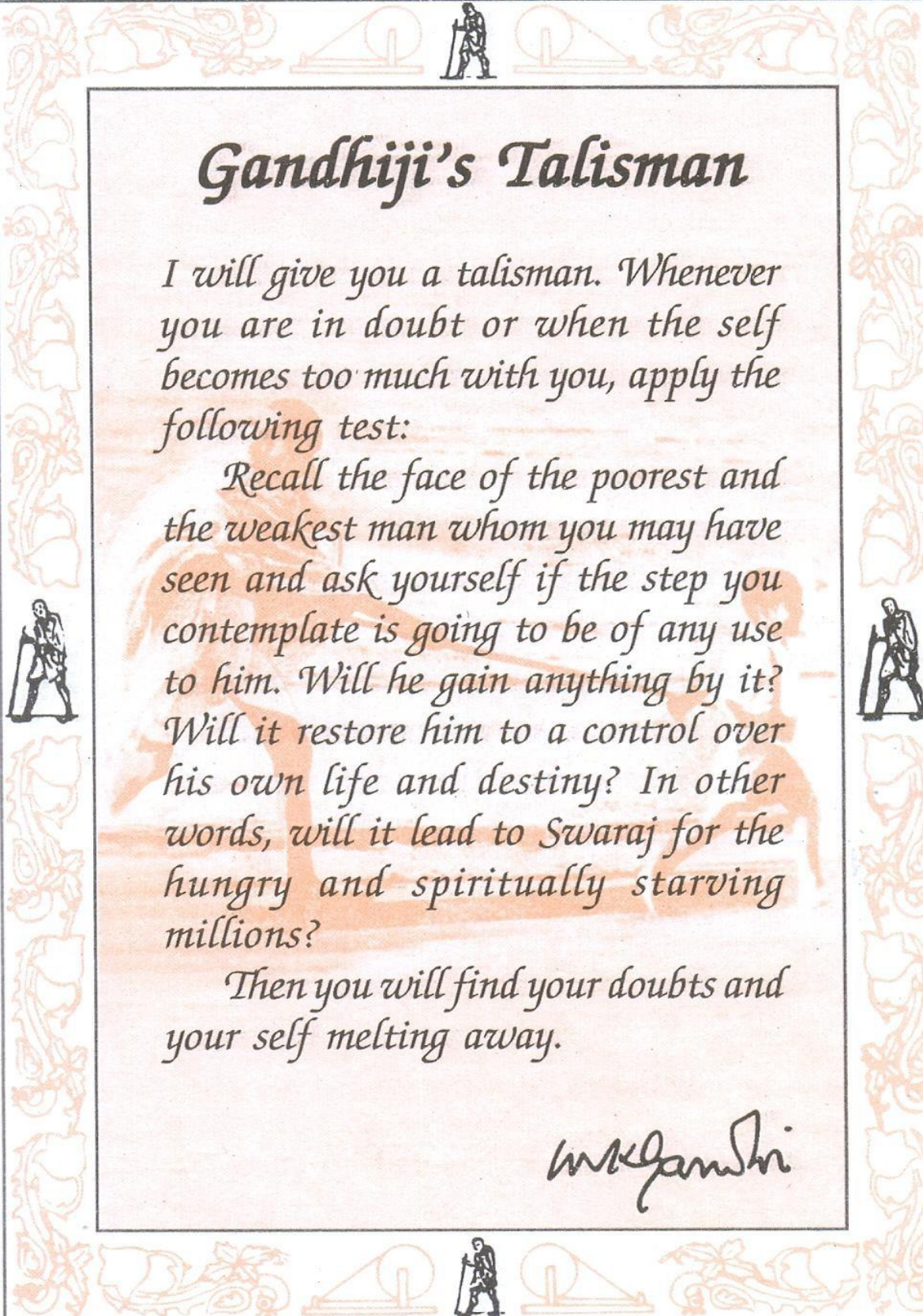
Grade 11 and 12

विद्यया ऽ मृतमश्नुते

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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LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Management – Secretary

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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 program 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 **Secretary**. The curriculum has been developed for the secondary students of Grades 11 and 12 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 children 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.

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 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

PSSCIVE Team

CONTENTS

1. Course Overview

COURSE TITLE: Management - Secretary

A secretary is responsible for supporting managers and company directors with clerical and administrative tasks. The individual also takes dictation in shorthand and transcribes information to prepare documents.

White-collar workers who support management, including executives, by using a variety of project management, communication, or organizational skills are known as secretaries, administrative professionals, administrative assistants, executive assistants, administrative officers, administrative support specialists, clerks, military assistants, management assistants, office secretaries, or personal assistants.

The administrative support business offers a wide range of employment opportunities, including internships, entry-level, associate, junior, mid-senior, and senior-level pay bands with roles in all organizations and industries. However, this position should not be confused with that of an executive secretary, cabinet secretary, or business secretary, all of which are distinct from those of an administrative assistant.

The personal assistant's duties may be performed exclusively for the benefit of one other employee or they may be shared among several. In other instances, a secretary is a representative of a society or group who manages communications, welcomes new members, and plans formal gatherings and events.

Some high-level secretaries, administrative assistants, or executive assistants in the associate, as well as those in entry-level positions requiring specialized knowledge acquired through a bachelor's degree or even a master's degree in a field relevant to the organizations and industries, are specialized secretaries who typically support senior executives and/or actively participate in the work of the organization, such as having a bachelor's degree.

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

➢ Apply effective oral and written communication skills to interact with people and customers;
➢ Identify the principal components of a computer system;
➢ Demonstrate the basic skills of using a computer
➢ Demonstrate self-management skills
➢ Demonstrate the ability to provide a self-analysis in the context of entrepreneurial skills and abilities;
➢ Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environmental protection
➢ Comply with workplace integrity and ethical and regulatory practices.
➢ Manage the workplace a for safe and healthy work environment by following compliance with regulatory and safety norms

➢ Use appropriate symbols in stenography in taking dictation and preparing documents.
➢ Prepare different types of documents.
➢ Manage queries and fix appointments.
➢ Proofread and correct of documents.
➢ Coordinate and arrange meetings.
➢ Explain industry standards and management of applications.
➢ Maintain records and documentation.
➢ Follow material and energy conservation practices.

- ➤ Practice gender and PwD sensitivity.
- ➤ Communicate effectively with colleagues and external stakeholders.
- ➤ Apply relevant health and safety practices at the workplace.
- ➤ Maintain professional image and behaviour.

COURSE REQUIREMENTS: The learner should have a basic knowledge of computers.

COURSE LEVEL: This is an intermediate-level course. On completion of this course, a student can take up a diploma or degree-level course. On completion of this course, a student can take up a course for a job role in the Office Management sector

COURSE DURATION: 600 hrs.

Grade 11:   300 hrs.
Grade 12:   300 hrs.
_____

Total: **600 hrs.**
_____

2. Scheme of Units

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

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

Grade 11			
	Units	**No. of Hours for Theory and Practical 300**	**Max. Marks for Theory and Practical 100**
Part A	**Employability Skills**	25	
	Unit 1: Communication Skills – III	25	10
	Unit 2: Self-management Skills – III	20	
	Unit 3: Information and Communication Technology Skills – III	25	
	Unit 4: Entrepreneurial Skills – III	15	
	Unit 5: Green Skills – III	**110**	
	Total		**10**
Part B	**Vocational Skills**	30	
	Unit 1: Introduction to Office Management	40	30
	Unit 2: Stenography and Shorthand Practice	40	
	Unit 3: Computers for Secretarial Practice	55	
	Unit 4: Basics of Office Equipment	**165**	
	Unit 5: Role and Functions of Secretary		**30**
Part C	**Practical Work**	06	

	Practical Examination	01	15
	Written Test	03	10
	Viva Voce	**10**	10
	Total		**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**	**Max. Marks for Theory and Practical 100**
Employability Skills		
Unit 1: Communication Skills – IV	25	
Unit 2: Self-management Skills – IV	25	
Unit 3: Information and Communication Technology Skills – IV	20	10
Unit 4: Entrepreneurial Skills – IV	25	
Unit 5: Green Skills – IV	15	
Total	**110**	**10**
Vocational Skills		
Unit 1: Records and Documentation	40	
Unit 2: Communicating with Clients and Colleagues	35	
Unit 3: Principals of Professional Practice at Workplace	15	30
Unit 4: Industry and Organisational Standards	20	
Unit 5: Health, and Safety Practices at Workplace	35	
Total	20	**30**
Practical Work	**165**	**30**
Practical Examination		
Written Test	06	15
Viva Voce	01	10
Total	03	10
Project Work/Field Visit	**10**	**35**
Practical File/Student Portfolio	10	
Viva Voce	05	10
Total	**15**	**05**
Grand Total	**300**	**100**

3. Teaching/Training Activities

The teaching and training activities have to be conducted in classrooms, 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 occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

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

PRACTICAL WORK IN LABORATORY/WORKSHOP

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

FIELD VISITS/ EDUCATIONAL TOUR

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

4. ASSESSMENT AND CERTIFICATION

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

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

KNOWLEDGE ASSESSMENT (THEORY)

Knowledge Assessment should include two components: one comprising of internal assessment and second an external examination, including theory examination to be conducted by the Board. The assessment tools shall contain components for testing the knowledge and application of knowledge. The knowledge test can be objective paper-based test or short structured questions based on the content of the curriculum.

WRITTEN TEST

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

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

Duration: 3 hrs.   **Max. Mark: 40**

	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)	3	2	2	13
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	3	2	14
3.	Application – (Use abstract information in concrete situation, to apply knowledge to new situations: Use given content to interpret a situation, private an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	**5x1=5**	**10x2=20**	**5x3=15**	**40 (20 questions)**

SKILL ASSESSMENT (PRACTICAL)

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

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

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

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

5. UNIT CONTENTS

GRADE 11

Part A: Employability Skills

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

UNIT 1: COMMUNICATION SKILLS – III			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Duration (25 hrs)**
1. Demonstrate knowledge of 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. Classroom discussion on the 7Cs (i.e., Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication	03
2. Demonstrate verbal communication	1. Verbal communication 2. Public Speaking	1. Role-play of a phone conversation. 2. Group activity on delivering a speech and practicing public speaking	02
3. Demonstrate non-verbal communication	1. Importance of non-verbal communication 2. Types of non-verbal communication	1. Role-play on non-verbal communication 2. Group exercise and discussion on Do's and Don'ts to avoid body	02

		3. Visual communication	language mistakes 2. Group activity on methods of communication	
4.	Demonstrate speech using correct pronunciation	1. Pronunciation basics 2. Speaking properly 3. Phonetics 4. Types of sounds	1. Group activities on practicing pronunciation	01
5.	Apply an assertive communication style	1. Important communication styles 2. Assertive communication 3. Advantages of assertive communication 4. Practicing assertive communication	1. Group discussion on communication styles 2. Group discussion on observing and sharing communication styles	03
6.	Demonstrate the knowledge of saying no	1. Steps for saying 'No' 2. Connecting words	1. Group discussion on how to say 'No'	02
7.	Identify and use parts of speech in writing	1. Capitalisation 2. Punctuation 3. Basic parts of speech 4. Supporting parts of speech	1. Group activity on identifying parts of speech 2. Writing a paragraph with punctuation marks 3. Group activity on constructing sentences 4. Group activity on identifying parts of speech	03
8.	Write correct sentences and paragraphs	1. Parts of a sentence 2. Types of object 3. Types of sentences 4. Paragraph	1. Activity on framing sentences 2. Activity on active and passive voice 3. Assignment on writing different types of sentences	02
9.	Communicate with people	1. Greetings 2. Introducing self and others	1. Role-play on formal and informal greetings 2. Role-play on introducing someone 3. Practice and group discussion on how to greet different people?	02

10. Introduce yourself to others and write about oneself	1. Talking about self 2. Filling a form	1. Practicing self-introduction and filling up forms 2. Practicing self-introduction to others	01
11. Develop questioning skill	1. Main types of questions 2. Forming closed and open-ended questions	1. Practice exercise on forming questions 2. Group activity on framing questions	01
12. Communicate information about family to others	1. Names of relatives 2. Relations	1. Practice talking about family 2. Role-play on talking about family members.	01
13. Describe habits and routines	1. Concept of habits and routines	1. Group discussion on habits and routines 2. Group activity on describing routines	01
14. Ask or give directions to others	1. Asking for directions 2. Using landmarks	1. Role-play on asking and giving directions 2. Identifying symbols used for giving directions	01
Total			**25**

UNIT 2: SELF-MANAGEMENT–III			
Learning Outcome	**Theory** **(10 hrs)**	**Practical** **(15 hrs)**	**Duration** **(25 hrs)**
1. Identify and analyse own strengths and weaknesses	1. Understanding self 2. Techniques for identifying strengths and weaknesses 3. Difference between interests and abilities	1. Activity on writing aims in life 2. Preparing a worksheet on interests and abilities	03
2. Demonstrate personal grooming skills	1. Guidelines for dressing and grooming 2. Preparing a personal grooming checklist	1. Role-play on dressing and grooming standards 2. Self-reflection activity on various aspects of personal grooming	04
3. Maintaining personal hygiene	1. Importance of personal hygiene 2. Three steps to personal hygiene 3. Essential steps of	1. Role-play on personal hygiene 2. Assignment on personal hygiene	03

	hand washing		
4. Demonstrate the knowledge of working in a team and participating in group activities	1. Describe the benefits of teamwork 2. Working in a team	1. Assignment on working in a team 2. Self-reflection on teamwork	03
5. Develop networking skills	1. Benefits of networking skills 2. Steps to build networking skills	1. Group activity on networking in action 2. Assignment on networking skills	03
6. Describe the meaning and importance of self-motivation	1. Meaning of self-motivation 2. Types of motivation 3. Steps to building self-motivation	1. Activity on staying motivated 2. Assignment on reasons hindering motivation	03
7. Set goals	1. Meaning of goals and purpose of goal-setting 2. Setting SMART goals	1. Assignment on setting SMART goals 2. Activity on developing long-term and short-term goals using SMART method	03
8. Apply time management strategies and techniques	1. Meaning and importance of time management 2. Steps for effective time management	1. Preparing a checklist of daily activities	03
Total			**25**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY-III			
Learning Outcome	**Theory (08 hrs)**	**Practical (12 hrs)**	**Duration (20 hrs)**
1. Create a document on the word processor	1. Introduction to ICT 2. Advantages of using a word processor. 3. Work with Libre Office Writer	1. Demonstration and practice of the following: • Creating a new document • Typing text • Saving the text • Opening and saving file on Microsoft Word/Libre Office Writer.	02

2.	Identify icons on the toolbar	1. Status bar 2. Menu bar 3. Icons on the Menu bar 4. Multiple ways to perform a function	1. Group activity on using basic user interface of LibreOffice writer 2. Group activity on working with Microsoft Word	02
3.	Save, close, open and print document	1. Save a word document 2. Close a word document 3. Open an existing document 4. Print	1. Group activity on performing the functions for saving, closing and printing documents in LibreOffice Writer 2. Group activity on performing the functions for saving, closing and printing documents in Microsoft Word	02
4.	Format text in a word document	1. Change style and size of text 2. Align text 3. Cut, Copy, Paste 4. Find and replace	1. Group activity on formatting text in LibreOffice Writer 2. Group activity on formatting text in Microsoft Word	02
5.	Check spelling and grammar in a word document	1. Use of spell checker 2. Autocorrect	1. Group activity on checking spellings and grammar using LibreOffice Writer 2. Group activity on checking spellings and grammar using Microsoft Word	02
6.	Insert lists, tables, pictures, and shapes in a word document	1. Insert bullet list 2. Number list 3. Tables 4. Pictures 5. Shapes	1. Practical exercise of inserting lists and tables using LibreOffice Writer	03
7.	Insert header, footer and page number in a word document	1. Insert header 2. Insert footer 3. Insert page number 4. Page count	1. Practical exercise of inserting header, footer and page numbers in LibreOffice Writer 2. Practical exercise of inserting header, footer and page numbers in Microsoft Word	03
8.	Make changes by using the track change	1. Tracking option 2. Manage option 3. Compare	1. Group activity on performing track changes in LibreOffice Writer	04

option in a word document	documents	2. Group activity on performing track changes in Microsoft Word	
Total			**20**

UNIT 4: ENTREPRENEURIAL SKILLS – III			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Duration (25 hrs)**
1. Differentiate between different kinds of businesses	1. Introduction to entrepreneurship 2. Types of business activities	1. Role-play on different kinds of businesses around us	03
2. Describe the significance of entrepreneurial values	1. Meaning of value 2. Values of an Entrepreneur 3. Case study on qualities of an entrepreneur	1. Role-play on qualities of an entrepreneur	03
3. Demonstrate the attitudinal changes required to become an entrepreneur	1. Difference between the attitude of entrepreneur and employee	1. Interviewing employees and entrepreneurs	03
4. Develop thinking skills like an entrepreneur	1. Problems of entrepreneurs 2. Problem-solving 3. Ways to think like an entrepreneur	1. Group activity on identifying and solving problems	04
5. Generate business ideas	1. The business cycle 2. Principles of idea creation 3. Generating a business idea 4. Case studies	1. Brainstorming on generating a business ideas	04
6. Describe customer needs and the importance of conducting a customer survey	1. Understanding customer needs 2. Conducting a customer survey	1. Group activity to conduct a customer survey	04
7. Create a business plan	1. Importance of business planning 2. Preparing a business plan 3. Principles to follow	1. Group activity on developing a business plan	04

		for growing a business 4. Case studies		
Total				**25**

UNIT 5: GREEN SKILLS – III			
Learning Outcome	**Theory (07 hrs)**	**Practical (08 hrs)**	**Duration (15 hrs)**
1. Describe the importance of the main sector of the green economy	1. Meaning of ecosystem, food chain and sustainable development 2. Main sectors of the green economy- E-waste management, green transportation, renewal energy, green construction, and water management	1. Group discussion on sectors of green economy 2. Poster making on various sectors for promoting green economy	06
2. Describe the main recommendations of policies for the green economy	1. Policies for a green economy	1. Group discussion on initiatives for promoting the green economy 2. Writing an essay or a short note on the important initiatives for promoting green economy.	03
3. Describe the major green sectors/ areas and the role of various stakeholders in the green economy	1. Stakeholders in the green economy	1. Group discussion on the role of stakeholders in the green economy 2. Making solar bulbs.	03
4. Identify the role of government and private agencies in the green economy	1. Role of the government in promoting a green economy 2. Role of private agencies in promoting green economy	1. Group discussion on the role of Government and Private Agencies in promoting a green economy. 2. Poster making on green sectors.	03
Total			**15**

Part B: Vocational Skills

S.No.	Units	Duration (Hrs.)
1.	Introduction to Office Management	25
2.	Stenography /Shorthand practice	45
3.	Computers for Secretarial Practice	35
4.	Basics of Office Equipment	40
5.	Role and Functions of Secretary	20
	Total	**165**

UNIT 1: INTRODUCTION TO OFFICE MANAGEMENT			
Learning Outcome	**Theory (10 Hrs.)**	**Practical (15 Hrs.)**	**Duration (25 Hrs.)**
1. Demonstrate knowledge of office management	1. Introduction to office management and major sub-segments 2. Principals of office management 3. Structure and function of office management.	1. Group discussion on the principles of office management roles. 2. Prepare an organizational chart depicting organizational structure, Hierarchy and reporting relationships	05
2. Identify various career opportunities in office management	1. Office support duties 2. Career path for a secretarial job 3. Motives and objectives of the occupation	1. Draw the career opportunities of a stenographer 2. Demonstrate the administrative duties in the office 3. Role plays on office support duties 4. Group Discussion on the objectives of secretary	05

3. Describe the importance of office management	1. Importance of office management 2. Importance of stenographer in the office 3. Importance of a sound organisation 4. Types of organizational structure 5. calendar management	1. Draw organogram 2. Identify some sound organisations 3. Demonstrate the process of managing office 4. Answering calls, taking messages, maintaining diaries and arranging appointments 5. Group discussion on calendar management	05
4. Demonstrate the various roles and responsibilities of a secretary	1. Evolution of professional secretaries in India 2. Role and responsibilities of a secretary in an office 3. Importance of verbal communication for secretaries 4. Importance of maintenance of office records.	1. Describe the mode of greeting visitors and verifying them as per organizational protocol 2. Visit the office to understand the job role of the secretary 3. Identify the various services in secretarial practice 4. Draw a chart containing the evolution of secretaries in India 5. Design the organization structure, the importance of a sound organization. 6. Demonstrate steps for managing the office	05

5. Identify different services in secretarial practice	1. Describe the areas involved in office Management. 2. Organization's policies and procedures for secretarial practice. 3. Rules and Regulations followed under secretarial practice 4. Different services under secretarial practice	1. Outline communication rules for in-person & phone talks 2. Draw and demonstrate the Steps involved in organizing an office 3. Identify the functional areas in the office Management 4. Adopt the rules and regulations while doing secretarial practice 5. List the services covered under secretarial practice.	05
Total			25

UNIT 2: STENOGRAPHY /SHORTHAND PRACTICE			
Learning Outcome	**Theory (15 Hrs.)**	**Practical (30 Hrs.)**	**Duration (45 Hrs.)**
1. Describe the concept of shorthand & its usefulness	1. Concepts of occupation, features and reasons of occupation. 2. Dictation and short hand 3. Formatting the text from shorthand notes 4. Use of logo grams, grammalogues & contraction. 5. Use of alternative forms of R&L, use of thick R & L 6. Use of vowels: long &short, dot & dash and places of vowels	1. Draw the determinants of maintaining the files in order. 2. Take notes and instructions using appropriate shorthand phraseography, logograms, grammalogues & contraction. 3. Demonstrate the curved hooked strokes; F/V/TH	12

2. Demonstrate the different formats in which the text may be presented	1. Concept of stenography /shorthand to record the verbal conversation. 2. Meaning of verbal conversation 3. Concept of Abreviation, semicircle and Dia Phone 4. Concept of shorthand with phrasography, logograms, grammaloues and contractions 5. Initial small hooks (double consonants) R &L hooks, SHR & SHL hooked strokes, vowels and double consonants	1. Use short hand to record verbal conversation 2. Demonstrate the use of abbreviated, Semicircles Y, and Dia Phone 3. Use downward strokes H,Tick H,Dot H &upward SH 4. Form the letter S and Z using small circle	10
3. Display the shorthand notes in to documents	1. Organizations policies and procedures for work 2. Importance of speedy disposal of work with maximum accuracy 3. Dictation in shorthand 4. Appropriate shorthand symbols 5. Importance of compliance to statutory requirements	1. Present the text in required format 2. Proof read the documents and correct the errors 3. Demonstrate the prefixes and suffixes used in shorthand 4. Group discussion on statutory requirements in shorthand	11
4. Demonstrate the correspondence with other institutions/depa rtments	1. Types of office correspondence 2. Agenda timetables and appointments 3. Urgent, important, and unimportant tasks 4. Importance of speedy disposal of	1. Read & interpret mails /memos/office orders/circulars/ little & office instructions 2. Differentiate between urgent,	12

	work with maximum accuracy 5. Input & formatting the text from shorthand notes 6. Types and uses of logograms 7. Types and uses of strokes use of vowels, dot and dash vowels	important and unimportant tasks 3. Draw a chart containing the different formats in which text presentation is done from shorthand notes 4. Display vocational self-confidence at workplace 5. Prepare documents with shorthand notes taken 6. Identify vocational problems and resolve them effectively	
Total			**45**

UNIT 3: COMPUTERS FOR SECRETARIAL PRACTICE			
Learning Outcome	**Theory (15 Hrs.)**	**Practical (20 Hrs.)**	**Duration (35 Hrs.)**
1. Handling of different learning management platforms through MSOffice	1. Introduction of computers. 2. Learning to operate different LMS-Learning Management system platforms. 3. Use of application of essential accessories in MS word & Keyboard Operations. 4. Computer Hardware and its types 5. Windows Operating System. 6. Introduction to MS Office.	1. Demonstrate the basic use of computer devices 2. Demonstrate the usage of LMS 3. Identify the parts of computers like CPU, Keyboard, Monitor etc 4. Draw activity with MS word 5. Demonstrate the Ms Word activity in MS	07

	7. Concept of MS 8. Types of Toolbars	Word using the Toolbar 6. Activity to identify the various parts of computer Hardware 7. Draw the Hardware of computers with MS Paint 8. Demonstrate the dismantle of projector, cords, cables & input /output devices	
2. Maintain the office equipment before loading, while usage,	1. Various parts & functions of the various office equipment (printer, photocopier, scanner, projector, binder telephone internet, etc) 2. PowerPoint presentation 3. LCD projector, computer, LCD screen, whiteboard marker use of pointer 4. World Wide Web, web servers, web clients, websites, web pages, web browsers, blogs, news groups, HTML, web address, e-mail address, 5. Use different input/output devices	1. Reading sessions and demonstrating the knowledge of machines used for describing the structure 2. Writing session on the terms used for describing the structure of equipment 3. Operate each piece of equipment efficiently and use all its features& applications 4. Prepare a chart on the functions of various parts of office equipment	05
3. Demonstrate the Use the Computer	1. How to connect & dismantle projector, cords, cables, and	1. Identify various parts of the machine structure and	08

application in the secretary job	input /output devices 2. Importance of computer application 3. Types of application 4. Application to maintain records and calculations (MS Excel, Power point-PPT, etc) 5. Application to upload and download documents, audio, and video files	draw the diagram 2. Make a collage using picture of different types of computer peripherals and display in the class 3. Prepare and demonstrate the ppt on excel formula 4. Operate projector cards and cables 5. Classify the input and output devices of computer and its applications 6. Maintain the uploaded or downloaded documents audio and video files	
4. Display the computer security and privacy	1. Computer security and privacy and tools used in computers for security 2. Reasons for security breach 3. Threats to computer Protecting your data 4. Use of firewall and wiresharks and other anti vires software	1. Downloading and uploading files from a remote site. Internet protocols: TCP/IP, SMTP, POP3, HTTP, HTTPS. 2. display the use of computer safety tools 3. Demonstrate the usefulness of firewall and wiresharks and other anti vires software	08

5. Handle the Cyber laws while operating the computer applications	1. Types Of social media 2. Importance Of social media 3. Cyber-crimes, laws & rules 4. Acts and Procedures for Data safety	1. Demonstrate the use of social media 2. Identify the common cyber-crimes in social media 3. Apply Cyber Laws to resolve queries 4. Classify the Laws for different applications used by Secretary	07
Total			**35**

UNIT 4: BASICS OF OFFICE EQUIPMENT			
Learning Outcome	**Theory (15 Hrs.)**	**Practical (25 Hrs.)**	**Duration (40 Hrs.)**
1. Display of office equipment properly	1. Introduction to office equipment 2. Classification of Office Equipment 3. Classify various Structure of machines and tools	1. Identify the equipment and resources used by the secretary 2. Locate and select the equipment and resources 3. Reading sessions demonstrating the features of machines used for describing the structure 4. Make a chart displaying the structure of various equipments used by secretary	10
2. Appreciate the functions of the office equipment	1. Types of office equipment 2. Classify the of functions of office equipment 3. Use of different input-output devices	1. Identify the various parts and functions of office equipment 2. Draw a chart describing the	10

		shape of Equipment (printer, photocopier, scanner, projector, binder, laminator, telephone)	
3. Operate the various parts of different office equipment	1. Parts of LCD Projector, and computer 2. Operational procedure of printer. photocopier, telephone, and internet	1. Demonstrate all features & applications of equipment and operate each piece of equipment efficiently 2. Identify various parts of the machine structure and draw the diagram. 3. Prepare a chart containing the functions of various parts of office equipment	10
4. Maintain the office equipment before loading and unloading while usage as applicable	1. Meaning of Troubleshooting 2. Ways to Carry out minor maintenance and troubleshooting 3. Procedure to repair the equipment.	1. Find alternative means of tasks in case of a breakdown 2. Make the equipment resources and work area ready for the next user 3. make a collage using pictures of different types of pictures of various types of equipment and display it in the class 4. If any issues are detected, make sure to fix the machinery.	10
Total			**40**

UNIT 5: ROLE AND FUNCTIONS OF SECRETARY

Learning outcome	Theory (10 Hrs.)	Practical (10 Hrs.)	Duration (20 Hrs.)
1. Manage the queries and appointments	1. Greeting callers/visitors and verify their details, as per organizational protocol. 2. Classifying the relevant standards, policies, procedures, and guidelines for queries. 3. Attending phone calls of various stakeholders and channelizing them.	1. Demonstrate the greeting callers/visitors & verify their details as per organizational protocol 2. Comply with relevant standards, policies, procedures, and guidelines while handling queries 3. Resolve queries within the area of competence authority 4. Maintain important dates and provide reminders to staff for attending meeting	05
2. Manage meetings and writing reports	1. Preparing agenda of meeting in consultation with designated persons 2. Significance of pre-meeting formalities 3. Types of reports 4. Preparing the minutes 5. Report writing.	1. Coordination for organizing the meetings 2. Arrange the required equipment and other arrangements 3. Prepare reports or minutes of meetings to committee /group members	05

		4. Draft sample letters with the suitable format	
3. Handle post-meeting activities	1. Classify various post-meeting activities 2. Procedures followed in the circulation of information 3. procedure for inviting the stakeholders using the appropriate format	1. Review the minutes of the meeting 2. Circulate the minutes among the departments 3. Implement the actions decided in the meeting	05
4. Demonstrate Information Management	1. Concept of routine activities 2. Types of office routine activities 3. Standards, policies, procedures and guidelines followed in office routine activities 4. Procedure for filling, indexing and labelling 5. Procedures and formats of letters and circulars 6. Role in organizing and managing information within an organisation. To maintain databases, update contact lists, and retrieve information as needed.	1. Attend the phone calls of stake holders 2. Channelize the phone calls to appropriate authority 3. Summarise the queries and obtaining confirmation 4. Refer the queries outside the area of the secretary 5. Prepare the draft letter and show the authority 6. Finalise the letters and send to the concern department 7. Filing, Indexing, labeling and managing the records	05
Total			**20**

CLASS 12

Part A - Employability Skills

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

UNIT 1: COMMUNICATION SKILLS - IV			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Duration (25 hrs)**
1. Demonstrate active listening skills	1. Active listening -listening skill, stages of active listening 2. Overcoming barriers to active listening	1. Group discussion on factors affecting active listening 2. Poster making on steps for active listening 3. Role-play on negative effects of not listening actively	10
2. Identify the parts of speech	1. Parts of speech – using capitals, punctuation, basic parts of speech, Supporting parts of speech	1. Group practice on identifying parts of speech 2. Group practice on constructing sentences	10
3. Write sentences	1. Writing skills to practice the following: • Simple sentence • Complex sentence • Types of object 2. Identify the types of sentences • Active and Passive sentences • Statement/ • Declarative sentence • Question/ • Interrogative sentence - Emotion/ Reaction or Exclamatory sentence	1. Group activity on writing sentences and paragraphs 2. Group activity on practicing writing sentences in active or passive voice 3. Group activity on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative)	05

	- Order or Imperative sentence 3. Paragraph writing		
Total			**25**

UNIT 2: SELF-MANAGEMENT SKILLS – IV

Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the various factors influencing motivation and positive attitude	1. Motivation and positive attitude 2. Intrinsic and extrinsic motivation 3. Positive attitude – ways to maintain positive attitude 4. Stress and stress management - ways to manage stress	1. Role-play on avoiding stressful situations 2. Activity on listing negative situations and ways to turn it positive	10
2. Describe how to become result oriented	1. How to become result oriented? 2. Goal setting – examples of result-oriented goals	1. Group activity on listing aim in life	05
3. Describe the importance of self-awareness and the basic personality traits, types and disorders	1. Steps towards self-awareness 2. Personality and basic personality traits 3. Common personality disorders- • Suspicious • Emotional and impulsive • Anxious 4. Steps to overcome personality disorders	1. Group discussion on self-awareness 2. Group discussion on common personality disorders 3. Brainstorming steps to overcome personality disorder	10
Total			**25**

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV

Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
1. Identify the components of a spreadsheet application	1. Getting started with spreadsheet - types of a spreadsheet, steps to start LibreOffice Calc., components of a worksheet.	1. Group activity on identifying components of spreadsheet in LibreOffice Calc.	02
2. Perform basic operations in	1. Opening workbook and entering data – types of	1. Group activity on working with data on	03

a spreadsheet	data, steps to enter data, editing and deleting data in a cell 2. Selecting multiple cells 3. Saving the spreadsheet in various formats 4. Closing the spreadsheet 5. Opening the spreadsheet. 6. Printing the spreadsheet.	LibreOffice Calc.	
3. Demonstrate the knowledge of working with data and formatting text	1. 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 2. Need to format cell and content 2. Changing text style and font size 3. Align text in a cell 4. 5. Highlight text	1. Group activity on formatting a spreadsheet in LibreOffice Calc 2. Group activity on performing basic calculations in LibreOffice Calc.	02
4. Demonstrate the knowledge of using advanced features in spreadsheet	1. Sorting data 2. Filtering data 3. Protecting spreadsheet with password	1. Group activity on sorting data in LibreOffice Calc	03
5. Make use of the software used for making slide presentations	1. Presentation software available 2. Stapes to start LibreOffice Impress 3. Adding text to a presentation	1. Group practice on working with LibreOffice Impress tools	02
6. Demonstrate the knowledge to open, close and save slide presentations	1. Open, Close, Save and Print a slide presentation	1. Group activity on saving, closing and opening a presentation in LibreOffice Impress	01
7. Demonstrate the operations related to	1. Working with slides and text in a presentation-adding slides to a presentation, deleting	1. Group activity on working with font styles in LibreOffice Impress	04

slides and texts in the presentation	slides, adding and formatting text, highlighting text, aligning text, changing text colour		
8. Demonstrate the use of advanced features in a presentation	1. Advanced features used in a presentation 2. Inserting shapes in the presentation 3. Inserting clipart and images in a presentation 4. Changing slide layout	1. Group activity on changing slide layout on LibreOffice Impress	03
Total			**20**

UNIT 4: ENTREPRENEURIAL SKILLS-IV			
Learning Outcome	**Theory (10 hrs)**	**Practical (15 hrs)**	**Duration (25 hrs)**
1. Describe the concept of entrepreneurship and the types and roles and functions entrepreneur	1. Entrepreneurship and entrepreneur 2. Characteristics of entrepreneurship 3. Entrepreneurship-art and science 4. Qualities of a successful entrepreneur 5. Types of entrepreneurs 6. Roles and functions of an entrepreneur 7. What motivates an entrepreneur 8. Identifying opportunities and risk-taking 9. Startups	1. Group discussion on the topic "An entrepreneur is not born but created". 2. Conducting a classroom quiz on various aspects of entrepreneurship. 3. Chart preparation on types of entrepreneurs 4. Brainstorming activity on What motivates an entrepreneur	10
2. Identify the barriers to entrepreneurship	1. Barriers to entrepreneurship 2. Environmental barriers 3. No or faulty business plan 4. Personal barriers	1. Group discussion about "What we fear about entrepreneurship" 2. Activity on taking an interview of an entrepreneur.	05
3. Identify the attitude that make an entrepreneur successful	1. Entrepreneurial attitude	1. Group activity on identifying entrepreneurial attitude.	05
4. Demonstrate the	1. Entrepreneurial competencies	1. Playing games, such as "Who am I".	05

knowledge of entrepreneurial attitude and competencies	2. Decisiveness 3. Initiative 4. Interpersonal skills-positive attitude, stress management 5. Perseverance 6. Organisational skills- time management, goal setting, efficiency, managing quality.	2. Brainstorming a business ideas 3. Group practice on "Best out of Waste" 4. Group discussion on the topic of "Let's grow together" 5. Group activity on listing stress and methods to deal with it like Yoga, deep breathing exercises, etc. 6. Group activity on time management	
Total			**25**

UNIT 5: GREEN SKILLS-IV			
Learning Outcome	**Theory (05 hrs)**	**Practical (10 hrs)**	**Duration (15 hrs)**
1. Identify the benefits of the green jobs	1. Green jobs 2. Benefits of green jobs 3. Green jobs in different sectors: • Agriculture • Transportation • Water conservation • Solar and wind energy • Eco-tourism • Building and construction • Solid waste management • Appropriate technology	1. Group discussion on the importance of green job. 2. Chart preparation on green jobs in different sectors.	08
2. State the importance of green jobs	1. Importance of green jobs in • Limiting greenhouse gas emissions • Minimizing waste and pollution • Protecting and restoring ecosystems • Adapting to the effects of climate change	1. Preparing posters on green jobs. 2. Group activity on tree plantation. 3. Brainstorming different ways of minimizing waste and pollution	07
Total			**15**

CLASS 12

Part B–Vocational Skills

S.No.	Units	Duration (Hrs.)
1.	Records and Documentation	30
2.	Communicating with Clients and Colleagues	35
3.	Principles of Professional Practice at Work Place	35
4.	Documentation and Organizational Standard	35
5.	Health and Safety Practices at Workplace	30
	Total	**165**

UNIT :1 RECORDS AND DOCUMENTATION			
Learning Outcome	**Theory 10**	**Practical 20**	**Duration (30 Hrs.)**
1. Display records and files	1. Classify the organizational policies, procedures, and guidelines in relation to JOB role and responsibilities 2. Importance of Organizational Hierarchy and reporting structure 3. Importance of the filing system	1. Maintain the list of contact details of staff, service providers, suppliers, and other stake holders 2. Print documents for filing in the filing system 3. Maintain a filing system for essential correspondence	08
2. Perform retrieval and replacement of documents	1. Types and purpose of documents: 2. Letter, contract, report, order, notice, correspondence (official or government curriculum vitae tabular statement,	1. Display the retrieval and replacement of documents 2. Maintain the proper order of files 3. Find out the measures for smooth	07

Learning Outcome	Theory	Practical	Duration
	balance sheet, salary sheet etc)	retrieval of documents	
3. Demonstrate the usage of material & energy /electricity efficiently	1. Classification of material energy 2. Types of material energy/electricity 3. procedure to use energy 4. procedure of payments	1. Identify process where material utilization can be optimized 2. Practice maximum utilization with minimum material /energy	07
4. Energy conservation practices in maintaining records and documents practices	1. Meaning of conservation practices 2. Importance of paper less communication	1. Ensure computer, printer, scanner and other appliances are switched off when not in use 2. Group discussion on material /energy and electricity conservation practices 3. Make a poster on conservation practices	08
Total			**30**

UNIT:2 EFFECTIVE COMMUNICATION WITH CLIENTS AND COLLEAGUES			
Learning Outcome	**Theory** **(15 Hrs.)**	**Practical** **(20 Hrs.)**	**Duration** **(35 Hrs.)**
1. Demonstrate creating positive impression at work place through communication	1. Meet and greet: body language/ posture/gesture 2. Reception area staff room management 3. Creation of a caring and comforting environment	1. Conduct games for developing leadership qualities 2. Activities on working as a team member	13

	4. Effective communication techniques for dealing with clients, especially on the telephone, good listening skills, empathic behavior 5. Code of conduct and professional etiquette 6. Working as an effective team member	3. Role play on effective communicatio n with colleague 4. Demonstrate with role play the interpersonal relationships with colleague 5. Communicate with clients involving them about complaints or issues in advance and also for the developments.	
2. Display effective communication	1. Meaning of communication 2. Types of communication and importance of tone and pitch in effective communication 3. Classify the reasons for interpersonal conflict 4. Constitutes for the disciplined behaviour of working professional 5. Inter and intra-office communication 6. Interpersonal conflict and grievances 7. Importance of effective communication at work	1. Display appropriate communicatio n etiquette with client 2. Role play on Informing the clients about issues or problems and developments 3. Demonstrate the reasons for interpersonal conflict 4. Group discussion on dress code 5. Display the response of client's emails and mails within timelines 6. Demonstrate the Importance and ways of managing interpersonal	12

		conflict and grievances	
3. Display Company's Data Management with Human Resources	1. Data Management 2. Meaning of effective teamwork 3. Types of clients and their profile 4. Types of client profiles 5. Types of forms used in an organization 6. Types of organizational standard 7. Organizational standards of work performance	1. Demonstrate the various categories of people one is required to communicate 2. Write factual & quantitative information correctly 3. Write in English, Hindi, and the local language about work-related tasks 4. Fill in relevant forms and format them accurately 5. Read and extract relevant information from consumer documentation 6. Identify the potential impact	10
4. Demonstrate the interaction with colleagues and superiors	1. Types of letters 2. Importance of documentation 3. Importance of Deadlines and time tables 4. Importance of ICT Tools	1. interact with colleagues from different functions clearly and effectively 2. Demonstration of the usage of abbreviation 3. Demonstrate the usage of accurate grammar while drafting/formatting/ reports, letters, emails. 4. Demonstrate how to estimate time &	10

		4. effort required to complete a task 5. Display the knowledge of various tools	
Total			35

UNIT 3: PRINCIPLES OF PROFESSIONAL PRACTICE AT WORK PLACE			
Learning Outcome	**Theory (15 Hrs.)**	**Practical (20 Hrs.)**	**Duration (35 Hrs.)**
1. Maintain the professional image and behaviour	1. Display appropriate professional appearance at the workplace. 2. Interact with team members, clients, vendors, visitors and other stakeholders in a professional manner	1. Demonstration of appropriate professional appearance at the workplace. 2. Role plays on interaction with team members, clients, vendors, visitors and other stakeholders in a professional manner	05
2. Maintain and enhance the professional competence	1. Personal and professional goals and objectives. 2. Strengths and weaknesses in relation to goals and objectives. 3. Capacity to meet goals and objectives 4. Personal development needs to perform role as per desired standards 5. Professional development plan to enhance	1. Group discussion on the importance of developing personal and professional goals and objectives. 2. Prepare a S.W.O.T analysis to identify strengths and weaknesses in relation to goals and objectives.	10

	professional capabilities 6. Professional practice plan designed to support the achievement of goals 7. Development opportunities to support continuous learning and 8. maintain currency of professional practice 9. Research developments and trends impacting on professional practice and integrate information into work performance 10. Inviting peers and others to observe, and provide feedback, on own performance and practices 11. Feedback from colleagues and clients to identify and introduce, improvements in work performance	3. Group discussion on the significance of evaluation own capacity to meet goals and objectives. 4. Group discussion on the role of Personal development needs in performing the role. 5. Prepare sample professional development. 6. Prepare a draft practice plan. 7. Group discussion on the role of development opportunities in continuous learning. 8. Demonstration of integrating professional practice into work performance. 9. Role plays on providing feedback to each other's. 10. Group discussion on usage of feedback forms.	

3. Display working in a disciplined and ethical manner	1. Perform tasks to the required workplace standards. 2. Complete duties accurately, systematically and within required timeframes. 3. Follow organizational policies. 4. Protect the rights of the client and organization when delivering services. 5. Ensure services are delivered equally to all clients regardless of personal and cultural beliefs. 6. Potential ethical issues in the workplace & discuss with an appropriate person 7. Agreed code of Conduct	1. Demonstration of carrying out tasks as per required workplace standards. 2. Group discussion on the importance of completing duties accurately, systematically and within required timeframes. 3. Group discussion organizational policies. 4. Role plays on protecting the rights of the client and organization when delivering services. 5. Group discussion on the importance of delivering equal services to all clients. 6. Group discussion on how to recognize potential ethical issues and the right people to discuss the same at workplace. 7. Demonstration of operating within an agreed ethical code of practice. 8. Group discussion on the importance of applying organizational guidelines and	10

		legal requirements on disclosure and confidentiality.	
4. Working effectively with all stakeholders	1. Identify and obtain clarity regarding the organizational, team, and own 2. Prioritise tasks at work as per organizational, team, and own goals. 3. Relevant information with stakeholders in agreed formats and as per agreing 4. Work collaboratively with colleagues through sharing information and ideas and working together on agreeing 5. Recognise, avoid and/or address any conflict of interest. 6. Conflict resolution and negotiation skills. 7. Recognize and respond to inappropriate behaviour towards self and others in a professional manner and as per organizational policies	1. Role plays on obtaining clarity regarding organisational, team and own goals. 2. Group discussion on the importance of task at work. 3. Demonstration of sharing all relevant information with Stake holders and agreed formats and as per agreed timelines. 4. Group discussion on the importance of working collaboratively with colleagues through sharing information and idea and working together on agreed outcomes. 5. Recognising, avoiding and/or address any conflict of interest	10

		6. Role plays on addressing conflicts of interests. 7. Role plays to resolve conflicts and display negotiation skills. 8. Role plays on responding to inappropriate behaviour towards self and others in a professional manner and as per organizational policies	
Total			35

UNIT 4: DOCUMENTATION AND ORGANIZATIONAL STANDARDS			
Learning Outcome	**Theory (15 hrs)**	**Practical (20 hrs)**	**Duration (35 Hrs)**
1. Describe the organisational standards	1. Types of organizational standard 2. Organizational standards of work performance 3. Significance of standard body 4. Standard developing organisation	1. Read and interpret instructions, procedure information &signs in the workplace 2. Display through chart the uniformity across producers, consumers, government agencies and other stake holders 3. Identify few standard developing agencies/orga nisation	10

2. Demonstrate the industry standards	1. Significance of industry standards 2. Basic industry standards 3. Types of Industry standards 4. ISO9000 &ISO 14000 5. Relevance of industry standards under law	1. Present the functioning of & carrying out of operations and productions 2. Write factual & quantitative information correctly 3. Display best Industry standards 4. Differentiate between the industry standards organizational standards 5. Write the functions of Bureau of Indian standards	10
3. Demonstrate organizational human resources	1. Work environment (Political, economic, geographic and social) 2. Categories of people one is required to communicate factual & quantitative information correctly 3. Types of records and report 4. Demonstrate the knowledge documents with shorthand notes. 5. Types of costumers and workers	1. Make a chart on work environment 2. Read and extract relevant information from consumer documentatio n 3. Identify potential impact of good Human Recourse	08
4. Company's data management	1. Data Management 2. Types of clients and their profile 3. Meaning of effective team work	1. Elaborate the Data Management 2. Demonstrate the effective team work 4. Identify the types of clients and their profile	07
Total			35

UNIT 5: HEALTH AND SAFETY PRACTICES AT THE WORKPLACE			
Learning Outcome	**Theory (10 Hrs.)**	**Practical (15 Hrs.)**	**Duration (30 Hrs.)**
1. Demonstrate and manage the work safety and health standards	1. Importance of health and safety procedure 2. How to identify, control and report health and safety issues 3. Procedures & instructions for dealing with hazards 4. Maintain the work area clean and area 5. Meaning of unsafe conditions in an organization	1. Demonstrate the HSE practices 2. Demonstrate how to free a person from electrocution 3. Demonstrate basic techniques of bandaging 4. . Demonstrate the artificial respiration and CPR Process 5. Demonstrate the first aid to victims in case of electric shock, cardiac arrest or burn	07
2. Prepare safety standards records according to organizational policies	1. Importance of safety standards 2. Classification of safety standards 3. Procedure of safety standard 4. Classify the importance of loss minimisation/rescue activity during an accidents	1. Recognize and report unsafe conditions 2. Document safety standards as per organisational policies 3. Write a report on incident/accid ent and send the same to person responsible for incident reports 4. perform and organize the loss minimisation during an accident or	08

		simulated environment	
3. Monitor the safety Regulations & procedures in jeopardize situations	1. Meaning of jeopardy 2. Classify the organization procedure in respect to safety and accidences 3. Importance of Mock Drill 4. 4.Classsify emergency Procedures 5. Types of Bandaging 6. Types Fire extinguisher	1. Follow the organization procedure in respect to safety and accidences 2. Demonstrate the basic technique of bandaging 3. Demonstrate Mock drill for emergency situation 4. Participate in emergency procedures like; rising alarms, safe/efficient evacuation, correct means of escape, correct assembly points, roll call, correct return to work. 5. Demonstrate the correct use of a fire extinguisher	08
4. Demonstrate various types of safety signs	1. Organizational procedure of security and safety 2. Safe lifting and carrying practices 3. Various types of safety signs and their meaning 4. Classify the rescue techniques applied during fire hazards	1. Form students' groups to identify maintenance of the health hazard tools/machines/environment 2. Demonstrate the correct method to move injured persons during emergency	07

		3. Write health and safety compliance report 4. Interpret general health safety guidelines 5. Communicate general safety guidelines to workers	
Total			**30**

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

S. No.	ITEM	QUANTITY	APPROX.COST
1	Tables	4	24,000/-
2	Chairs	8	20,000/-
3	White Board	1	10,000/-

4	Lap Top	1	55,000/-
5	Colour Printer	1	5,000/-
6	Scanner	1	5300/-
7	Photocopier	1	2,50,000/-
8	Side tables	4	12000/-
9	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. 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.	Postgraduate Degree with MBA/M. Com or P.G. Diploma in Management with at least 50% marks and 2 years of work and teaching experience. Preference given to higher education with M.Phil/PhD in concern area.	- Effective communication skills (oral and written) - Basic computing skills. - Technical competencies (e.g. in areas such as marketing, sales promotion, store maintenance, marketing and merchandising etc.)	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules.

9. LIST OF CONTRIBUTORS

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