

LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

JOB ROLE:

Domestic CRM Voice

(QUALIFICATION PACK: Ref. Id. SSC/Q2210, NSQF Level 3)

SECTOR: IT-ITeS

Grades XI and XII



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

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Junior Software Developer

IT-ITeS Sector

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Published by:

Joint Director

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

FOREWORD

The Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE) a constituent of the National Council of Educational Research and Training (NCERT) is spearheading the efforts of developing learning outcome based curricula and courseware aimed at integrating both vocational and general qualifications to open pathways of career progression for students. It is a part of Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education (CSSVSHSE) launched by the Ministry of Education, Government of India in 2012. The PSS Central Institute of Vocational Education (PSSCIVE) is developing curricula under the project approved by the Project Approval Board (PAB) of *Rashtriya Madhyamik Shiksha Abhiyan (RMSA)*. The main purpose of the competency based curricula is to bring about the improvement in teaching-learning process and working competences through learning outcomes embedded in the vocational subject.

It is a matter of great pleasure to introduce this learning outcome based curriculum as part of the vocational training packages for the job role of **IT-ITeS – Domestic CRM Voice**. The curriculum has been developed for the 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 the interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

The curriculum has been developed and reviewed by a group of experts and their contributions are greatly acknowledged. The utility of the curriculum will be adjudged by the qualitative improvement that it brings about in teaching-learning. The feedback and suggestions on the content by the teachers and other stakeholders will be of immense value to us in bringing about further improvement in this document.

Hrushikesh Senapaty
Director
National Council of Educational Research & Training

PREFACE

India today stands poised at a very exciting juncture in its saga. The potential for achieving inclusive growth are immense and the possibilities are equally exciting. The world is looking at us to deliver sustainable growth and progress. To meet the growing expectations, India will largely depend upon its young workforce. The much-discussed demographic dividend will bring sustaining benefits only if this young workforce is skilled and its potential is channelized in the right direction.

In order to fulfill the growing aspirations of our youth and the demand of skilled human resource, the Ministry of 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 fulfill the needs of the society and the world of work. In order to honor its commitment to the nation, the PSSCIVE has initiated the work on developing learning outcome based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and course-ware for over 100 job roles in various sectors.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of curriculum. We are grateful to MoE and NCERT for the financial support and cooperation in realising the objective of providing learning outcome based modular curricula and course-ware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *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 in bringing about reforms in the vocational education and training system through the learner-centric curricula and course-ware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21st Century.

Rajesh P. Khambayat
Joint Director

PSS Central Institute of Vocational Education

ACKNOWLEDGMENT

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE) we are grateful to the members of the Project Approval Board (PAB) of Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and the officials of the Ministry of 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 RMSA, MoE, RMSA Cell at the National Council of Educational Research and Training (NCERT), National Skill Development Agency (NSDA) and National Skill Development Corporation (NSDC) and NASSCOM, IT-ITeS Sector Skill Council (SSCI) for their academic support and cooperation.

We are grateful to the expert contributors and Deepak D. Shudhalwar, Professor (CSE), PSSCIVE, for their earnest effort and contributions in the development of this learning outcome based curriculum. Their contributions are dully acknowledged.

The contributions made by Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), Vipin Kumar Jain, Associate Professor and Head, Programme Planning and Monitoring Cell (PPMC) and Deepak Shudhalwar, Professor (CSE) and Head, ICT and Computer Centre, PSSCIVE in development of the curriculum for the employability skills are duly acknowledged.

We are also grateful to the Course Coordinator Deepak D. Shudhalwar, Professor (CSE), Head, ICT and Computer Centre, Department of Engineering and Technology, PSSCIVE, for bringing out this curriculum in the final form.

PSSCIVE Team

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1. COURSE OVERVIEW

Course Title: Domestic CRM Voice

Domestic CRM Voice in the IT-ITeS Industry is also known as a Customer Service Associate, Customer Service Representative, Customer Care Executive, Customer Service Advisor, Helpdesk Coordinator, Customer Support Representative. Individuals in this job receive and make telephone calls which are primarily scripted, basic and routine with the assistance of a computerised system. They answer inquiries, resolve problems, record complaints and/or receive feedback. This job requires the individual to work independently and interact with customers. The individual should be result oriented and should also be able to demonstrate logical thinking and interpersonal skills; ensure prioritization of workload and should be willing to work at a desk-based job.

COURSE OUTCOMES: On completion of the course, students 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 computer;
- ✓ Demonstrate self-management skills;
- ✓ Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills and abilities;
- ✓ Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;
- ✓ Manage the work to meet requirements;
- ✓ Maintain a healthy, safe and secure working environment
- ✓ Assist in performing software construction and software testing entry-level tasks in the IT Services industry
- ✓ Demonstrate basic computer operations
- ✓ Demonstrate to use operating system, browser, and internet,
- ✓ Explain the importance of it-ites sector,
- ✓ Explain the need for outsourcing,
- ✓ List some of the outsourced functions,
- ✓ List trends in the bpo industry,
- ✓ Differentiate between domestic and international bpo sectors,
- ✓ Distinguish between voice process and non-voice process
- ✓ Interpret the meanings of the terms inbound and outbound calls, KPO, HRO, IPO,
- ✓ Examine the work environment in a typical BPO,
- ✓ Explain the purpose of the training program,
- ✓ Recognise the roles and responsibilities of a crm domestic voice,
- ✓ Identify the base sound of the letters of the english alphabet,
- ✓ Assess the need to speak and understand the english language,
- ✓ Assess the need to possess a neutral hindi language,
- ✓ Determine how to speak in a neutral hindi language,
- ✓ Discuss the importance of listening,
- ✓ Analyse how to be an active listener.
- ✓ Determine how to work as a team.
- ✓ List the commonly used terminologies in a bpo and use them in conversation.
- ✓ Analyse the techniques for making a positive first impression.
- ✓ Discuss how to introduce yourself to peers, bosses and customers appropriately.
- ✓ Identify your personal strengths and weaknesses.
- ✓ Discuss how to introduce yourselves effectively while meeting.
- ✓ Determine how to start a conversation by greeting.
- ✓ Analyse how to give compliments to your customers and colleagues.
- ✓ List ways to express your comments in positive way.
- ✓ Explain the call flow.
- ✓ Interpret how to take a call.

- ✓ Identify the different keys on an acd phone.
- ✓ Explain the importance of data security.
- ✓ Assess how to maintain information and data security.
- ✓ Explain call centre metrics.
- ✓ Analyse the terms most frequently used in the call centre.
- ✓ Explain the importance of being flexible and adapting to change.
- ✓ Explain who is a customer.
- ✓ List the different types of customers.
- ✓ Determine customer expectation.
- ✓ Discover how to meet customer expectations.
- ✓ Explain the importance of great customer service.
- ✓ List the rules for great customer service.
- ✓ Evaluate common courtesies in conversations.
- ✓ Apply telephone etiquette while taking or making a call.
- ✓ Determine how to make a tele-sale call.
- ✓ Discuss how to up-sell or cross-sell other products/services.
- ✓ Identify a confused customer.
- ✓ List the techniques to handle a confused customer effectively.
- ✓ Identify a demanding customer.
- ✓ List the techniques to handle a demanding customer.
- ✓ Identify who is a cost-conscious customer.
- ✓ List the techniques to handle a cost conscious customer.
- ✓ List the techniques to take an order.
- ✓ Identify an irate customer.
- ✓ List the techniques to handle an irate customer.
- ✓ Explain how to make a collection call.
- ✓ Identify the various types of collection calls.
- ✓ Examine how to ask the right kind of questions to the customer at the appropriate time.
- ✓ Explain what a complaint is.
- ✓ List the reasons for complaints.
- ✓ List the techniques to handle complaints and objections.
- ✓ Determine your roles and responsibilities.
- ✓ Identify the skills sets needed to carry out your roles and responsibilities.
- ✓ Follow organisation policies, rules and service level agreements.
- ✓ Develop contact with the customers using standard organisational procedures.
- ✓ Determine your roles and responsibilities.
- ✓ Identify the skills sets needed to carry out your roles and responsibilities.
- ✓ Follow organisation policies, rules and service level agreements.
- ✓ Develop contact with the customers using standard organisational procedures.
- ✓ Discover how to deal with occupational hazards.

COURSE REQUIREMENTS: The learner should have basic knowledge of science.

COURSE LEVEL: This course can be taken up at Intermediate level in Grade XI and Grade XII.

COURSE DURATION: Total : 600 hours

Grade 11 : 300 hours

Grade 12 : 300 hours

2. SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employability and vocational competencies of students of Grade XI and XII opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for **Grade XI** is as follows :

GRADE XI			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory & Practical 100
Part A	Employability Skills		
Unit 1	Communication Skills – III	25	10
Unit 2	Self-management Skills – III	25	
Unit 3	Basic ICT Skills – III	20	
Unit 4	Entrepreneurial Skills – III	25	
Unit 5	Green Skills – III	15	
	Total Hours	110	10
Part B	Vocational Skills		
Unit 1	Introduction to IT-ITeS Industry	20	
Unit 2	CRM Domestic Voice Representative Training	25	
Unit 3	Outbound Calls: Interacting with Customer	60	
Unit 4	Using CRM Application: FreeCRM	20	
Unit 5	Work Management	20	
Unit 6	Workplace Safety and Hazards	20	
	Total Hours	165	40
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 XII** is as follows:

GRADE XII			
	Units	No. of Hours for Theory and Practical 300	Max. Marks for Theory & Practical 100
Part A	Employability Skills		
Unit 1	Communication Skills – III	25	10
Unit 2	Self-management Skills – III	25	
Unit 3	Basic ICT Skills – III	20	
Unit 4	Entrepreneurial Skills – III	25	
Unit 5	Green Skills – III	15	
	Total Hours	110	10
Part B	Vocational Skills		
Unit 1	Relational Database Management System - MySQL	45	40
Unit 2	Customer Query Management	45	
Unit 3	Zoho CRM Application	45	
Unit 4	Occupational Health, Safety and Security	30	
	Total Hours	165	40
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

3. TEACHING/TRAINING ACTIVITIES

The teaching and training activities have to be conducted in classroom, laboratory/ workshops and field visits. Students should be taken to field visits for interaction with experts and to expose them to the various tools, equipment, materials, procedures and operations in the workplace.

Special emphasis should be laid on the occupational safety, health and hygiene during the training and field visits.

CLASSROOM ACTIVITIES

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

PRACTICAL WORK IN LABORATORY/WORKSHOP

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

FIELD VISITS/ EDUCATIONAL TOUR

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

4. ASSESSMENT AND CERTIFICATION

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, and 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

	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, provide an example, or solve a problem)	0	2	1	07
4.	High Order Thinking Skills – (Analysis & Synthesis – Classify, compare, contrast, or differentiate between different pieces of information; Organize and/ or integrate unique pieces of information from a variety of sources)	0	2	0	04
5.	Evaluation – (Appraise, judge, and/or justify the value or worth of a decision or outcome, or to predict outcomes based on values)	0	1	0	02
	Total	5x1=5	10x2=20	5x3=15	40 (20 Qes.)

SKILL ASSESSMENT (PRACTICAL)

Assessment of skills by the students should be done by the assessors/examiners on the basis of practical demonstration of skills by the candidate, using a competency checklist. The competency checklist should be developed as per the National Occupation Standards (NOSs) given in the

Qualification Pack for the Job Role to bring about necessary consistency in the quality of assessment across different sectors and Institutions. The student has to demonstrate competency against the performance criteria defined in the National Occupation Standards and the assessment will indicate that they are 'competent', or are 'not yet competent'. The assessors assessing the skills of the students should possess a current experience in the industry and should have undergone an effective training in assessment principles and practices. The Sector Skill Councils should ensure that the assessors are provided with the training on the assessment of competencies.

Practical examination allows candidates to demonstrate that they have the knowledge and understanding of performing a task. This will include hands-on practical exam and viva voce. For practical, there should be a team of two evaluators – the subject teacher and the expert from the relevant industry certified by the Board or concerned Sector Skill Council. The same team of examiners will conduct the viva voce.

Project Work (individual or group project) is a great way to assess the practical skills on a certain time period or timeline. Project work should be given on the basis of the capability of the individual to perform the tasks or activities involved in the project. Projects should be discussed in the class and the teacher should periodically monitor the progress of the project and provide feedback for improvement and innovation. Field visits should be organised as part of the project work. Field visits can be followed by a small-group work/project work. When the class returns from the field visit, each group might be asked to use the information that they have gathered to prepare presentations or reports of their observations. Project work should be assessed on the basis of practical file or student portfolio.

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

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

CONTINUOUS AND COMPREHENSIVE EVALUATION

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

5. UNIT CONTENTS

GRADE XI, Part A: Employability Skills

Unit No.	Unit Name	Duration in Hours
Unit 1	Communication Skills – III	25
Unit 2	Self-management Skills – III	25
Unit 3	Basic ICT Skills – III	20
Unit 4	Entrepreneurial Skills – III	25
Unit 5	Green Skills – III	15
	Total	110

Unit 1: Communication Skills – III

Sn	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25
1	Demonstrate knowledge of effective communication	<ul style="list-style-type: none"> • Introduction to communication • Importance of communication • Elements of communication • Perspectives in communication • Effective communication 	<ul style="list-style-type: none"> • Role-play on the communication process, • Group discussion on the importance of communication and 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. 	03
2	Demonstrate verbal communication	<ul style="list-style-type: none"> • Verbal communication • Public Speaking 	<ul style="list-style-type: none"> • Role play of a phone conversation, • Group exercise on delivering a speech and practicing public speaking 	02
3	Demonstrate non-verbal communication	<ul style="list-style-type: none"> • Importance of non-verbal communication, • Types of non-verbal communication, • Visual communication 	<ul style="list-style-type: none"> • Role plays 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. 	02
4	Use correct pronunciation	<ul style="list-style-type: none"> • Pronunciation basics, • Speaking properly, • Phonetics, 	<ul style="list-style-type: none"> • Group excersises on pronouncing words, 	01

		<ul style="list-style-type: none"> Types of sounds 		
5	Demonstrate the knowledge of assertive communication style	<ul style="list-style-type: none"> Important communication styles, Assertive communication, Advantages of assertive communication, Practicing assertive communication. 	<ul style="list-style-type: none"> Group discussion on communication styles, Group discussion on observing and sharing communication styles. 	02
6	Demonstrate the knowledge of saying no	<ul style="list-style-type: none"> Steps for saying "No" Connecting words (Conjunctions) 	<ul style="list-style-type: none"> Group discussion on how to respond, Group discussion on how to say 'No' 	01
7	Identify and use parts of speech in writing	<ul style="list-style-type: none"> Capitalisation, Punctuation, Basic parts of speech, Supporting parts of speech 	<ul style="list-style-type: none"> Group exercises on identifying parts of speech, Group activity on constructing sentences, Group exercises on nouns. 	02
8	Write sentences and paragraphs	<ul style="list-style-type: none"> Parts of a sentence, Types of object, Types of sentences, Paragraph 	<ul style="list-style-type: none"> Exercises on making sentences, Activity on active and passive voice, Assignment on writing different types of sentences. 	01
9	Communicate with people	<ul style="list-style-type: none"> Greetings, Introducing self and others 	<ul style="list-style-type: none"> Role-play on formal and informal greetings, Role-play on introducing someone, Practice session and group discussion on greeting different people 	01
10	Introduce yourself to others and write about oneself	<ul style="list-style-type: none"> Talking about self, Filling out a form to write about self 	<ul style="list-style-type: none"> Practicing self-introduction to write about self, Filling up forms to write about self 	01
11	Develop questioning skill	<ul style="list-style-type: none"> Main types of questions, Forming closed and open ended questions 	<ul style="list-style-type: none"> Exercise on asking different types of questions, Group activity on framing open ended and close ended questions. 	01
12	Communicate information about family to others	<ul style="list-style-type: none"> Names of relatives, Relations 	<ul style="list-style-type: none"> Practice talking about family, Role-play on talking about family members 	01
13	Describe habits and routines	<ul style="list-style-type: none"> Concept of habits and routines 	<ul style="list-style-type: none"> Group discussion on habits and routines, Group activity on describing routines. 	01

14	Ask or give directions to others	<ul style="list-style-type: none"> Asking for directions to place, Giving directions for a place. 	<ul style="list-style-type: none"> Role-play on asking and giving directions, Identifying symbols used for giving directions. 	01
			Total Duration in Hours	20

Unit 2: Self-management Skills – III

Sn	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25
1.	Identify and analyze own strengths and weaknesses	<ul style="list-style-type: none"> Knowing your self, Identifying strengths and weaknesses, Difference between interests and abilities. 	<ul style="list-style-type: none"> Activity on writing aims in life, Prepare a worksheet on interests and abilities. 	02
2.	Demonstrate personal grooming skills	<ul style="list-style-type: none"> Guidelines for dressing and grooming, 	<ul style="list-style-type: none"> Role-play on dressing and grooming standards, Self-reflection activity on dressing and grooming. 	02
3.	Maintain personal hygiene	<ul style="list-style-type: none"> Importance of personal hygiene Three steps to personal hygiene Essential steps of hand washing 	<ul style="list-style-type: none"> Role-play on personal hygiene, Assignment on personal hygiene. 	02
4.	Demonstrate the knowledge of working in a team and participating in group activities	<ul style="list-style-type: none"> Describe the benefits of teamwork, Working in a team. 	<ul style="list-style-type: none"> Assignment on working in a team, Self-reflection on teamwork. 	02
5	Describe the importance of networking skills	<ul style="list-style-type: none"> Benefits of networking skills, Steps to build networking skills. 	<ul style="list-style-type: none"> Group exercise on networking in action, Assignment on networking skills. 	01
6	Describe the meaning and importance of self-motivation	<ul style="list-style-type: none"> Self-motivation, Types of motivation, Qualities of self-motivation. 	<ul style="list-style-type: none"> Activity on staying motivated, Assignment on reasons hindering motivation. 	02
7	Set SMART goals	<ul style="list-style-type: none"> Meaning of goals and purpose of goal-setting, Setting SMART (Specific, Measureable, Attainable, Realistic and Timebound) goals 	<ul style="list-style-type: none"> Assignment on setting SMART goals, Activity on developing long-term and short-term goals using SMART method. 	02
8	Apply time management strategies and techniques	<ul style="list-style-type: none"> Time management, Steps for effective time management 	<ul style="list-style-type: none"> Preparing checklist of daily activities, Preparing to-do-list. 	02
			Total Duration in Hours	15

Unit 3: Information and Communication Technology Skills – III

Sn	Learning Outcome	Theory (08 Hours)	Practical (12 Hours)	20
1.	Create a document on the word processor	<ul style="list-style-type: none"> • Introduction to ICT, • Advantages of using a word processor, • Working with LibreOffice Writer 	<ul style="list-style-type: none"> • Group activity on demonstration and practice of the following: • Creating a new document • Typing text • Saving the text • Opening and saving file in Microsoft word/Libre Office Writer 	02
2.	Identify icons on the toolbar	<ul style="list-style-type: none"> • Standard user interface of LibreOffice Writer • Status bar, • Menu bar, • Tool bar • Making text bold 	<ul style="list-style-type: none"> • Group activity on using basic user interface of LibreOffice Writer, • Group activity on working with Microsoft Word. 	02
3.	Save, close, open and print document	<ul style="list-style-type: none"> • Saving a document, • Closing a document, • Opening an existing document, • Printing a document 	<ul style="list-style-type: none"> • Group activity on performing the functions for saving, closing and printing documents in LibreOffice Writer, • Group activity on performing the functions to save, close and print documents. 	02
4.	Format text in a document	<ul style="list-style-type: none"> • Changing style and size of text • Aligning text, • Cutting, Copying, Pasting text, • Find and replace 	<ul style="list-style-type: none"> • Group activity on formatting text in LibreOffice Writer, • Group activity on formatting text in Microsoft Word 	02
5.	Check spelling and grammar in a word document	<ul style="list-style-type: none"> • Starting spell checker, • Short-cut menu for spell checker, • Autocorrect spelling. 	<ul style="list-style-type: none"> • Group activity on checking spellings and grammar using LibreOffice Writer, • Group activity on checking spellings and grammar using Microsoft Word 	02
6.	Insert lists, tables, pictures, and shapes in a word document	<ul style="list-style-type: none"> • Inserting bullet list, number list in document, • Inserting Tables in document, • Inserting Pictures in document, • Inserting Shapes in document, 	<ul style="list-style-type: none"> • Practical exercise of inserting lists and tables in LibreOffice Writer 	03
7.	Insert header, footer and page number in a word document	<ul style="list-style-type: none"> • Inserting header, • Inserting footer, • Inserting page number, • Inserting page count 	<ul style="list-style-type: none"> • Practical exercise of inserting header, footer and page numbers in LibreOffice Writer and Microsoft Word. 	03
8.	Make changes by using the track	<ul style="list-style-type: none"> • Tracking option • Manage option 	<ul style="list-style-type: none"> • Group activity on performing track changes in LibreOffice 	04

	change option in a word document	<ul style="list-style-type: none"> • Compare documents 	Writer and Microsoft Word	
			Total Duration in Hours	20

Unit 4: Entrepreneurial Skills – III

Sn	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25
1.	Differentiate between different kinds of businesses	<ul style="list-style-type: none"> • Introduction to entrepreneurship • Types of business activities – manufacturing, trading and service. 	<ul style="list-style-type: none"> • Role play on different kind of business around us. 	03
2.	Describe the significance of entrepreneurial values	<ul style="list-style-type: none"> • Values of an Entrepreneur, • Case study on qualities of an entrepreneur. 	<ul style="list-style-type: none"> • Role play on qualities of an entrepreneur 	03
3.	Describe the attitudinal changes required to become an entrepreneur	<ul style="list-style-type: none"> • Difference between the attitude of entrepreneur and employee. 	<ul style="list-style-type: none"> • Interviewing employees and entrepreneurs. 	03
4.	Describe the importance of thinking like an entrepreneur	<ul style="list-style-type: none"> • Problems of entrepreneurs • Problem-solving, • Thinking like an entrepreneur to solve problems. 	<ul style="list-style-type: none"> • Group activity on identifying and solving problems 	04
5.	Generate business ideas	<ul style="list-style-type: none"> • The business cycle, • Principles of idea creation, • Generating a business idea, • Case studies. 	<ul style="list-style-type: none"> • Group activity to create business ideas. 	04
6.	Describe customer needs and importance of conducting a customer survey	<ul style="list-style-type: none"> • Understanding customer needs • Conducting a customer survey 	<ul style="list-style-type: none"> • Group activity to conduct a customer survey 	04
7.	Create a business plan	<ul style="list-style-type: none"> • Importance of business planning, • Preparing a business plan, • Principles to follow for growing a business, • Case studies 	<ul style="list-style-type: none"> • Group activity on developing a business plan 	04
			Total Duration in Hours	25

Unit 5: Green Skills – III

Sn	Learning Outcome	Theory (07 Hours)	Practical (08 Hours)	15
1.	Describe the importance of the main sector of the green economy	<ul style="list-style-type: none"> Important sectors of the green economy- Artriculture, Energy resources, Constructioin, Fisheries, Forestry, Tourism, Transport, Water Mamagement, Waste Mamagement, Manufacturing, Industry. 	<ul style="list-style-type: none"> Group discussion on sectors of green economy, Poster making on various sectors for promoting green economy 	06
2.	Describe the policies for the green economy	<ul style="list-style-type: none"> Policies for a green economy 	<ul style="list-style-type: none"> Group discussion on initiatives for promoting the green economy, Writing an essay or short note on initiatives for promoting the green economy. 	03
3.	Describe the major green sector/area and the role of various stakeholders in the green economy	<ul style="list-style-type: none"> Stakeholders in the green economy 	<ul style="list-style-type: none"> Group discussion on the role of stakeholders in green economy, Making solar bulbs. 	03
4.	Identify the role of government and private agencies in the green economy	<ul style="list-style-type: none"> Role of the government in promoting a green economy, Role of private agencies in promoting green economy. 	<ul style="list-style-type: none"> Group discussion on the role of government and private agencies in promoting a green economy. Preparing posters on green sectors. 	03
			Total Duration in Hours	15

GRADE XI, Part B: Vocational Skills

Unit No.	Unit Name	Duration in Hours
Unit 1	Introduction to IT-ITeS Industry	15
Unit 2	CRM Domestic Voice Representative Training	20
Unit 3	Outbound Calls: Interacting with Customer	60
Unit 4	Using CRM Application: FreeCRM	30
Unit 5	Work Management	20
Unit 6	Workplace Safety and Hazards	20
	Total Duration	165

Unit 1: Introduction to IT-ITeS Industry

Sn	Learning Outcome	Theory (08 Hours)	Practical (07 Hours)	15
1.	Describe IT and ITeS	<ul style="list-style-type: none"> Meaning of IT and ITeS, Growth of IT sector in India, BPO companies, Scope of ITeS in India, Employment trends in ITeS and Outsourcing, Different sectors in outsourcing, Call Centre, KPO IT services outsourcing, Trends in BPO industry, Technologies in outsourcing, Voice process – Inbound and Outbound calls 	<ul style="list-style-type: none"> Visit the IT-ITeS industry and note down their work, Collect the information about the global and national growth in IT-ITeS sector, List the employment trends in ITeS sector, List the different sectors in outsourcing, List the IT services in outsourcing, List the trends and technologies in outsourcing, Write about the voice process – inbound and outbound calls. 	20
			Total Duration in Hours	20

Unit 2: CRM Domestic Voice Representative Training

Sn	Learning Outcome	Theory (10 Hours)	Practical (10 Hours)	20
1.	Get the training of CRM Domestic Voice Representative	<ul style="list-style-type: none"> Purpose of training of CRM Domestic Voice Representative, Role and Responsibilities of CRM Domestic Voice, Personal attributes of CRM Domestic Voice, Professional skills required by CRM Domestic Voice 	<ul style="list-style-type: none"> Identify the purpose of training of CRM Domestic Voice Representative, List the Roles and Responsibilities of CRM Domestic Voice, List the Personal attributes of CRM Domestic Voice, List the Professional skills for CRM Domestic Voice 	20
			Total Duration in Hours	20

Unit 3: Outbound Calls

Sn	Learning Outcome	Theory (12 Hours)	Practical (18 Hours)	60
1.	Interact with customers	<ul style="list-style-type: none"> Common vocabulary of Domestic BPO – Abandoned call, Adherence to schedule, After-Call Work (ACW), Agent, Agent group, Agent Out Call, Answered supervision, Answered call, Audiotex, Auto Wrap-up, Automated attendant, Automatic Call Distribution (ACD), Work state, Average Handle Time (AHT), Beep tone, Call blending, Call-by-call routing, Call forcing, Calls in queue, Collateral duties, Conditional routing, Database call handling, Delay, Delay announcements, Error rate, Effectiveness of agent, Fast clear down. 	<ul style="list-style-type: none"> List the common vocabulary terms in Domestic BPO, Practice to interact using common vocabulary of a Domestic BPO 	06
2.	Demonstrate to make good first impression	<ul style="list-style-type: none"> Points to create a good first impression, While opening the call, During the call. 	<ul style="list-style-type: none"> List the points to create a good first impression, Demonstrate to greet while opening the call, and during the call. 	06
3.	Introduce yourself	<ul style="list-style-type: none"> The art of introducing yourself, Introducing yourself to Peers and Bosses, Introducing yourself to customers – Inbound calls, Introducing yourself to customers – Telesale calls, Introducing yourself to customers – Collection calls, Personal Strengths and Weaknesses, Compose 'Strengths', Ways to Overcome Weaknesses 	<ul style="list-style-type: none"> Demonstrate to introduce yourself, Demonstrate to introduce yourself to customers in Inbound calls, Demonstrate to introduce yourself to customers in Telesale calls, Demonstrate to introduce yourself to customers in Collection calls, Identify and list your personal Strengths and Weaknesses, List the ways to to overcome weaknesses. 	06
4.	Meet and Greet Customers	<ul style="list-style-type: none"> The need and importance of meet and greet, Ways to Greet, Need for complementing and commenting, Giving and receiving compliments and comments, Importance of Complimenting and Commenting 	<ul style="list-style-type: none"> The need and importance of meet and greet, Ways to Greet, Need for complementing and commenting, Giving and receiving compliments and comments, Importance of Complimenting and Commenting 	06
5.	Describe the Call	<ul style="list-style-type: none"> Concept of information 	<ul style="list-style-type: none"> Demonstrate to maintain 	06

	Flow or Call Routing	security, • Client Confidentiality, • Data Security, • Call Centre Measures.	confidentiality of data and security of customer calling Call Centre.	
6.	Deemonstrate to Meet the Customer's Expectations	• External Customers, • Internal Customers, • Customer Expectations, • Customer Service, • General Courtesies, • Courtesies while Opening a Call, • Courtesies during a Call	• Demonstrate to interact with External Customers and Internal Customers, • Identify the Customer Expectations, • Demonstrate to provide Customer Service, • Demonstrate the courtesies while opening a call, and during a call	06
7.	Follow the Telephone Etiquette	• Behaviour while on a Call, • Don'ts of Telephone Etiquette, • Dos of Telephone Etiquette, • The First Call, • Qualities to be developed Telesale Call to make a Telesale Call, • The Follow-up Call, • Challenges during a Telesales Call.	• List the Telephone Etiquette with Do's and Dont's • Demonstrate to follow the Telephone Etiquette with Do's and Dont's, • Demonstrate the qualities to be developed to make a Telesale Call, • List the challenges during a Telesales Call	06
8.	Describe the concept of Upsell or Cross sell	• Concept of Upselling, • Concept of Cross-selling, • Customer's Sales Record, • Confused Customer, • Characteristics of a Confused Customer, • Handling a Confused Customer	• Demonstrate to handle a Confused Customer	06
9.	Make Collection Call – Outbound calls	• Types of Collection calls - Information Call, Soft Collection Call, Hard Collection Call, Complaint Handling Call, • Examples of Collection calls.	• List the types of Collection calls, • Demonstrate the examples of different types of Collection calls,	06
10.	Handle Customer Complaint	• Types of customer complaints, • Handle Complaints Effectively, • Handle Objections Effectively, • Ways to Deal with Issues Outside the area of your competence,	• List the types of customer complaints, • Demonstrate to handle Complaints Effectively, • Demonstrate to handle Objections Effectively, • Demonstrate the ways to deal with Issues Outside the area of your competence.	06
			Total Duration in Hours	60

Unit 4: Using Free CRM Application

Sn	Learning Outcome	Theory (15 Hours)	Practical (20 Hours)	30
1.	Demonstrate to use Free CRM application	<ul style="list-style-type: none"> • Introduction to Free CRM software, • Basic Steps to Login in, • User interface and Menues, • Various CRM activities. 	<ul style="list-style-type: none"> • Login in the CRM application, • Observe the User interface and Menues, • List various CRM activities performed in Free CRM. 	04
2.	Describe the features of Free CRM application	<ul style="list-style-type: none"> • Features of Free CRM application – Default Company, Shortlist, Message Board, Custom Views, Schedule Call, Create Meeting, Call List, POP Accounts, Resources, Team View, Importing and Exporting contacts, Sales Targets, Profile Setup, Calendar 	<ul style="list-style-type: none"> • List the features of Free CRM application. 	10
3.	Demonstrate to use Free CRM application	<ul style="list-style-type: none"> • Creating an Event, • Company – Creating/ Editing a New Company, • Contact – Creating/ Editing a New Contact, • Deal – Creating/ Editing a New Deal, • Task – Creating/ Editing Task, • Case – Creating/ Editing Case, • Call– Creating/ Editing Call, • Call List, • Call Scripts, • e-mail , e-mail Campaigns, • Document, Form, Report, Setup, Import 	<ul style="list-style-type: none"> • Demonstrate to creating an Event, • Demonstrate to Creating/ Editing a New Company, • Demonstrate to Creating/ Editing a New Contact, • Demonstrate to Creating/ Editing a New Deal, • Demonstrate to Creating/ Editing Task, • Demonstrate to Creating/ Editing Case, • Demonstrate to Creating/ Editing Call, 	16
			Total Duration in Hours	30

Unit 5: Work Management

Sn	Learning Outcome	Theory (10 Hours)	Practical (10 Hours)	20
1.	Describe the Voice Process	<ul style="list-style-type: none"> • Ways and skills required for accepting orders (Voice), • Customer Service, • Telesales, • Collection, 	<ul style="list-style-type: none"> • Demonstrate to accept orders (Voice), • Demonstrate the Customer Service on Voice, 	07
2.	Describe the Voice Process	<ul style="list-style-type: none"> • Non-Voice process, • Data Entry, • Generic Competence. 	<ul style="list-style-type: none"> • Demonstrate Non-Voice process using Data Entry. 	07
3.	Describe the Standard Organisational Policies and Process	<ul style="list-style-type: none"> • Standard Organisational Policies, • Standard Organisational Procedures 	<ul style="list-style-type: none"> • Demonstrate the Standard Organisational Policies, • Demonstrate the Standard Organisational Procedures 	06
			Total Duration in Hours	20

Unit 6: Workplace Safety and Hazards

Sn	Learning Outcome	Theory (10 Hours)	Practical (10 Hours)	20
1.	Describe the Prevention of Disasters and Risk Events	<ul style="list-style-type: none"> • Prevention of Disasters and Risk Events • Fire Safety, • Falls and Slips, • First Aid, • Security, • Electrical Safety 	<ul style="list-style-type: none"> • Identify the different types of Disasters and Risk Events, • Prepare a chart for prevention of various Disasters and Risk Events – Fire Safety, Falls and Slips, First Aid, Security, Electrical Safety 	08
2.	Deal with Accidents and Emergencies	<ul style="list-style-type: none"> • Accidents and Emergencies, • Types of Accidents, • Handling Accidents 	<ul style="list-style-type: none"> • List the types of Accidents and Emergencies, • Demonstrate the ways to Handle Accidents 	06
3.	Deal with Occupational Health and Hazards	<ul style="list-style-type: none"> • Common health issues, • Potential Sources of Hazards in an Organisation, • General Evacuation Procedures, • Safety Guidelines Checklist 	<ul style="list-style-type: none"> • List the common health issues, • Identify the Potential Sources of Hazards in an Organisation, • Demonstrate to follow General Evacuation Procedures, • Follow Safety Guidelines. 	06
			Total Duration in Hours	20

GRADE XII, Part A: Employability Skills

Unit No.	Unit Name	Duration (Hrs.)
Unit 1	Communication Skills – IV	25
Unit 2	Self-management Skills – IV	25
Unit 3	Basic ICT Skills – IV	20
Unit 4	Entrepreneurial Skills – IV	25
Unit 5	Green Skills – IV	15
Total Hours		110

Unit 1: Communication Skills – IV

Sn	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25
1.	Demonstrate active listening skills	<ul style="list-style-type: none"> Active listening -listening skill and stages of active listening, Overcoming barriers to active listening. 	<ul style="list-style-type: none"> Group discussion on the factors affecting active listening, Preparing posters of steps for active listening, Role-play on negative effects of not listening actively. 	08
2.	Identify the parts of speech	<ul style="list-style-type: none"> Parts of speech – using capitals, punctuation, basic parts of speech, supporting parts of speech, Supporting parts of speech. 	<ul style="list-style-type: none"> Group practice on identifying parts of speech. Group practice on constructing sentences. 	08
3.	Write sentences	<ul style="list-style-type: none"> Writing simple sentence, Writing complex sentence, Types of object, Types of sentences <ul style="list-style-type: none"> Active and Passive sentences, Statement/Declarative sentence, Question/Interrogative sentence, Emotion/Reaction or Exclamatory sentence, Order or Imperative sentence. 	<ul style="list-style-type: none"> Group work on writing sentences and paragraphs, Group work on practicing writing sentences in active or passive voice, Group activity on writing different types of sentences (i.e., declarative, exclamatory, interrogative and imperative) 	09
Total Duration in Hours				25

Unit 2: Self-management Skills – IV

Sn	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25
1.	Describe the various factors influencing motivation and positive attitude	<ul style="list-style-type: none"> Motivation and positive attitude, Intrinsic and extrinsic motivation Positive attitude – ways to 	<ul style="list-style-type: none"> Role Play on avoiding stressful situation, Activity on listing negative situations and ways to turn it 	09

		maintain positive attitude, • Stress and stress management - ways to manage stress	positive.	
2.	Demonstrate the knowledge of becoming oriented	• Becoming result oriented, • Goal setting – examples of result-oriented goals.	• Group activity on listing sim in life.	08
3.	Describe the importance of self-awareness and the basic personality traits, types and disorders	• Steps towards self-awareness, • Personality and basic personality traits, • Common personality disorders- • Suspicious, • Emotional and impulsive, • Anxious, • Steps to overcome personality disorders	• Group discussion on self awareness.	08
			Total Duration in Hours	25

Unit 3: Information and Communication Technology Skills – IV

Sn	Learning Outcome	Theory (06 Hours)	Practical (14 Hours)	20
1.	Identify the components of a spreadsheet application	• Getting started with spreadsheet – types of a spreadsheet, components of a worksheet, • Steps to start LibreOffice Calc, • Components of worksheet	• Group activity on identifying components of spreadsheet in LibreOffice Calc	02
2.	Perform basic operations in a spreadsheet	• 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	03
3.	Demonstrate the knowledge of working with data and formatting text	• 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, • Need to format cell and content, • Changing text style and font size, • Aligning text in a cell, • Highlighting text.	• Group activity on formatting a spreadsheet in LibreOffice Calc • Group activity on performing basic calculations in LibreOffice Calc.	02

4.	Demonstrate the knowledge of using advanced features in spreadsheet	<ul style="list-style-type: none"> Sorting data, Filtering data, Protecting spreadsheet with password 	<ul style="list-style-type: none"> Group activity on sorting data in LibreOffice Calc 	03
5.	Make use of the software used for making slide presentations	<ul style="list-style-type: none"> Steps to start LibreOffice Impress, Adding text to a slide presentation 	<ul style="list-style-type: none"> Group practice on working with LibreOffice Impress tools 	02
6.	Demonstrate the knowledge to open, close and save slide presentations	<ul style="list-style-type: none"> Open, Close, Save and Print a slide presentation 	<ul style="list-style-type: none"> Group activity on saving, closing and opening a presentation in LibreOffice Impress 	01
7.	Demonstrate the operations related to slides and texts in the presentation	<ul style="list-style-type: none"> Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour 	<ul style="list-style-type: none"> Group practice on working with font styles and types in LibreOffice Impress. 	04
8.	Demonstrate the use of advanced features in a presentation	<ul style="list-style-type: none"> Advanced features used in the presentation, Inserting shapes in the presentation, Inserting clipart and images in the presentation, Changing slide layout. 	<ul style="list-style-type: none"> Group activity on changing slide layout in LibreOffice Impress. 	03
			Total Duration in Hours	20

Unit 4: Entrepreneurial Skills – IV

Sn	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25
1.	Describe the concept of entrepreneurship and the types and roles and functions entrepreneur	<ul style="list-style-type: none"> Entrepreneurship and entrepreneur, Characteristics of entrepreneurship, Entrepreneurship-art and science, Qualities of a successful entrepreneur, Types of entrepreneurs, Roles and functions of an entrepreneur, What motivates an entrepreneur? Identifying opportunities and risk-taking, Startups. 	<ul style="list-style-type: none"> Group discussion on the topic "An entrepreneur is not born but created". Conducting a classroom quiz on various aspects of entrepreneurship. 	10
2.	Identify the barriers to entrepreneurship	<ul style="list-style-type: none"> Barriers to entrepreneurship, Environmental barriers, Faulty business plan, Personal barriers 	<ul style="list-style-type: none"> Group discussion about "What we fear about entrepreneurship" Activity on taking an interview 	05

			of an entrepreneur.	
3.	Identify the attitude that make entrepreneur successful	<ul style="list-style-type: none"> • Entrepreneurial attitude. 	<ul style="list-style-type: none"> • Group activity on identifying entrepreneurial attitude. 	05
4.	Demonstrate the knowledge of entrepreneurial attitude and competencies	<ul style="list-style-type: none"> • Entrepreneurial competencies • Decisiveness, • Initiative • Interpersonal skills-positive attitude, stress management • Perseverance • Organisational skills- time management, goal setting, efficiency, managing quality. 	<ul style="list-style-type: none"> • Playing games, such as "Who am I". • Brainstorming a 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 like Yoga, deep breathing exercise. 	05
			Total Duration in Hours	25

Unit 5: Green Skills – IV

Sn	Learning Outcome	Theory (05 Hours)	Practical (10 Hours)	15
1.	Identify the benefits of the green jobs	<ul style="list-style-type: none"> • Green jobs • Benefits of green jobs • Green jobs in different sectors: <ul style="list-style-type: none"> • Agriculture • Transportation • Water conservation • Solar and wind energy • Eco-tourism • Building and construction • Solid waste management • Appropriate technology 	<ul style="list-style-type: none"> • Group discussion on the importance of green job, • 	08
2	State the importance of green jobs	<ul style="list-style-type: none"> • Importance of green jobs in <ul style="list-style-type: none"> • Limiting greenhouse gas emissions, • Minimizing waste and pollution, • Protecting and restoring ecosystems, • Adapting to the effects of climate change 	<ul style="list-style-type: none"> • Preparing posters on green jobs, • Group activity on tree plantation. 	07
			Total Duration in Hours	15

GRADE XII, Part B: Vocational Skills

Sn	Units	Duration in Hours
Unit 1	Relational Database Management System - MySQL	45
Unit 2	Customer Query Management	45
Unit 3	Zoho CRM Application	45
Unit 4	Occupational Health, Safety and Security	30
	Total Duration	165

Unit 1: Relational Database Management System – MySQL

Sn	Learning Outcome	Theory (20 Hours)	Practical (25 Hours)	45
1.	Describe the database management concepts	<ul style="list-style-type: none"> • Introduction to database systems, • File system and its limitations • Database management systems (DBMS), • Limitations, advantages and disadvantages of DBMS, • Comparison of DBMS with File System, • Concepts in DBMS, • Relational data model, • Keys in Relational database – Candidate key, Primary key, Composite Primary Key, Foreign Key 	<ul style="list-style-type: none"> • List the requirement of database system, • List and compare the the various DBMS • List the uses of DBMS in real life, • Prepare the database table of real life examples – relatives, friends, classmates, telephone, • Identify the fields and records in the database table, • Identify the primary key and other keys in the database table, 	15
2.	Describe Structured Query Language	<ul style="list-style-type: none"> • Structured Query Language (SQL) • Installing RDBMS package (MySQL), • Data Types and Constraints in MySQL • Types of SQL – DDL, DML, DQL, TCL, DCL • Data Definition Language (DDL) commands, • Data Manipulation Language (DML) commands, • Data Query Language (DQL) commands, • Data Control Language (DCL) commands, • Transaction Control Language (TCL) commands. 	<ul style="list-style-type: none"> • List and identify different data types in SQL, • List and identify various constraints in data table, • Use DDL commands to create Database, Table, View, • Use Alter command to modify table structure, • Use Drop and Truncate command on Table, • Use DML commands to insert data records in Table, • Use Update and Delete command to modify records, • Use DCL command Select to retrieve data records, • Use DCL command Grant and Revoke to authorise and withdraw privileges for data operation, • Use TCL command Commit to 	15

			save, Rollback and SavePoint command to undo the data transaction in Table	
3.	Use functions in SQL	<ul style="list-style-type: none"> SQL functions - Single Row Functions and Aggregate functions, Single Row Functions – Math Functions, String Functions, Date and Time Functions, Aggregate Functions GROUP BY clause in SQL Operations on Relations – Union, Intersect, Minus, Cartesian Product Using two relations in a query - JOIN on two tables, 	<ul style="list-style-type: none"> List the various Single Row Functions and Aggregate functions, Demonstrate to use math functions, Demonstrate to use string functions, Demonstrate to use Date and Time functions, Demonstrate to use Aggregate functions in SQL Demonstrate to join two tables in SQL 	15
			Total Duration in Hours	45

Unit 2: Customer Query Management

Sn	Learning Outcome	Theory (20 Hours)	Practical (25 Hours)	45
1.	Describe Customer Queries	<ul style="list-style-type: none"> Role and Importance of CRM Voice Representative, Greeting a Customer, Answer Customer Service Calls, Call Opening (Flow), Steps to take a call, Principles of Active Listening, Empathy and Sympathy. 	<ul style="list-style-type: none"> Write a Scripts for active listening, Case Study to show proper empathy and acknowledgement, Empathy in Customer Service Role-Play 	15
2.	Manage Customer Queries	<ul style="list-style-type: none"> Tools for query management, Resolving Queries within Area of Competence or Authority, Confirmation that queries have been satisfactorily resolved, Raising service tickets, 	<ul style="list-style-type: none"> List the Tools for query management, Case Study: Techniques for conveying concern and commitment, Visit a customer care center and observe its working. 	10
3.	Document the Customer Queries	<ul style="list-style-type: none"> Reference Guides or Support Materials to Resolve Queries, 	<ul style="list-style-type: none"> Case Study to Refer to the Supporting Material, Handling Objections and Conveying Concern 	10
4.	Manage Query Resolution	<ul style="list-style-type: none"> Types of customers – New customers, Attractive customer, Angry customers, Insistent customers, Loyal customers, Templates to record a query, Rule-Based Analysis on the Data/Information, Technologies used in a voice process, 	<ul style="list-style-type: none"> Identify and list the types of customers based on interaction, Design templates to record a query, Use different techniques to obtain data/information, List the technologies used in a voice process, 	10
			Total Duration in Hours	45

Unit 3: Zoho CRM Application

Sn	Learning Outcome	Theory (20 Hours)	Practical (25 Hours)	40
1.	Describe and work with Zoho Desk	<ul style="list-style-type: none"> • Introduction to Zoho Desk, • Functionalities of Zoho Desk, • Specifications in Zoho CRM, • Supppts and system & storage requirement, • Creating a Zoho Sign account, • Setting up Zoho Sign account, • User Profile, • Steps to access your user profile, • Set up your signature, • Organization details, • Account Settings. 	<ul style="list-style-type: none"> • Demonstrate to creating a Zoho Sign account, • Create a Zoho Sign-in Account, • Demonstrate to access your user profile, • Demonstrate to set up your signature, • Demonstrate to add a Logo to Zoho account, • Demonstrate the Account Settings in Zoho. 	15
2.	Manage Data	<ul style="list-style-type: none"> • Managing Data in in Zoho, • Importing Data in Zoho, • Expoerting Data in Zoho, • Navigate Records, • Advanced Filters, • Bulk record actions, • Organize events using Zoho CRM Calendar, • Manage Data Storage Space, • Manage File Storage 	<ul style="list-style-type: none"> • Demonstrate to Navigate Records, • Demonstrate to use Advanced Filters, • Demonstrate to Organize events using Zoho CRM Calendar, • Manage to Manage Data Storage and File Storage, 	15
3.	Import and Export Data	<ul style="list-style-type: none"> • Minor projects such as financial system, college management system, library management system to be implemented by using Python. 	<ul style="list-style-type: none"> • Develop minor project based on SRS for a given case study using python. • Document the given project and prepare the project report 	10
4.	Create Contacts	<ul style="list-style-type: none"> • Importing Data to Zoho CRM, • Export CRM Data, • Options to Export CRM Data – Export module data, Take a complete backup, Export reports, 	<ul style="list-style-type: none"> • Demonstrate to Import and Export Data in Zoho, • Demonstrate the options to Export CRM Data 	05
			Total Duration in Hours	45

Unit 4: Occupational Health, Safety and Security

Sn	Learning Outcome	Theory (15 Hours)	Practical (15 Hours)	30
1.	Practice Health, Safety and Security at workplace	<ul style="list-style-type: none"> • Introduction to health, safety and security at work place, • Policies and procedures for health, safety and security, • Reasons for Health, Safety and Security Programs or Policies in Workplace, • Breaches in Health, Safety and Security and Accident Report, 	<ul style="list-style-type: none"> • Demonstrate to practice health, safety and security at work place, • List the policies and procedures for health, safety and security, • List the reasons for Health, Safety and Security programs in workplace, 	10

		<ul style="list-style-type: none"> Government Agencies for Safety at Workplace, Workplace Safety Hazards, Potential Sources of Hazards in an Organization, Safety Guidelines Checklist 	<ul style="list-style-type: none"> Prepare the incident Report in the given format, List the potential sources of Hazards in an Organization, List the Safety Guidelines Checklist. 	
2.	Implement the quality measures at workplace	<ul style="list-style-type: none"> Air and water quality monitoring process, Importance of cleanliness at workplace, Office Ergonomics, Computer Health & Safety Tips, Health and safety requirements for Computer workplace, Cautions while working on the computer. 	<ul style="list-style-type: none"> Practice to keep the workplace clean, List and implement Office Ergonomics while working on Computer, Practice the Health & Safety Tips while working on Computer, List the Health and safety requirements for Computer workplace, Practice the cautions while working on the computer. 	10
3.	Administer Accident and Emergencies at Workplace	<ul style="list-style-type: none"> Accidents and emergencies, Types of Accidents, Types of Emergencies, Emergency Procedure and Reporting Accident, Emergencies at Workplace, Dealing with Emergencies 	<ul style="list-style-type: none"> List the types of accidents and emergencies in workplace, Demonstrate to deal with various types of Emergency Procedure and Reporting Accident, Demonstrate rescue techniques applied during fire hazard, Identify Materials and Ignition Sources. 	10
			Total Duration in Hours	30

6. ORGANISATION OF FIELD VISITS and OJT

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. During summer or winter vacation, students can undergo one week on-the-job training in nearby industry or work place. Visit a Software Development Company and observe the following:

Visit a CRM office and observe the following: Location, Site, Office building, Computer Systems, Tools and Equipment, Printer, Scanner. During the visit, students should obtain the following information from the owner or the supervisor of the CRM Centre:

1. Computer System, parts and peripherals.
2. CRM Centre.
3. Computer Infrastructure.
4. CRM Tools and software.
5. Communication with customers.
6. Sitting Posture of data entry operators.
7. Manpower engaged
8. Total expenditure of CRM Centre.
9. Total annual income.

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. Training room should be fully furnished with the following equipment / tools / accessories. Additional / specific resources, wherever applicable (e.g. Hardware, software) are indicated in the main text corresponding to relevant learning outcome.

Domain NOS requirements

- Sample CRM tool for demonstration.
- Telephone, voice recorder, IVR and software / document formats for recording call / interactions

Common requirements

1. Comfortable seats with adequate lighting, controlled temperature and acoustics for training and learning.
2. White Board, Markers and Eraser, Flip chart with markers.
3. Projector with screen.
4. Faculty's PC/Laptop with latest configuration and Internet connection.
5. Supporting software / applications for projecting audio, video, recording,
6. Presentation Tools to support learning activities – Intranet, Email, IMS, Learning management system e.g. Moodle, Blackboard to enable blended learning.
7. Handy Camera, Microphone / voice system for lecture and class activities.
8. Stationery kit – Staples, Glue, Chart Paper, Sketch Pens, Paint Box, Scale, A4 Sheets.
9. For IT Lab sessions: Computer Lab with 1:1 PC:trainee ratio and having Internet connection, MS Office / Open office, Browser, Outlook / Any other Email Client and chat tools.
10. Assessment and Test Tools for day to day online Tests and Assessments.
11. For team discussions: Adequate seating arrangement in full / half circle format for one or more teams as per planned team composition.
12. Reading Resources: Access to relevant sample documents and learning forums to enable self-study before and after each training session.

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:

Qualification	Minimum Competencies	Age Limit
Bachelor of Engineering / Technology in Computer Science / Information Technology OR Master of Computer Application (MCA) OR Master of Science (Computer Science/IT) OR NIELIT "B" Level Certificate. Desirable: Knowledge and skills in CRM software.	The candidate should have a minimum of 1 year of work experience in the same job role. S/He should be able to communicate in English and local language. S/He should have knowledge of equipment, tools, material, Safety, Health&Hygiene.	18-37 years (as on Jan. 01 (year)) Age relaxation to be provided as per Govt. rules

Note – The qualifications for vocational teachers mentioned above is suggestive and not prescriptive. The States/ UTs can make modifications in the qualifications for appointment of

vocational teachers/ trainers as per their requirement through a committee appointed by the competent authority in the State/ UT Directorate/ Department of School Education.

Vocational Teachers/Trainers form the backbone of Vocational Education being imparted as an integral part of Samagra Shiksha. 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 following ways:

1. 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**
2. 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:

1. Written test for the technical/domain specific knowledge related to the sector;
2. Interview for assessing the knowledge, interests and aptitude of trainer through a panel of experts from the field and state representatives; and
3. 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:

- Prepare session plans and deliver sessions which have a clear and relevant purpose and which engage the students;
- Deliver education and training activities to students, based on the curriculum to achieve the learning outcomes;
- Make effective use of learning aids and ICT tools during the classroom sessions;
- 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;
- 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;
- Identify the weaknesses of students and assist them in up-gradation of competency;
- Cater to different learning styles and level of ability of students;
- Assess the learning needs and abilities, when working with students with different abilities
- Identify any additional support the student may need and help to make special arrangements for that support;
- 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:

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

9. LIST OF CONTRIBUTORS

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