

Learning Outcome Based Vocational Curriculum

Subject /Job Role

OFFICE EXECUTIVE

NQR Code : QG-04-OA-00110-2023-V1-MEPSC

(QP Code: MEP/Q0211)

Grades 11th & 12th



Sector : Management


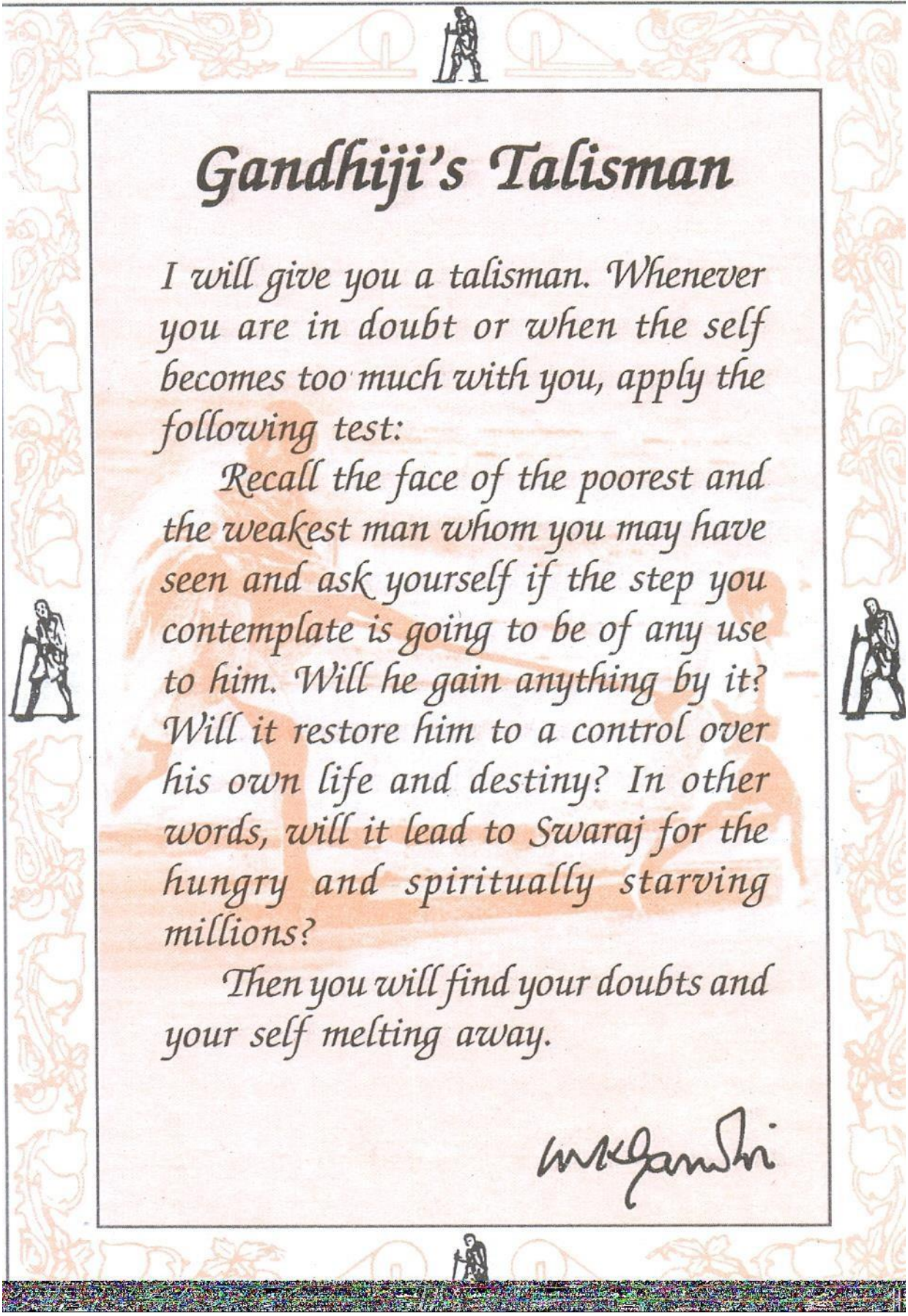
Management & Entrepreneurship and Professional Skills Council (MEPSC)



PSS Central Institute of Vocational Education


(a constituent unit of National Council of Educational Research and Training Ministry of Education, Government of India)

Shyamla Hills, Bhopal-462 002, Madhya Pradesh, INDIA, Web.: 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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Shyamla Hills, Bhopal- 462 002, M.P., India

LEARNING OUTCOME-BASED VOCATIONAL CURRICULUM

Management & Entrepreneurship and Professional Skills – Office Executive

March 2025

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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 education 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 Skill Qualification Framework (NSQF). The curricula for vocational courses are being developed under the project approved by the Project Approval Board (PAB) of '*Samagra Shiksha*', which is an overarching programme for the school education sector extending from pre-school to Grade 12.

It is a matter of great pleasure to introduce this learning outcome-based curriculum as part of the vocational education and training package for the job role/vocational subject of "Office Executive". The curriculum has been developed for the secondary students of Grades 11 and 12 and is aligned to the National Occupation Standards (NOSs) for the job role. The curriculum aims to provide learner 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 skill needs. The teaching-learning is to be done through interactive sessions in classrooms, practical activities in laboratories or workshops, projects, field visits, etc. and professional experience is to be provided through on-the-job training.

The curriculum has been developed and reviewed by a group of experts and their contributions are duly 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. In order to fulfil the growing aspirations of our youth and the demand for skilled human resource, the Ministry of Education, Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of School Education under *Samagra Shiksha*. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted with the responsibility to develop learning outcome based curricula, student textbooks and e-learning materials for the job roles in various sectors.

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. In order to honour its commitment to the nation, the PSSCIVE is developing learning outcome-based curricula with the involvement of faculty members and leading experts in the field. It is being done through the concerted efforts of leading academicians, professionals, policymakers, partner institutions, Vocational Education and Training (VET) 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. 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.

The success of this curriculum depends upon its effective implementation, and it is expected that the managers of vocational education programme, vocational educators, vocational teachers/trainers, and other stakeholders will make earnest efforts to provide better facilities, develop linkages with the industry and foster a conducive learning environment for effectively transacting the curriculum and to achieve the learning outcomes as per the content of the curriculum document.

DEEPAK PALIWAL

Joint Director

PSS Central Institute of Vocational Education

ACKNOWLEDGEMENTS

On behalf of the team at the PSS Central Institute of Vocational Education (PSSCIVE), we are grateful to the members of the Project Approval Board (PAB) of *Samagra Shiksha* and the officials of the Ministry of Education (MoE), Government of India for the financial support to the project for development of learning outcome-based curricula.

We are grateful to the Director, National Council of Educational Research and Training (NCERT) for his support and guidance. We also acknowledge the contributions of our colleagues at the NCERT, National Council for Vocational Education and Training (NCVET), National Skill Development Corporation (NSDC) and Management & Entrepreneurship and Professional Skills Council (MEPSC) for their academic support and cooperation.

We are grateful to Dr. Vipin Kumar Jain, Associate Professor & Head, DHSER, PSSCIVE and Course Coordinator for his untiring efforts and contribution to the development of this learning outcome-based curriculum. The contributions of the experts and the editorial are appreciated and acknowledged. The details of contributors are given and of the document.

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

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1. Course Overview

S. No.	Course Title	<i>Office Executive</i>	
1.1	About the Job Role	The office executive is a generalist who checks and prepares documents, writes simple correspondence, maintains records as well as co-ordinates with various internal and external agencies and follows up for work completion in line with professional practices of the workplace	
1.2	Qualification Pack Code	MEP/Q0211	
1.3	NSQF Level	4	
1.4	Course Description	This course provides comprehensive training on the essential skills and knowledge required for effective office management and administration. It focuses on operational efficiency, communication strategies, and best practices for modern office environments.	
1.5	Course Outcomes	On completion of the course, students should be able to:	
		<ul style="list-style-type: none"> • Demonstrate a thorough understanding of office tools, technology, and organizational structures relevant to effective management. • Explain various applications of office management skills, such as project coordination, resource allocation, and team collaboration. • Exhibit proficiency in essential office procedures, including scheduling, document management, and communication protocols. • Demonstrate awareness of safety protocols and regulatory requirements relevant to office operations, ensuring adherence to legal and ethical standards. 	
1.6	Course Requirements	The learner should be holding a 10 th Grade pass certificate.	
1.7	Course Duration	600 hrs	
1.8	Course Structure	Grade 11	Grade 12
		Part A: Employability Skills	Part A: Employability Skills
		Part B: Vocational Skills	Part B: Vocational Skills
		Part C: Practical Work	Part C: Practical Work
		Part D: Project Work/ Field Visit	Part D: Project Work/ Field Visit

1.9	Assessment Methods	1. Written Exams 2. Practical Assessments 3. Project Work 4. Portfolio 5. On-the-Job Training
1.10	Basic Resources Required	1. Office layout 2. Training Manuals and Guides for Office Procedures 3. Office Equipment Simulators
1.11	Vocational Teacher/Instructor Information	MBA/M.Com or PG Diploma in Office Management or related fields, or a B.Voc. Degree in Business Administration or related areas with atleast 50% marks from a recognised Institute /college/University 18-37 Years- as on Jan.01 (mention year) Age relaxation to be provided as per Government rules
1.12	Certification	Certification upon successful completion
1.13	Potential Educational Pathway	<ul style="list-style-type: none"> • Office Administration Training Programs offered by various institutes. • Diploma in Office Management and Administration. • Post Graduate Diploma in Business Administration or Office Management. • B.Voc. Degree Program in Business Administration or related areas. • M.B. A. in Business Management or Office Administration. • M.Com in Management
1.14	Potential Employment Opportunities	<ul style="list-style-type: none"> • Office Executive • Administrative Assistant • Data Analyst • Office Manager • Business Operations Coordinator • Start-up Operations Manager

2. Scheme of Units and Assessment

This course of “Office Executive” is a planned sequence of instructions consisting of units meant for developing employability and vocational competencies of students of Grades 11 and 12 opting for vocational subject along with general education subjects. The unit-wise distribution of hours and marks for Grade 11 is as follows:

GRADE 11			
	Units	No. of Hours for Theory and Practical = 300	Max. Marks for Theory and Practical = 100
Part A	Employability Skills		
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	10
Part B	Vocational Skills		
6.	Unit 1: Role of Office Executive: An Introduction	30	
7.	Unit 2: Leveraging Technology for Mastering Information Management	50	
8.	Unit 3: Managing Office Activities	50	
9.	Unit 4: Empower Your Future: Essential Skills for Success	35	
	Total	165	40
Part C	Assessment and Evaluation		
10.	Written Test	3	40 marks
11.	Practical Exam	6	15 marks
12.	Project Work (including Field Visits/On-the-Job Training)	10	25 marks
13.	Student Portfolio	5	10 marks
14.	Viva Voce	1	10 marks
	Total	25	
	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 = 300	Max. Marks for Theory and Practical = 100
Part A	Employability Skills		
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	10
Part B	Vocational Skills		
6.	Unit 1: Managing E- Office	35	
7.	Unit 2: Best Practices for Effective Record-Keeping	25	
9.	Unit 3: Health and Safety in the Workplace	35	
10.	Unit 4: Professional Excellence in the Workplace	25	
11.	Unit 5: Preparing for Emerging Workplace Dynamics	45	
	Total	165	40
Part C	Practical Work		
	Written Test	3	40 marks
	Practical Exam	6	15 marks
	Project Work (including Field Visits/On-the-Job Training)	10	25 marks
	Student Portfolio	5	10 marks
	Viva Voce	1	10 marks
	Total	25	
	Grand Total	300	100

3. Teaching/Training Activities

The teaching and training activities have to be conducted in classroom, laboratory/workshops and field visits.

3.1 Classroom Activities

Classroom activities are an integral part of this course and interactive lecture sessions, followed by discussions should be conducted by trained vocational trainers/Vocational instructors.

3.2 Practical Work in Laboratory/Workshop

Practical work may include, but should 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.

3.3 Field Visits

At least three field visits should be conducted in a year. 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 Teacher for systematic collection of information by the students on the various aspects.

4. Assessment and Evaluation

1.	Written Test	40 marks
2.	Practical Exam	15 marks
3.	Project Work (including Field Visits/On-the-Job Training)	25 marks
4.	Student Portfolio	10 marks
5.	Viva Voce	10 marks
Total		100 marks

Knowledge Assessment

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.

4.1 Written Test allows candidates to demonstrate that they have the knowledge and understanding of a given topic.

Blueprint for Question Type and Marks Allocation by Difficulty Level (40 marks)

Question Type	Number of Questions	Marks per Question	Total Marks	Difficulty Level
Multiple Choice Questions (MCQs)	6	1 mark each	6 marks	Easy
Short Answer Questions (SAQs)	5	2 marks each	10 marks	Easy
Short Answer Questions (SAQs)	4	4 marks each	16 marks	Moderate
Long Answer Questions (LAQs)	2	4 marks	8 marks	Difficult

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 student has to demonstrate competency against the performance criteria. 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.

4.2 Practical examination: Practical examination allows candidates to demonstrate the knowledge and understanding of performing a task. This will include the performance of tasks and viva voce. Teachers/Examiner will clearly define the tasks that candidates are required to perform during the practical examination. These tasks should align with the learning objectives of the course. Students are to be evaluated based on their skills, technique, accuracy, and overall performance.

Checklist for Assessment and Evaluation of Practical

Each criterion is evaluated on a scale of **0-5**, with specific descriptions for each mark range.

S.No	Criterion	Marks 0-1 (Needs Improvement)	Marks 2-3 (Satisfactory)	Marks 4-5 (Excellent)	Max Marks
1.	Document Handling & Data Entry Skills	Difficult to retrieve files. Struggles with basic computer tasks and data entry.	Occasional retrieval issues. Completes tasks with minor errors, average typing speed.	Easy to access data. Accurate and efficient data entry, Improved computer skills.	5
2.	Professional Etiquette and Handling Calls & Visitors	Unprofessional behavior. Difficulty managing calls and visitors, lacks confidence.	Mostly professional. Handles calls and visitors adequately, minor lapses in protocol.	Excellent etiquette. Professionally manages calls and visitors, follows proper protocol.	5
3.	Time Management & Task Prioritization	Poor time management, struggles to complete tasks on time.	Manages tasks adequately but with a few delays.	Excellent task prioritization and timely completion.	5
Total Marks-15					

4.3 Project Work (25 marks)

Projects should simulate real-world scenarios, allowing students to solve problems or create something tangible using the skills and knowledge they have acquired. Projects should align with the curriculum's learning objectives, ensuring that students are applying relevant concepts and skills. Clear and detailed guidelines, including project objectives, evaluation criteria, and deadlines should be provided by the teachers/assessors.

Field visits can be followed by the submission of reports by the students, based on checklist. Teachers will develop a detailed checklist of items or questions students need to address during the visit. This could include specific observations, data collection, interviews, etc. Teachers will assess the reports based on the completeness of checklist items, depth of observations, analysis, and overall presentation. After the visit, teachers will also encourage students to reflect on their field experience, for example what students learned, how will they apply the knowledge gained through the field visit, etc.

On-the-job Training: The employability skills curriculum includes communication skills, self-management skills, information and communication technology skills, entrepreneurship skills, and green skills. Field visits of students are organized in industry and actual work situations to enable them to understand and appreciate the real-time work requirements and make choices accordingly. A component of internship or On-the-job Training (OJT) is an integral part of the curriculum transaction of vocational subjects in schools. Training teaches the learner to do specific tasks, such as riding a bicycle or running a machine. Trainees acquire insight into the occupational intricacies associated with the performance of the various tasks and use effective approaches, techniques and strategies in dealing with them.

S. No.	Component	Marks
1.	Planning	5
2.	Recording and Data Collection	5
3.	Data Analysis	4
4.	Reporting	4
5.	Presentation	7
	Total	25

4.4 Student Portfolio (10 marks)

The student portfolios can include records, plans, models, notes, written work, audio and video programmes, photographs, and other artefacts. Students decide what to include in their portfolios and can reflect on what they have learnt. Teachers can assess not only the components of portfolios but also the processes that students have followed in carrying out these activities while preparing a portfolio for a course.

Criteria	Description	Marks
Content Relevance	2 Marks: Highly relevant, clear understanding, all work reflects objectives. 1 Mark: Mostly relevant, some areas lack focus. 0 Marks: Largely irrelevant, significant portions do not address objectives.	0 / 1 / 2
Creativity and Originality	2 Marks: High creativity, unique perspectives, innovative ideas. 1 Mark: Some creativity, conventional ideas. 0 Marks: Lacks creativity, overly conventional or derivative.	0 / 1 / 2
Technical Quality and Craftsmanship	2 Marks: Exceptional technical quality, attention to detail, high craftsmanship. 1 Mark: Adequate quality, minor flaws or inconsistencies.	0 / 1 / 2

	0 Marks: Poor quality, significant flaws, lack of detail.	
Reflective Analysis	2 Marks: Thorough analysis, deep insights, considers challenges and improvements. 1 Mark: Some analysis, lacks depth. 0 Marks: Lacks analysis, minimal reflection.	0 / 1 / 2
Organization and Presentation	2 Marks: Well-organized, logical flow, professional appearance. 1 Mark: Adequately organized, minor issues. 0 Marks: Poorly organized, unclear labeling, unprofessional.	0 / 1 / 2
Total marks: 10		

4.5 Viva-voce (10 marks)

Viva voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva-voce.

Viva Voce Assessment Rubric

Criteria	Description	Marks
Understanding of Subject	2 Marks: Demonstrates a thorough understanding of the subject, able to explain concepts clearly and accurately. 1 Mark: Shows a general understanding, with minor gaps. 0 Marks: Lacks understanding, major gaps or misconceptions.	0 / 1 / 2
Clarity of Communication	2 Marks: Communicates ideas clearly and effectively, with well-structured responses. 1 Mark: Communicates adequately, though some responses may be unclear. 0 Marks: Poor communication, responses are confusing or unclear.	0 / 1 / 2
Confidence and Composure	2 Marks: Displays confidence and remains composed throughout, even when challenged. 1 Mark: Generally confident, but may falter under pressure. 0 Marks: Lacks confidence, becomes easily confused.	0 / 1 / 2
Critical Thinking and Analysis	2 Marks: Exhibits strong critical thinking, able to analyze and evaluate information effectively. 1 Mark: Shows some critical thinking, but analysis may be superficial. 0 Marks: Lacks critical thinking, unable to analyze or evaluate effectively.	0 / 1 / 2
Response to Questions	2 Marks: Provides accurate and relevant answers to all questions, demonstrating depth of knowledge. 1 Mark: Answers most questions adequately, with some lacking depth. 0 Marks: Fails to provide accurate or relevant answers, demonstrates a lack of knowledge.	0 / 1 / 2
Total marks		10

The External Examiner may be a teacher nominated by the Head of the school, who could be from the faculty but not teaching the subject in the section/class. For example, a teacher may be deputed as an External Examiner for Class XII Office Executive.

5. Unit Contents

GRADE 11

PART A: EMPLOYABILITY SKILLS

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

UNIT 1: COMMUNICATION SKILLS – III

Duration: 25 hrs

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

LO4	Use Correct Pronunciation	
4.	<ul style="list-style-type: none"> • Pronunciation basics • Speaking properly • Phonetics • Types of sounds 	<ul style="list-style-type: none"> • Group exercises on pronouncing words
LO5	Demonstrate the knowledge of Assertive Communication Style	
5.	<ul style="list-style-type: none"> • Important communication styles • Assertive communication • Advantages of assertive communication • Practicing assertive communication 	<ul style="list-style-type: none"> • Group discussion on communication styles • Group discussion on observing and sharing communication styles
LO6	Demonstrate the Knowledge of Saying No	
6.	<ul style="list-style-type: none"> • Steps for saying 'No' • Connecting words (Conjunctions) 	<ul style="list-style-type: none"> • Group discussion on how to respond • Group activity on saying 'No'
LO7	Identify and Use Parts of Speech in Writing	
7.	<ul style="list-style-type: none"> • Capitalization • Punctuation • Basic parts of speech • Supporting parts of speech 	<ul style="list-style-type: none"> • Group exercises on identifying parts of speech • Group exercises on constructing sentences • Group exercises on nouns
LO8	Write Sentences and Paragraphs	
8.	<ul style="list-style-type: none"> • Parts of a sentence • Types of objects • Types of sentences • Paragraph 	<ul style="list-style-type: none"> • Exercises on making sentences • Activity on active and passive voice • Assignment on writing different types of sentences
LO9	Communicate with People	
9.	<ul style="list-style-type: none"> • Greetings • Introducing self and others 	<ul style="list-style-type: none"> • Role-play on formal and informal greetings • Role-play on introducing someone • Practice session and group discussion on greeting different people.

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

UNIT 2: SELF-MANAGEMENT SKILLS – III

Duration: 25 hrs

	Theory (10 hrs)	Practical (15 hrs)
LO1	Identify and Analyse Own Strengths and Weaknesses	
1.	<ul style="list-style-type: none"> Knowing yourself Identifying strengths and weaknesses Difference between interests and abilities 	<ul style="list-style-type: none"> Activity on writing aim in life Preparing a worksheet on interests and abilities
LO2	Demonstrate Personal Grooming	
2.	<ul style="list-style-type: none"> Guidelines for dressing and grooming 	<ul style="list-style-type: none"> Role-play on dressing and grooming standards Self-reflection activity on dressing and grooming

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

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – III**Duration: 20 hours**

	Theory (08 hrs)	Practical (12 hrs)
LO1	Create A Document on the Word Processor	
1.	<ul style="list-style-type: none"> Introduction to ICT Advantages of using 	<ul style="list-style-type: none"> Group activity on demonstration and practice of the following:

	(Information and Communication Technology) a word processor. <ul style="list-style-type: none"> Working with Libre Office Writer 	<ul style="list-style-type: none"> i. Creating a new document ii. Typing text iii. Saving the text iv. Opening and saving files on Microsoft Word/Libre Office Writer.
LO2	Identify the basic interface of Libre Office	
2.	<ul style="list-style-type: none"> Standard user interface of Libre Office writer <ul style="list-style-type: none"> i. Status bar ii. Menu bar iii. Tool bar iv. Making a text bold 	<ul style="list-style-type: none"> Group activity on using the basic user interface of Libre Office writer Group activity on working with Microsoft Word
LO3	Save, Close, Open and Print Document	
3.	<ul style="list-style-type: none"> Saving a Word document Closing a Word document Opening an existing document Printing a Word document 	<ul style="list-style-type: none"> Group activity on performing the functions for saving, closing, and printing documents in LibreOffice Writer Group activity on performing the functions for saving, closing, and printing documents in Microsoft Word
LO4	Format Text in a Word Document	
4.	<ul style="list-style-type: none"> Changing style and size of text Aligning text and Cutting, Copying, Pasting text Finding and replacing 	<ul style="list-style-type: none"> Group activity on formatting text in LibreOffice Writer Group activity on formatting text in Microsoft Word
LO5	Check Spelling and Grammar in a Word Document	
5.	<ul style="list-style-type: none"> Starting a spell checker Short-cut menu for spell checker Autocorrecting spellings 	<ul style="list-style-type: none"> Group activity on checking spellings and grammar using LibreOffice Writer Group activity on checking spelling and grammar using Microsoft Word
LO6	Insert Lists, Tables, Pictures, and Shapes in a Word Document	
6.	<ul style="list-style-type: none"> Insert bullet list Inserting the following in Word document 	<ul style="list-style-type: none"> Practical exercise of inserting lists and tables using LibreOffice Writer

	<ul style="list-style-type: none"> i. Number list ii. Tables iii. Pictures iv. Shapes 	
LO7	Insert Header, Footer and Page Number in a Word Document	
7.	<ul style="list-style-type: none"> • Inserting the following in a Word document <ul style="list-style-type: none"> i. Header ii. Footer iii. page number iv. Page count 	<ul style="list-style-type: none"> • Practical exercises of inserting header, footer and page numbers in Libre Office Writer and Microsoft Word
LO8	Demonstrate the Use of Track Change Option in a Word Document	
8.	<ul style="list-style-type: none"> • Tracking changes in Libre Office Writer • Manage option • Comparing documents 	<ul style="list-style-type: none"> • Group activity on performing changes in track mode in Libre Office Writer and Microsoft Word

UNIT 4: ENTREPRENEURSHIP SKILLS – III

Duration: 25 hrs

	Theory (10 hrs)	Practical (15 hrs)
LO1	Differentiate Between Different Kinds of Businesses	
1.	<ul style="list-style-type: none"> • Introduction to entrepreneurship • Types of business activities – manufacturing, trading, and service 	<ul style="list-style-type: none"> • Role-play on different kinds of businesses around us
LO2	Describe the Significance of Entrepreneurial Values	
2.	<ul style="list-style-type: none"> • Values of an entrepreneur • Case study on qualities of an entrepreneur 	<ul style="list-style-type: none"> • Role-play on qualities of an entrepreneur
LO3	Describe the Attitudinal Changes Required to Become an Entrepreneur	
3.	<ul style="list-style-type: none"> • Difference between the attitude of an entrepreneur and an employee 	<ul style="list-style-type: none"> • Interviewing employees and entrepreneurs
LO4	Describe the Importance of Thinking Like an Entrepreneur	
4.	<ul style="list-style-type: none"> • Problems of entrepreneurs • Problem-solving • Thinking like an entrepreneur to solve problems 	<ul style="list-style-type: none"> • Group activity on identifying and solving problems

LO5	Generate Business Ideas	
5.	<ul style="list-style-type: none"> The business cycle Principles of idea creation Generating a business idea Case studies 	<ul style="list-style-type: none"> Group activity to create business ideas
LO6	Describe Customer Needs and the Importance of Conducting a Customer Survey	
6.	<ul style="list-style-type: none"> Understanding customer needs Conducting a customer survey 	<ul style="list-style-type: none"> Group activity for conducting a customer survey
LO7	Create a Business Plan	
7.	<ul style="list-style-type: none"> Importance of business planning Preparing a business plan Principles to follow for growing a business Case studies 	<ul style="list-style-type: none"> Group activity on developing a business plan

UNIT 5: GREEN SKILLS – III		
Duration: 15 hrs		
	Theory (07 hrs)	Practical (08 hrs)
LO1	Describe the Importance of the Main Sectors of the Green Economy	
1.	<ul style="list-style-type: none"> Important sectors of green economy- <ol style="list-style-type: none"> Agriculture Energy resources Construction Fisheries Forestry Tourism Transport Water Management Waste management Manufacturing Industry 	<ul style="list-style-type: none"> Group discussion on sectors of the green economy Preparing posters on various sectors for promoting the green economy
LO2	Describe Policies for the Green Economy	
2.	<ul style="list-style-type: none"> Policies for a green economy 	<ul style="list-style-type: none"> Group discussion on initiatives for promoting the green economy Writing an essay or a short note on the important initiatives for promoting a green economy.

LO3	Describe the Role of Various Stakeholders in the Green Economy	
3.	<ul style="list-style-type: none"> Stakeholders in the green economy 	<ul style="list-style-type: none"> Group discussion on the role of stakeholders in the green economy Making solar bulbs.
LO4	Describe the Role of Government and Private Agencies in the Green Economy	
4.	<ul style="list-style-type: none"> Role of the government in promoting a green economy Role of private agencies in promoting green economy 	<ul style="list-style-type: none"> Group discussion on the role of government and private agencies in promoting a green economy. Preparing posters on green sectors.

PART B: VOCATIONAL SKILLS

S. No.	Units	Duration (hrs)
1.	Role of Office Executive: An Introduction	30
2.	Leveraging Technology for Mastering Information Management	50
3.	Managing Office Activities	50
4.	Empower Your Future: Essential Skills for Success	35
	Total	165

UNIT 1: Role of Office Executive: An Introduction		
Duration: 30 hrs		
	Theory (15 hrs)	Practical (15 hrs)
LO1	Understand the role and responsibilities of an Office Executive	
1.	<ul style="list-style-type: none"> Meaning of Office Executive Importance of Office Executive Duties of Office Executive Responsibilities of Office Executive Meaning of Office Assistant Relationship between Office Assistant and an Office Executive 	<ul style="list-style-type: none"> Conduct Group discussion on the differences between an Office Assistant and an Office Executive. Research assignment on successful Office Executives and their career paths. Create a mind map outlining the skills needed for an Office Executive.
LO2	Develop effective communication skills	
2.	<ul style="list-style-type: none"> Meaning of professional Communication Types of communication (verbal, non-verbal, written) Importance of professional communication 	<ul style="list-style-type: none"> Perform Role-play on professional communication with clients and colleagues. Compose and send a professional email following organizational policies.

	<ul style="list-style-type: none"> Communication tools and technologies used in an office environment 	<ul style="list-style-type: none"> Writing formal emails and memos based on given scenarios. Conduct a mock meeting to practice verbal communication and presentation skills.
LO3	Learn to manage office tasks and prioritize effectively	
2.	<ul style="list-style-type: none"> Concept of Task Management Task management strategies Importance of prioritization in an office setting Tools for managing time and tasks (e.g., calendars, task lists) 	<ul style="list-style-type: none"> Develop a weekly planner for managing tasks and deadlines. Case studies on prioritizing tasks in a busy office scenario. Group activity to create a workflow diagram for a typical office project. Prepare a work plan for a day.
LO4	Understand teamwork and collaboration in an office environment	
3.	<ul style="list-style-type: none"> Meaning of teamwork and collaboration Importance of teamwork and collaboration Virtual collaboration tools Techniques for effective teamwork Resolving conflicts and building relationships 	<ul style="list-style-type: none"> Team-building exercises to enhance collaboration skills. Simulated team project where students must work together to solve a problem or complete a task. Discussion on conflict resolution strategies and role-playing scenarios to practice these techniques.

UNIT 2: Leveraging Technology for Mastering Information Management		
Duration: 50 hrs		
	Theory (20 hrs)	Practical (30 hrs)
LO1	Identification of operating systems and applications for data storage	
1.	<ul style="list-style-type: none"> Meaning of operating system Types of operating systems (Windows, macOS, Linux) Concept of data storage and Data Backup Importance of information storage systems (HDD, SSD, Cloud) Common software applications for data storage (MS Office, Google Drive) Concept of MIS 	<ul style="list-style-type: none"> Visit a local computer store to explore different operating systems and storage options. Create a presentation comparing various operating systems and their features. Research different cloud storage solutions and create a pros and cons list.

LO2	Navigate and retrieve files effectively	
2.	<ul style="list-style-type: none"> • Concept of Navigation • Structure of computer drives, directories, and folders • File Storage and Naming File • File types and search functionalities • Meaning and Importance of organizational data access and security policies 	<ul style="list-style-type: none"> • Conduct a scavenger hunt in the lab to locate specific files using search functions. • Organize a folder structure in a shared drive and demonstrate navigation. • Simulate accessing data following a provided security policy scenario.
LO3	Describe Input, format, and save data in word processors and spreadsheets	
3.	<ul style="list-style-type: none"> • Meaning and Functions of word processors and Spreadsheets (input, editing, saving) • Formatting tools and referencing in word processors and Spreadsheets • Basic formulas and data visualization in spreadsheets 	<ul style="list-style-type: none"> • Draft and format a report in a word processor using specific guidelines. • Create a budget spreadsheet using basic formulas and present the data visually in the form of chart
LO4	Communicate information effectively and follow safety protocols	
4.	<ul style="list-style-type: none"> • Communicate with Courier Vendors, Staff and Stakeholders • Handle Quarries Effectively • Email Categories • Seek Assistance of IT Help Desk • Electrical safety precautions and ergonomic guidelines (Specified on Working of Computer) • Meaning and Importance of Cybersecurity • Cybersecurity practices for data handling 	<ul style="list-style-type: none"> • Prepare and print a formal letter or report to communicate and share with stakeholders or other organizations. • Organize a workshop on workstation ergonomics, inviting an expert to discuss safety guidelines in your school. • Perform Role play scenarios for contacting an IT help desk for support.

UNIT 3: Managing Office Activities

Duration: 50 hrs

	Theory (25 hrs)	Practical (25 hrs)
LO1	Understand and apply effective telephonic communication skills	
1.	<ul style="list-style-type: none"> • Meaning and Importance of greeting visitors/callers • Techniques for active listening • General Organizational Structure 	<ul style="list-style-type: none"> • Role play scenarios receiving and transferring calls. • Create a checklist for greeting callers/visitors.

	<ul style="list-style-type: none"> • Reporting Structure and Escalation Matrix's • Organizational protocols for handling calls and queries • Resolve Queries • Reporting and Record-keeping of Handled Queries • Standard tool/Template and Script for dealing with customer • Feedback and its Importance 	<ul style="list-style-type: none"> • Conduct mock calls to practice listening and summarizing queries. • Prepare flow chart of organisation structure with specification of information flow in different departments. • Prepared report than discuss in class the importance of feedback.
LO2	Demonstrate record-keeping and documentation skills	
2.	<ul style="list-style-type: none"> • Concept of filing systems • Importance of Documentation • Maintaining file Inventory • Importance of Maintaining Contact list • Importance of file catalogues • Techniques for tracking file movement 	<ul style="list-style-type: none"> • Organize a class project to create a shared contact list and filing system. • Visit a local business to observe their document management system. • Practice retrieving and replacing documents in a mock filing system.
LO3	Organize and coordinate meetings effectively	
3.	<ul style="list-style-type: none"> • Concept of Meeting in Office • Importance of organising meeting • Preparing meeting agendas • Preparing meeting venue with equipment setup and other required material • Post-meeting follow up activities • Technique for conveying concern and commitment 	<ul style="list-style-type: none"> • Plan and organize a mock meeting, including agenda preparation and venue setup. • Create a checklist for meeting arrangements, including equipment and refreshments. • Perform Role play post meeting activities, such as summarizing outcomes and sending follow up emails.
LO4	Ensure inclusivity and gender mainstreaming in communication and understand POSH Act	
4.	<ul style="list-style-type: none"> • Meaning of gender neutral language in professional communication. • Importance of inclusivity in workplace • Strategies for maintaining gender neutral behaviour 	<ul style="list-style-type: none"> • Conduct a workshop on using gender neutral language in professional communication. • Review real life scenarios to identify gendered vs. gender neutral statements.

	<ul style="list-style-type: none"> • Rights for women and person with disability (with respect to office) • Meaning of POSH Act • Handle Sexual Harassment at workplace 	<ul style="list-style-type: none"> • Create a guide for inclusive communication practices to share with peers. • Discuss the Matter formerly with relevant authority in case of Conflicts or Grievance from clients that cannot be redressed by self • Organize a workshop or seminar where students or employees learn about the POSH Act, its provisions, and the steps to take if they face or witness sexual harassment at the workplace. • Simulate scenarios of sexual harassment, and practice how to respond appropriately by either reporting or intervening, demonstrating effective handling and support in such situations.
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UNIT 4: Empower Your Future: Essential Skills for Success

Duration: 35 hrs

	Theory (15 hrs)	Practical (20 hrs)
LO1	Recognize and understand constitutional values	
1.	<ul style="list-style-type: none"> • Meaning and Significance of constitutional values • Civic rights and duties • Personal values and ethics (honesty, integrity, respect) • Societal Responsibility 	<ul style="list-style-type: none"> • Group discussion on the importance of constitutional values in everyday life. • Create a poster highlighting key civic rights and duties. • Roleplaying scenarios where students demonstrate ethical behaviour in different situations.
LO2	Role of learning and Develop basic English communication skills	
2.	<ul style="list-style-type: none"> • Meaning of learning • Importance of continuous learning • Significance of learning English language • Essential conversation skills in English 	<ul style="list-style-type: none"> • Pair students for roleplaying telephone conversations in various contexts. • Read and summarize a short article from English newspaper, highlighting key points. • Write and send a formal email based on a given scenario.

	<ul style="list-style-type: none"> • Reading and understanding written information • Writing short messages, notes, and emails in English for office 	
LO3	Enhance Employability skills and Create a career development plan	
3.	<ul style="list-style-type: none"> • Meaning and Need of Employability Skills • Difference between Job and career • Setting short and long term career goals • Meaning and importance of career and career development • Preparation of CV and Resume • Difference between CV and resume • Important tips for Interview 	<ul style="list-style-type: none"> • Develop a personal career development plan, including goals and action steps. • Create a professional CV and cover letter based on a job description. • Conduct mock interviews where students practice answering common interview questions with clarity and confidence.
LO4	Financial literacy and enhancement of customer services skills	
4.	<ul style="list-style-type: none"> • Concept of financial literacy (institutions, transactions, income calculations) • Meaning and component of Salary • Meaning and Type of Customers • Meaning of customer service • Essential customer service skills required while communicating with customers • Professional responses to customer requests 	<ul style="list-style-type: none"> • Conduct a mock financial transaction using roleplay, emphasizing safety and security. • Group activity to compute a sample salary and identify components such as taxes and deductions. • Simulate a customer service scenario where students respond to customer needs.

GRADE 12**PART A: EMPLOYABILITY SKILLS**

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

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

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

UNIT 3: INFORMATION AND COMMUNICATION TECHNOLOGY SKILLS – IV		
Duration: 20 hours		
	Theory (06 hrs)	Practical (14 hrs)
LO1	Identify the Components of a Spreadsheet Application	
1.	<ul style="list-style-type: none"> • Getting started with a spreadsheet - types of a spreadsheet • Steps to start Libre Office Calc., • Components of a worksheet. 	<ul style="list-style-type: none"> • Group activity on identifying components of spreadsheet in Libre Office Calc.

LO2	Perform Basic Operations in a Spreadsheet	
2.	<ul style="list-style-type: none"> Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell Selecting multiple cells Saving the spreadsheet in various formats Closing the spreadsheet Opening the spreadsheet. Printing the spreadsheet. 	<ul style="list-style-type: none"> Group activity on working with data on Libre Office Calc.
LO3	Demonstrate the Knowledge of Working with Data and Formatting Text	
3.	<ul style="list-style-type: none"> Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula Formatting cell and content Changing text style and font size Aligning text in a cell Highlighting text 	<ul style="list-style-type: none"> Group activity on formatting a spreadsheet in Libre Office Calc Group activity on performing basic calculations in Libre Office Calc.
LO4	Demonstrate the Knowledge of Using Advanced Features in Spreadsheet	
4.	<ul style="list-style-type: none"> Advanced features in Spreadsheet <ol style="list-style-type: none"> Sorting data Filtering data Protecting spreadsheet with password 	<ul style="list-style-type: none"> Group activity on sorting data in LibreOffice Calc
LO5	Make Use of Software for Making Slides Presentations	
5.	<ul style="list-style-type: none"> Steps to start Libre Office Impress Adding text to a slide presentation 	<ul style="list-style-type: none"> Group practice on working with Libre Office Impress tools
LO6	Demonstrate the Knowledge of Opening, Closing and Slide Presentations	
6.	<ul style="list-style-type: none"> Printing a presentation 	<ul style="list-style-type: none"> Group activity on closing and saving a presentation in Libre Office Impress

LO7	Demonstrate the Knowledge of working with Slides	
7.	<ul style="list-style-type: none"> Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text and changing text colour 	<ul style="list-style-type: none"> Group practice on working with font styles in Libre Office Impress
LO8	Demonstrate the Use of Advanced Features in a Presentation	
8.	<ul style="list-style-type: none"> Advanced features used in a presentation Inserting shapes in the presentation Inserting clipart and images in a presentation Changing slide layout 	<ul style="list-style-type: none"> Group activity on changing slide layout on Libre Office Impress

UNIT 4: ENTREPRENEURSHIP SKILLS – IV

Duration: 25 hrs

	Theory (10 hrs)	Practical (15 hrs)
LO1	Describe the Types and Qualities of Entrepreneurs	
1.	<ul style="list-style-type: none"> Entrepreneurship and entrepreneur Characteristics of entrepreneurship Entrepreneurship-art and science Qualities of a successful entrepreneur 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.

LO2	Identify the Barriers to Entrepreneurship	
2.	<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 of an entrepreneur.
LO3	Identify the Attitude that Makes an Entrepreneur Successful	
3.	<ul style="list-style-type: none"> Entrepreneurial attitude 	<ul style="list-style-type: none"> Activity on developing entrepreneurial attitude
LO4	Demonstrate the Knowledge of Entrepreneurial Attitude and Competencies	
4.	<ul style="list-style-type: none"> Entrepreneurial competencies <ol style="list-style-type: none"> Decisiveness Initiative Interpersonal skills- positive attitude, stress management Perseverance Organizational skills- time management, goal setting, efficiency, managing quality 	<ul style="list-style-type: none"> Playing games, such as “Who am I”. Group discussion on business ideas Group practice on “Best out of Waste” Group discussion on the topic of “Let’s grow together” Group activity on listing stress and methods to deal with it Group activity on time management Activity on “My entrepreneurial attitude”

UNIT 5: GREEN SKILLS – IV

Duration: 15 hrs

	Theory (05 hrs)	Practical (10 hrs)
LO1	Identify the Benefits of the Green Jobs	
1.	<ul style="list-style-type: none"> Green jobs Benefits of green jobs Green jobs in different sectors: <ol style="list-style-type: none"> Agriculture Transportation 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 jobs.
LO2	State the Importance of Green Jobs	
2.	<ul style="list-style-type: none"> Importance of green jobs in the following <ol style="list-style-type: none"> 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.

PART B: VOCATIONAL SKILLS

S. No.	Units	Duration (hrs)
1.	Managing E- Office	35
2.	Best Practices for Effective Record-Keeping	25
3.	Health and Safety in the Workplace	35
4.	Professional Excellence in the Workplace	25
5.	Preparing for Emerging Workplace Dynamics	45
	Total	165

UNIT 1: MANAGING E- OFFICE		
Duration: 35 hrs		
	Theory (15 hrs)	Practical (20 hrs)
LO1	Effective coordination through calendar management tools	
1.	<ul style="list-style-type: none"> Meaning of e-office Meaning of calendar management in e-Office Importance of maintaining a calendar in e-Office Important software for calendar management (e.g., Google Calendar, Outlook) Techniques to maintain calendar task for effective scheduling Steps for Scheduling Meeting 	<ul style="list-style-type: none"> Demonstrate how to use a calendar application to schedule events. Perform Role-play scenarios to practice coordinating schedules with peers. Create a calendar for a week, including meetings and deadlines.
LO2	Set up and manage meetings effectively	
2.	<ul style="list-style-type: none"> Meaning and Significance of organizing meeting Process of organising meeting in online mode (with any software) and offline mode Important considerations before scheduling meetings Tools for sending meeting invites and reminders Meaning and Procedure of preparing meeting outcomes Importance of recording meeting outcomes 	<ul style="list-style-type: none"> Organize a mock meeting, including sending out invites and preparing an agenda. Record key takeaways from a mock meeting and share them with classmates. Explore various online meeting tools (e.g., Zoom, Microsoft Teams) and their features.

LO3 Make informed travel arrangements		
3.	<ul style="list-style-type: none"> • Meaning of office travel arrangements • Steps for coordinating travel details • Comparing travel options and rates • Importance of confirming preferences before booking • Providing alternate solution to clients 	<ul style="list-style-type: none"> • Use travel comparison websites to find and compare rates for a hypothetical trip. • Role-play consultations regarding travel preferences with classmates. • Create a checklist for confirming travel arrangements with relevant stakeholders.
LO4 Handle client queries professionally		
4.	<ul style="list-style-type: none"> • Meaning of communication with clients • Techniques for effective communication with clients • Important of Concise & Clear Communication • Importance of following Emails Etiquette • Importance of empathy and active listening • Meaning of commitment • Repercussion of false commitment 	<ul style="list-style-type: none"> • Role-play client interactions to practice listening and responding empathetically. • Draft responses to common client queries, focusing on clarity and conciseness. • Create a guide on email etiquette for responding to clients, sharing it with peers.

UNIT 2: BEST PRACTICES FOR EFFECTIVE RECORD-KEEPING		
Duration: 25 hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Identify key components of effective drafting	
1.	<ul style="list-style-type: none"> • Meaning of document • Different document forms (memos, letters, reports) • Concept of drafting office document • Components of effective drafting • Importance of identifying the sender • Principles of clarity and consistency in writing • Proof Reading and its Importance 	<ul style="list-style-type: none"> • Analyze sample documents to identify the sender and format. • Create a checklist for drafting effective documents. • Draft a simple letter or memo following the identified principles. • Draft a document based on a provided scenario, incorporating all elements learned. • Peer review documents for clarity and adherence to guidelines.

LO2 Demonstrate effective noting techniques		
2.	<ul style="list-style-type: none"> • Concept of Noting • Effective techniques of noting • Types of cases and previous notes • Guidelines for length and structure of notes • Importance of clarity and organization in noting • Difference between Draft and Note 	<ul style="list-style-type: none"> • Review a case study and draft notes summarizing key points. • Compare notes with a peer to ensure all questions have been addressed. • Practice formatting notes with appropriate margins and paragraph breaks. • Conduct a workshop on problem solving in documentation, discussing common challenges faced in drafting and noting.
LO3 File organisation and Master file numbering		
3.	<ul style="list-style-type: none"> • Concept of file organization system • Importance of file organization system • Naming of file and folders with unique file name • Best Practices of naming file and folder • Company's specific conventions for file organization • Colour Coding for Filing 	<ul style="list-style-type: none"> • Create a file organization system for a hypothetical project, including naming and color coding. • Evaluate a set of files and suggest improvements based on naming conventions. • Simulate the creation and filing of documents according to specified guidelines.

UNIT 3: HEALTH AND SAFETY AT THE WORKPLACE

Duration: 35 hrs

	Theory (15 hrs)	Practical (20 hrs)
LO1 Identify and report health and safety issues in the workplace		
1.	<ul style="list-style-type: none"> • Meaning of health and safety • Importance of health and safety • Health and safety issues at workplace • Meaning of Hazards and risks in workplace • Types of Hazards and risks present in workplace • Reporting protocols for hazards Accidents and incidents as per organizational procedure 	<ul style="list-style-type: none"> • Conduct a walkthrough of the classroom or lab to identify potential hazards. • Role-play reporting a safety issue using appropriate protocols. • Create a hazard identification checklist for students to use in future assessments.

	<ul style="list-style-type: none"> Procedures for identifying and controlling hazards Health and Safety Environment practices (HSE) Waste disposal procedure and Practices 	
LO2	Maintain a clean and hygienic work environment	
2.	<ul style="list-style-type: none"> Meaning of cleanliness and hygiene Importance of cleanliness and hygiene in the workplace Concept of personal protective equipment (PPE) Proper use of personal protective equipment (PPE) Occupational Safety and Health Administration (OSHA) Work Area Maintenance (Clean, Tidy and Sanitized) Procedures for reporting of medical emergency or accidental situation 	<ul style="list-style-type: none"> Organize a classroom cleaning activity, emphasizing hygiene practices. Demonstrate the correct way to use PPE and conduct a peer review. Create a personal hygiene checklist to promote daily practices.
LO3	Respond effectively to emergencies and administer first aid	
3.	<ul style="list-style-type: none"> Meaning of First aid Basics for common injuries (e.g., bleeding, burns, Choking, Electric Shock, Poisoning etc.) Emergency response procedures Meaning of Accidents Rescue techniques during accidents 	<ul style="list-style-type: none"> Simulate an emergency situation where students must apply first aid techniques. Role-play emergency response scenarios, emphasizing communication and teamwork. Create a first aid kit and list necessary items, discussing their uses.
LO4	Understand and apply fire safety practices	
1.	<ul style="list-style-type: none"> Meaning and Significance of Fire safety in workplace Types of fires and its stage Type of fire extinguishers Methods of extinguishing fire 	<ul style="list-style-type: none"> Conduct a fire drill, practicing evacuation procedures and identifying fire exits. Demonstrate the use of different fire extinguishers on simulated fires (e.g., using a fire extinguisher training kit).

	<ul style="list-style-type: none"> • Fire safety practices and procedures in workplace • Rescue protocols during a fire emergency 	<ul style="list-style-type: none"> • Create a fire safety poster that highlights key practices and procedures for the workplace.
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UNIT 4: PROFESSIONAL EXCELLENCE IN THE WORKPLACE		
Duration: 25hrs		
	Theory (10 hrs)	Practical (15 hrs)
LO1	Display a professional image and behaviour	
1.	<ul style="list-style-type: none"> • Meaning and importance of professional appearance and ethical behaviour • Interacting with various, team, clients and stakeholders • Meaning of changing behaviour • Dealing with inappropriate behaviour as per organizational policy • Tips to Manage conflicts and inappropriate behaviour 	<ul style="list-style-type: none"> • Develop an informational presentation on the importance of ethical behaviour in achieving organizational goals. • Role-play scenarios involving interactions with clients and team members, emphasizing professional etiquette. • Conduct a workshop on appropriate workplace attire and grooming. • Analyze case studies of professional vs. unprofessional behaviour. • Facilitate a discussion on conflict resolution strategies and practice scenarios in small groups.
LO2	Develop personal and professional competence	
2.	<ul style="list-style-type: none"> • Meaning and need of personal development • Concept of personal, professional and organisational goals • Importance of goals and objective • Difference between personal, professional and organisational goals • Process of setting personal and professional goals • Process of identifying strengths and weaknesses while setting up personal and professional goals 	<ul style="list-style-type: none"> • Create a personal development plan outlining goals, strengths, weaknesses, and action steps. • Organize a group project where students must collaborate to meet a common goal, tracking their progress and roles. • Engage in peer feedback sessions to identify strengths and areas for improvement. • Research and present on current trends impacting professional practice in a chosen field. • Creating a professional development plan

LO3	Analyse work ethically and in accordance with workplace standards	
3.	<ul style="list-style-type: none"> • Concept of workplace ethics and standards • Identifying and reporting unethical conduct • Concept and Significance of confidentiality • Maintaining confidentiality and client rights • Organizational rights in delivery services • Perform task as per workplace standard • Prioritizing tasks and performance monitoring 	<ul style="list-style-type: none"> • Discuss and role-play ethical dilemmas that may arise in the workplace. • Create a guideline document on recognizing and reporting unethical behaviour. • Conduct a mock investigation of a hypothetical ethical issue, discussing the findings and next steps.

UNIT 5: Preparing for Emerging Workplace Dynamics		
Duration: 45 hrs		
	Theory (15 hrs)	Practical (30 hrs)
LO1	Understand the concept of sustainability practises and marketing	
1.	<ol style="list-style-type: none"> 1. Meaning of Sustainable and Sustainability 2. Importance of Sustainability 3. Environmental Sustainability Practices 4. Adopting sustainability in business functions (sustainable finance, sustainable marketing-Meaning of Marketing, 4 P's of Marketing and sustainable HR practices) 5. Sustainable production and consumption in relation to SDGs 	<ul style="list-style-type: none"> • Practice sorting waste into recyclable, biodegradable, and non-recyclable categories to understand waste management and promote sustainability. • Identify a company that has contributed towards the SDGs and examine their practices. • Choose a product and work together to identify its 4 P's (Product, Price, Place, Promotion), and present a marketing strategy.
LO2	Develop 21st-century employee skills	
2.	<ul style="list-style-type: none"> • Self-Awareness & mindfulness at workplace • Emotional intelligence at workplace • Critical and adaptive thinking 	<ul style="list-style-type: none"> • Conduct role-playing scenarios where students practice different behavioral responses in challenging situations (e.g., conflict resolution or positive communication).

	<ul style="list-style-type: none"> • Creative thinking & problem solving • Workplace spirituality 	<ul style="list-style-type: none"> • Practice identifying and enhancing emotions in different scenarios (e.g., during a class discussion or after watching a video). • Create a product or solve a problem together, with each team member contributing unique skills, to demonstrate how collaboration enhances teamwork.
LO3	Knowledge of financial institutions, transactions, safety issues and remedies	
3.	<ul style="list-style-type: none"> • Financial Institution • Types of Financial Institution • Types of Product and Services offered by financial Institution • Type of digital device and operations (Financial Transaction) safety and security • Financial Frauds • Legal remedies against financial frauds 	<ul style="list-style-type: none"> • Search and present on different types of financial institutions (banks, insurance companies, etc.) and explain their roles in the economy. • Organize a group activity where students categorize various financial institutions into types (commercial banks, investment banks, insurance firms) and discuss their specific functions. • Create a brochure or presentation that outlines different products and services offered by financial institutions, such as savings accounts, loans, and insurance. • Conduct a mock transaction using both an online payment system (e.g., mobile app) and an offline method (e.g., cash or cheque) to demonstrate how they work. • Organize a discussion or quiz on the importance of online security practices, such as using two-step authentication and secure passwords during online financial transactions. • Analyze a product or service they use daily and create a simple marketing plan for it, identifying target audiences and marketing strategies.

LO4	Develop an understanding of employment-related resources.	
4.	<ul style="list-style-type: none"> Identify Business Opportunities Identify source of funding and financial legal hurdles Recruitment agencies Employment exchange Job Portal Employability portal Apprenticeship opportunities 	<ul style="list-style-type: none"> Students can create profiles on a job portal and practice searching for job opportunities relevant to their field of study, simulating the job search process.

6. Organisation of Field Visits

The teaching and training activities have to be conducted in classroom, laboratory/workshops and appropriate field.

Classroom Activity

Classroom activities are an integral part of this course and interactive lecture session, followed by discussions should be conducted by trained Vocational Teachers/Trainers/Instructors.

Practical Work in Laboratory/Workshop

Practical work may include, but should 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.

Field Visits: Teachers will create a detailed checklist of items and questions for students to address during their appropriate field visit as part of their Office Executive training. This checklist will include specific observations, data collection, and interview questions to ensure comprehensive insights into office operations. After the visit, students will be required to submit reports, which will be assessed based on the completeness of the checklist items, the depth of their observations, their analytical skills, and the overall presentation of their findings. Teachers will encourage students to reflect on their experiences, prompting them to consider what they learned and how they can apply this knowledge in their future roles as Office Executives. This reflective practice will help solidify their understanding of effective office management and enhance their professional development.

In an academic year, at least three field visits should be organised for the students to expose them to office practices and to learn about Office Executive. The following aspects are to be covered during the field visits.

Topic	Sub-Topics	Description
Understanding Office Practices	a. Office Layout	Students will learn about the importance of an organized office layout for efficiency.
	b. Office Etiquette	Students will engage in role-play scenarios to practice professional behavior in the workplace.

Topic	Sub-Topics	Description
Communication Skills	a. Business Correspondence	Students will practice writing emails, memos, and reports to develop effective communication skills.
	b. Verbal Communication	Students will engage in simulated conversations to improve verbal communication and presentation skills.
Time Management	a. Prioritization Techniques	Students will use case studies to identify and prioritize tasks effectively.
	b. Scheduling Tools	Students will practice using digital calendars and task management software.
Document Management	a. Filing Systems	Students will learn to create and maintain filing systems for both physical and digital documents.
	b. Data Entry	Students will practice data entry tasks using spreadsheets and databases.
Meeting Management	a. Agenda Creation and preparation for meeting	Students will develop agendas for meetings, prepare for meeting and practice leading discussions.
	b. Minute Taking and post meeting activities	Students will practice taking minutes, summarizing meeting discussions and post meeting follow-ups/activities.
Financial Management	a. Basic Accounting Principles	Students will learn about basic accounting terms and practices relevant to office finance.
	b. Budgeting	Students will create a simple budget and learn to track expenses and revenues.
Customer Service	a. Handling Inquiries	Students will role-play scenarios for dealing with customer inquiries and complaints.
	b. Client Relationship Management	Students will learn techniques for building and maintaining professional relationships.
Technology in the Office	a. Software Proficiency	Students will receive hands-on training on commonly used office software (e.g., MS Office).
	b. Troubleshooting Basics	Students will learn basic troubleshooting techniques for common office technology issues.

Topic	Sub-Topics	Description
Health and Safety in the Workplace	a. Ergonomics	Students will learn about ergonomic practices to promote health in the workplace.
	b. Safety Procedures	Students will familiarize themselves with emergency procedures and office safety regulations.
Professional Development	a. Resume Writing	Students will create and critique resumes, enhancing their job application skills.
	b. Interview Preparation	Students will participate in mock interviews to practice and receive feedback on their performance.
Field Visits	a. Local Businesses	Students will visit local businesses to observe office practices in real-world settings.
	b. Networking Opportunities	Students will engage with professionals and learn about career paths and opportunities in the field.

On-the-job Training: The employability skills curriculum includes communication skills, self-management skills, information and communication technology skills, entrepreneurship skills, and green skills. Field visits of students are organized in industry and actual work situations to enable them to understand and appreciate the real-time work requirements and make choices accordingly. A component of internship or On-the-job Training (OJT) is an integral part of the curriculum transaction of vocational subjects in schools. Training teaches the learner to do specific tasks, such as riding a bicycle or running a machine. Trainees acquire insight into the occupational intricacies associated with the performance of the various tasks and use effective approaches, techniques and strategies in dealing with them.

Assessment and Evaluation

The assessment is to be undertaken to verify that individuals have the knowledge and skills needed to perform a particular job. The assessment should be reliable, valid, flexible, convenient, cost-effective and above all, it should be fair and transparent. Standardised assessment tools should be used for assessment of knowledge of students. Necessary arrangements should be made for using Holistic progress card for secondary stage technology in assessment of students

Knowledge Assessment (Theory)

It should include two components, one-comprising internal assessment and the second 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.

Written Test 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 a group of expert academicians, experts from existing vocational subject teachers, and subject matter experts from university/colleges or industry.

Skill Assessment (Practical)

Assessment of skills to 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 student has to demonstrate competency against the performance criteria, the assessors assessing the skills of the students should possess experience of the industry and should have undergone an effective training in assessment principles and practices.

Practical examination: Practical examination allows candidates to demonstrate the knowledge and understanding of performing a task. This will include the performance of tasks and viva voce. Teachers/Examiner will clearly define the tasks that candidates are required to perform during the practical examination. These tasks should align with the learning of the course. Students are to be evaluated based on their skills, technique, accuracy, and overall performance.

Project work: It is a great way to assess the practical skills on a certain period or timeline. It should simulate real-world scenarios, allowing students to solve problems or create something tangible using the skills and knowledge they have acquired. Projects should align with the learning outcomes, ensuring that students are applying relevant concepts and skills. Clear and detailed guidelines, including project objectives, evaluation criteria, and deadlines should be provided by the teachers/assessors. Rubrics, which would include aspects like content, creativity, organization, presentation, and adherence to deadlines, should be used by the Assessors to establish specific criteria for marking or grading.

Viva-voce allows candidates to demonstrate communication skills and content knowledge. Audio or video recording can be done at the time of viva voce.

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. Copies of certificates and awards received for academic achievements, extracurricular activities, or competitions may also be included in the portfolio.

7. List of Tools Equipment and Material

The list of tools, equipment and materials provided in the curriculum is suggestive. The States/ Union Territories are encouraged to form a committee at the state level and determine the specific details including cost of the tools, equipment and materials. This approach allows for customization based on local needs resources and industry requirement.

The tools, equipment and material required for training are quite expensive, therefore, only basic tools, equipment and accessories should be procured by the States/UTs so that the routine tasks can be performed by the students regularly for practice and acquiring adequate practical experience.

S. No.	List of Equipment, Tools, and Material	Quantity	Estimated Cost (Rs.)
1	Desktop Computer	10	40,000
2	Laptop	10	35,000
3	Printer	5	15,000
4	Scanner	5	10,000
5	Fax Machine	2	8,000
6	Photocopier	2	30,000
7	Projector	3	20,000
8	Whiteboard	5	3,500
9	Markers	20	500
10	Sticky Notes	50	1,000
11	Notebooks	100	2,000
12	Pens	200	1,500
13	Highlighters	100	1,000
14	Stapler	10	1,200
15	Paper Clips	5 packs	300
16	Punching Machine	5	1,500
17	File Folders	50	1,500
18	Binder	20	1,000
19	Desk Organizers	10	2,000
20	Shredder	3	5,000
21	Telephone	10	6,000
22	Headphones	10	3,000
23	Networking Equipment (Router/Switch)	2	5,000
24	USB Drives	20	2,000
25	External Hard Drive	5	8,000
26	Software Licenses (Office Suite)	10	30,000
27	Internet Connection Setup	1	5,000
28	Whiteboard Markers	20	600
29	A/V Equipment (for presentations)	2 sets	25,000

S. No.	List of Equipment, Tools, and Material	Quantity	Estimated Cost (Rs.)
30	Ergonomic Chairs	10	30,000
31	Desks	10	40,000
32	Air Purifier	3	6,000
33	Desk Lamps	10	5,000
34	Business Card Holder	5	1,000
35	Calendar/Planner	20	1,000
36	Presentation Remote	5	2,500
37	Cable Organizers	20	1,000
38	HDMI Cables	10	1,000
39	VGA Cables	10	1,000
40	Extension Cords	10	1,500
41	Surge Protectors	10	2,000
42	Backup Power Supply (UPS)	5	15,000
43	Digital Camera (for documentation)	2	20,000
44	Flipchart Stand	5	3,000
45	Storage Boxes	20	2,500
46	Notepad	50	1,000
47	Envelopes	100	800
48	Address Labels	5 packs	600
49	Presentation Binders	20	2,000
50	Rubber Bands	5 packs	300
51	Clipboards	20	1,200
52	Desk Mats	10	2,000
53	Mouse Pads	10	1,000
54	White-Out Tape	10	500
55	Computer Cleaning Kit	5	1,000
56	Office Decorations	10	3,000
57	Training Manuals	10	5,000
58	Task Management Software	10	15,000
59	Email Marketing Software	5	10,000
60	Time Management Tools	5	2,500

8. Vocational Teacher's/Trainer's Qualification and Guidelines

1. Qualification and other requirements for appointment of Vocational Teachers/Trainers/Instructors on contractual or permanent basis should be decided by the State.
2. Prepare Session Plans and Deliver Engaging Sessions: Ensure that all sessions have a clear and relevant purpose that resonates with the students' learning objectives. Encourage the use of interactive teaching methods that actively engage students
3. Deliver Curriculum-Based Education and Training: Ensure that education and training activities align with the curriculum and are designed to achieve specific learning outcomes.
4. Utilize Learning Aids, and ICT and Artificial Intelligence Tools Effectively: Promote the use of various learning aids, and ICT and Artificial Intelligence tools during classroom sessions to improve the teaching and learning process.
5. Engage Students in Varied Learning Activities: Encourage a mix of methodologies, including project-based work, teamwork, practical exercises, and simulation-based learning experiences, to cater to different learning styles.
6. Collaborate with School Management for Skill Demonstrations and Industry Exposure: Work with the school management to organize activities such as skill demonstrations, site visits, on-the-job training, and presentations in cooperation with industry, enterprises, and other workplaces.
7. Identify and Address Student Weaknesses: Assist students in identifying their weaknesses and provide support for upgrading their competencies.
8. Cater to Different Learning Styles and Abilities: Ensure that teaching methods accommodate various learning styles and levels of ability, making learning accessible to all students.
9. Assess Learning Needs and Abilities: Conduct assessments to understand the learning needs and abilities of students, particularly those with different abilities.
10. Provide Additional Support for Students: Identify any additional support students may need and facilitate special arrangements to provide that support.
11. Assist with Student Placements: Provide guidance and assistance to students in securing placements, /UT. The suggestive qualifications and minimum competencies for the vocational teacher should be as follows:

Qualification	Age Limit
MBA/M.Com or PG Diploma in Office Management or related fields, or a B.Voc. Degree in Business Administration or related areas with atleast 50% marks from a recognised Institute /college/University	18-37 Years- as on Jan.01 (mention year) Age relaxation to be provided as per Government rules

The States/UTs should ensure that the Vocational Teachers/Trainers who are recruited undergo Induction training on domain-specific skills and vocational pedagogy before being deployed in the schools. The State should ensure that the existing trainers undergo in-service training of every year to make them aware of relevant and new techniques/approaches in their sectors and understand the latest trends and policy reforms in vocational education.

9. List of Contributors

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