



CLASS 11 & 12

**SECTOR:
SECTOR: MANAGEMENT,
ENTREPRENEURSHIP &
PROFESSIONAL SKILLS**

JOB ROLE

OFFICE OPERATIONS EXECUTIVE

(QUALIFICATION PACK: REF. ID. MEP/Q0207, v1.0)



State Council of Educational Research & Training (SCERT) Kerala

(Department of General Education, Government of Kerala)

Vidhya Bhavan, Poojappura, Thiruvananthapuram



LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

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www.scert.kerala.gov.in

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FOREWORD

A collaborative initiative for developing learning outcome based vocational curriculum and courseware aimed at integrating both vocational and general qualifications has been implemented by the State Council of Educational Research and Training (SCERT) Kerala and the PSSCIVE Bhopal. This is intended to open up pathways of career progression for students and the SCERT Kerala is developing curricula under the project as an integral part of Vocationalisation of Education under Samagra Shiksha, approved by the Government of Kerala. Decisive improvement in the teaching-learning process and working competencies through learning outcomes that have been judiciously embedded in the vocational subject is expected to be the major impact that will be brought about by the learning outcome based vocational curriculum.

It is a matter of great pleasure to introduce this learning outcome based vocational curriculum as part of the vocational training package for the job role of Office Operations Executive (MEP/Q0207). The curriculum has been developed for the higher secondary students of vocational education and is aligned to the National Occupation Standards (NOSs) of a job role identified and approved under the National Skill Qualification Framework (NSQF).

The key aim of the curriculum will be to provide children with employability and vocational skills that would in turn aid occupational mobility and lifelong learning. A major transformation in the teaching process is also aimed at, which will be brought about through interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

The curriculum has been meticulously developed and judiciously reviewed by a group of experts and their much-valued contributions are immensely acknowledged. The imminent utility of the curriculum will without doubt, 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 enhancement and augmentation to this document.

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We are extremely thankful to Dr. RVG Menon, Chairperson, High Power Committee for the implementation of NSQF in Kerala, Dr. Sukesh Kumar, Former Principal, Government Engineering College Palakkad and Sri. G S Unnikrishnan Nair, Former Director State Agricultural Management and Extension Training Institute (SAMETI), Thiruvananthapuram for their mentorship in the process of developing this document. The contributions made by Dr. Vinay Swarup Mehrotra, Professor and Head, Curriculum Development and Evaluation Centre (CDEC), PSSCIVE Bhopal in development of the curriculum are duly acknowledged.

We are grateful to the experts for their earnest efforts and contributions in the development of this learning outcome based vocational curriculum. Their names are acknowledged in the list of contributors.

We are grateful to the Vocational Higher Secondary wing of the Directorate of General Education (DGE) Kerala for extending the support to develop this curriculum document on time by providing the service of its teaching staff.

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1. COURSE OVERVIEW

COURSE TITLE: OFFICE OPERATIONS EXECUTIVE

GENERAL OBJECTIVES

The Office operations executive is a generalist who checks and prepares documents, writes simple correspondence, maintain records as well as co-ordinates with various internal and external agencies. The individual should follow up for work completion in line with professional practices of the workplace. The individual must be well groomed, attentive, comfortable with multi-tasking and disciplined. The individual should have good communication skills, attention to detail, respect confidentiality, have positive attitude and dependability.

On successful completion of this course, the learners are expected to develop skills;

1. to perform computerised office operations in general
2. to manage both manual and electronic office filing system
3. to understand workplace discipline and respect confidentiality
4. to acquire necessary communication skill in English and Regional Language
5. to understand the various safety and security measures in an office.
6. to adapt to various systems and practices in the company such as Quality Management System.

COURSE OUTCOMES

On completion of the course, students should be able to;

- identify Organisational vision, mission, and objectives.
- manage routine office activities.
- verify forms and applications as per norms.
- use computers to store, retrieve and share data.
- follow maintenance practice of physical and electronic file management.
- skill in data entry in English (30w.p.m) and Regional Language (25w.p.m);
- demonstrate Office etiquettes.
- prepare simple office correspondence.
- communicate with Clients, Visitors and Colleagues.
- assist co-ordination of work tasks.
- apply health and safety practices at workplace.
- apply Principles of professional development and professional practices at the work place.

COURSE REQUIREMENTS

The learner should have the basic knowledge of Office Operations.

COURSE DURATION: 600 hrs

Class 11	300hrs
Class 12	300hrs
Total	600 hrs

2. SCHEME OF UNITS

The unit-wise distribution of hours and scores for Class 11 is as follows:

CLASS 11			
	Units	No. of Hours for Theory and Practical = 300	Max. scores for Theory and Practical =100
Part A	Employability Skills		
1.	Communication Skills – III	25	10
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	10
Part B	Vocational Skills		
6.	Introduction to an Organisation	8	
7.	Managing Routine Office Activities	42	
8.	Use Computers to store, retrieve and communicate information	46	
9.	Data Entry in English and Regional Language	30	
10.	Forms Management	22	
11.	Records Management System	17	
	Total	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/ OJT		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

The unit-wise distribution of hours and scores for Class 12 is as follows:

CLASS 12			
	Units	No. of Hours for Theory and Practical =300	Max. scores for Theory and Practical = 100
Part A	Employability Skills		
1.	Communication Skills – IV	25	10
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	10
Part B	Vocational Skills		
6.	Co-ordinate Operational Requirements	50	
7.	Communicate with clients, visitors and colleagues	32	
8.	Health and safety practices at work place	33	
9.	Principles of professional practice at the work place	50	
	Total	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/OJT		
	Practical File/Student Portfolio	10	10
	Viva Voce	05	05
	Total	15	15
	Grand Total	300	100

3. LEARNING OUTCOME BASED ACTIVITIES

Classroom, Laboratory/workshop and field are the key spots where teaching and learning take place. Classroom and laboratory-based teaching and learning facilitate knowledge creation whereas field visits open venues for free interaction with experts and also helps acquaint learners with various tools, materials, equipment procedures and operations in the workplace. While considering these intensified ways of knowledge acquisition, emphasis should also be laid on the occupational safety, health and hygiene of the participants.

Classroom activities

Classroom activities are mainly interactive lecture sessions, followed by discussions and doubt clarifications. Classes are handled by trained vocational teachers and this is considered as an integral part of the course. The most attractive feature of the class is that the classes are in tune with the outcome-based curriculum. Teaching learning processes are well planned and implemented. Teaching learning materials such as audio-visual materials, colour slides, charts, diagrams, models, exhibits, handouts, on-line teaching materials etc., have been incorporated in accordance with the topic and this may help the teachers to impart the content in an effective manner.

Practical work in Laboratory / Workshop

Practical work is usually performed to enhance the skills of the learners which are indeed essential for them to become specialized technicians. Practical sessions may include hands on training, simulation training, role-play, case-based studies and exercises. Equipment and other appliances are available for use in abundance. Trained personnel teach and exercise specialized techniques. Practical classes involving laboratory/workshop are well planned with tools, equipment, materials and also other skill acquisition activities. Vocational teachers should submit the plan of laboratory/workshop work in advance to the head of the institution and get it sanctioned prior to use.

Field visits/ Educational Tour

Field visit is one of the ways and means of learning outside the classroom. It promotes knowledge acquisition by giving opportunity to learners to interact with renowned experts and to make observations of the activities performed by them. An observation check list may help the students to ensure the collection of required information and its analysis for further use. This may be developed with the help of vocational teachers who are in charge of outdoor learning activities. All the field visits are well planned by taking into consideration of the learning requirements, distance to travel, time, health and hygiene. The Principal and teachers should plan to implement at least three field visits within a year by making all necessary arrangements.

Virtual Field Visits, Expert Interactions and Practical Activities

With the rapid potentials offered by information technology in digital classrooms, the extent of virtual field visits, online expert interactions and online demonstrations cum practical activities can be worked out. It may be helpful amid the current Covid 19 pandemic scenario. A State level cluster of teachers and experts in the concerned subject can be pooled together for the purpose. The guidelines for such activities can be issued by the concerned SCERTs.

Suggested Topics for Expert Interaction

1. Policies and Procedure in an Organization
2. Simple correspondence and Personal Grooming.
3. Work safety on Computer
4. Importance of maintaining confidentiality in an office
5. Record Management System
6. Office Mail Procedure
7. Health and Safety practices at workplace.
8. Professional Image and behaviour at workplace
9. Importance of Discipline and ethics in a professional workplace
10. Importance of Team Performance and target

4. ASSESSMENT AND CERTIFICATION

The National Skill Qualification Framework (NSQF) is based on outcomes rather than inputs referred by the National Occupation Standards (NOSs). Learning outcomes, as per the NSQF level descriptors, include the Process, Professional Knowledge, Professional Skills, Core Skills and Responsibility. Knowledge in the job of a learner shall be the basis of assessment. It would also be considered if the learning program undertaken by the learner has delivered the required output. Certification is based on required standards so that the learner and the employer could come to know about the competency attained in the vocational subject/ course. In order to make the assessment reliable, valid, flexible, convenient, cost effective, fair and transparent standardised assessment tools are to be used. Technology assisted assessment process is in vogue now.

Knowledge Assessment (Theory)

Knowledge Assessment usually includes two components – Internal Assessment and External Assessment. External assessment includes theory examination conducted by the concerned examination Boards. Tools for assessment contain components for testing the application of knowledge. Knowledge testing can be performed by making use of either objective or short answer type paper-based test. Source of the questions should be the content of the curriculum.

Written Test

A group, comprising of academicians, experts from existing vocational subject experts / teachers, subject experts from University/ College or from the industry prepare theory question paper for the vocational subjects. A panel of experts for question paper setting and conducting examination should be formed by the respective central / state boards. Written tests allow the learners to demonstrate that they have acquired the necessary knowledge and skill in the given topics.

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

Duration: 3 hrs

Maximum scores: 50

	Typology of Question	No. of Questions			scores
		Very Short Answer (1 score)	Short Answer (2 scores)	Long Answer (3 scores)	
1.	Remembering – (Knowledge based simple recall questions, to know specific facts, terms, concepts, principles, or theories; identify, define or recite, information)	3	3	3	18
2.	Understanding – (Comprehension – to be familiar with meaning and to understand conceptually, interpret, compare, contrast, explain, paraphrase, or interpret information)	2	4	3	19
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 and 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	12x2=24	7x3=21	50 (24 questions)

Skill Assessment (Practical)

Skill assessment should be done by considering the practical demonstration of skills by the candidate. It is assessed by making use of a competency checklist prepared by experts. The competency checklist should be developed as per the National Occupation Standards (NOSs). This should be in tune with the qualification pack for the Job Role to ensure necessary consistency in the quality of assessment across different sectors and institutions. As per the performance criteria defined in the National Occupation Standards, the students have to demonstrate their competencies in front of the examiners. Assessment will indicate whether they are competent or incompetent. The assessors assessing the skills of the students should possess enough industrial experience and should have undergone a rigorous training in assessment principles and practices. The Sector Skill Councils (SSCs) should ensure that the assessors are given the required training on the assessment of competencies.

The demonstration of knowledge and skill in performing a task of the learners, is the purpose of the practical examination. This include practical examination where hands on experience will be displayed and a viva voce. A team of two evaluators, one a subject teacher and the other an expert from the relevant industry certified by the relevant Board or SSCs concerned can conduct practical examination as well as viva voce.

Project Work

Project is an efficient strategy to assess the practical skills acquired along a certain timeline. Project is chosen and given to candidates only on the basis of their capabilities, because it needs specific skills. It is performed step by step and the first and foremost step is classroom discussion and selection of the topic for the project. After fixing the topic and objectives, the methodology of the project work should be decided during the classroom discussions. Monitoring and evaluation should be done at each stage. Proper feedback shall be provided to the learners for improvement and innovation. Field visits can be organized as part of the project work. The data collected may be used for presentations and report writing. Accuracy of the data is to be ensured. The entire project work is maintained as a practical work file or as student's portfolio.

Student Portfolio

It is a document that supports the candidate claim of competencies acquired as a part of the teaching learning process. The student portfolio is a compilation of project reports, articles, photos of products prepared by the student.

Viva Voce

Viva voce provides chance to each candidate to demonstrate communication skills and content knowledge. It is a way of obtaining feedback on the student's experience, learning, project work and field visit. Audio visual recording of the whole procedure can be done for future reference and

documentation. A Board, including external examiners, is constituted as per the norms which in turn should be suitably adapted to the specific requirement of the vocational subjects.

The central/state examination board for secondary education and the respective Sector Skill Councils can certify the competencies of the learner upon the successful completion of the course.

5. UNIT CONTENTS

CLASS 11

Part A: Employability Skills

Sl. 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 Skill– III

Expected Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate knowledge of various methods of communication	-Methods of communication <ul style="list-style-type: none"> • Verbal • Non-verbal • Visual 	<ul style="list-style-type: none"> • Writing pros and cons of written, verbal and non-verbal communication • Listing do's and don'ts for avoiding common body language mistakes 	05
2. Identify specific communication styles	- Communication styles- assertive, aggressive, passive-aggressive, submissive, etc.	<ul style="list-style-type: none"> • Observing and sharing communication styles of friends, teachers and family members and adapting the best practices • Roleplays on communication styles. 	10
3. Demonstrate basic writing skills	-Writing skills to the following: <ul style="list-style-type: none"> • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph 	<ul style="list-style-type: none"> • Demonstration and practice of writing sentences and paragraphs on topics related to the subject 	10
	Total		25

Unit 2: Self-Management – III			
Expected Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Demonstrate impressive appearance and grooming	<ul style="list-style-type: none"> Describe the importance of dressing appropriately, looking decent and positive body language Describe the term grooming Prepare a personal grooming checklist Describe the techniques of self- exploration 	<ul style="list-style-type: none"> Demonstration of impressive appearance and groomed personality Demonstration of the ability to self-explore 	10
2. Demonstrate team work skills	<ul style="list-style-type: none"> Describe the important factors that influence in team building Describe factors influencing team work 	<ul style="list-style-type: none"> Group discussion on qualities of a good team Group discussion on strategies that are adopted for team building and team work 	10
3. Apply time management strategies and techniques	<ul style="list-style-type: none"> Meaning and importance of time management – setting and prioritizing goals, creating a schedule, making lists of tasks, balancing work and leisure, using different optimization tools to break large tasks into smaller tasks. 	<ul style="list-style-type: none"> Game on time management Checklist preparation To-do-list preparation 	05
Total			25

Unit 3: Information and Communication Technology - III			
Expected Learning Outcome	Theory (08 hrs)	Practical (12 hrs)	Duration (20 hrs)
1. Create a document on word processor	<ul style="list-style-type: none"> Introduction to word processing. Software packages for word processing. Opening and exiting the word processor. Creating a document 	<ul style="list-style-type: none"> ➤ Demonstration and practice of the following: <ul style="list-style-type: none"> Listing the features of word processing Listing the software packages for word processing Opening and exit the word processor Creating a document 	10
2. Edit, save and print a document in word	<ul style="list-style-type: none"> Editing text Wrapping and aligning the text Font size, type and face 	<ul style="list-style-type: none"> ➤ Demonstration and practising the following: 	10

processor	<ul style="list-style-type: none"> • Header and Footer • Auto correct • Numbering and bullet • Creating table • Find and replace • Page numbering • Printing document • Saving a document in various formats 	<ul style="list-style-type: none"> • Editing the text • Word wrapping and alignment • Changing font type, size and face • Inserting header and footer • Removing header and footer • Using autocorrect option • Insert page numbers and bullet • Save and print a document 	
Total			20

Unit 4: Entrepreneurial Skills – III			
Expected Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the significance of entrepreneurial values and attitude	<ul style="list-style-type: none"> • Values in general and entrepreneurial values • Entrepreneurial value orientation with respect to innovativeness, independence, outstanding performance and respect for work 	<ul style="list-style-type: none"> • Listing of entrepreneurial values by the students. • Group work on identification of entrepreneurial values and their roles after listing or reading 2-3 stories of successful entrepreneur • Exhibiting entrepreneurial values in Ice breaking, rapport building, group work and home assignments 	10
2. Demonstrate the knowledge of attitudinal changes required to become an entrepreneur	<ul style="list-style-type: none"> • Attitudes in general and entrepreneurial attitudes • Using imagination/ intuition • Tendency to take moderate risk • Enjoying freedom of expression and action • Looking for economic opportunities • Believing that we can change the environment • Analysing situation and planning action 	<ul style="list-style-type: none"> • Preparing a list of factors that influence attitude in general and entrepreneurial attitude • Demonstrating and identifying own entrepreneurial attitudes during the following micro lab activities like thematic appreciation test • Preparing a short 	15

	<ul style="list-style-type: none"> Involving in activity 	<p>write-up on “who am I”</p> <ul style="list-style-type: none"> Take up a product and suggest how its features can be improved Group activity for suggesting brand names, names of enterprises, etc. 	
Total			25

Unit 5: Green Skills – III			
Expected Learning Outcome	Theory (07 hrs)	Practical (08 hrs)	Duration (15 hrs)
1. Describe importance of main sector of green economy	<ul style="list-style-type: none"> Main sectors of green economy- E-waste management, green transportation, renewal energy, green construction, water management. Policy initiatives for greening economy in India 	<ul style="list-style-type: none"> Preparing a poster on any one of the sectors of green economy. Writing a two-page essay on important initiatives taken in India for promoting green economy 	08
2. Describe the major green Sectors/Areas and the role of various stakeholder in green economy	<ul style="list-style-type: none"> Stakeholders in green economy Role of government and private agencies in greening cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries 	<ul style="list-style-type: none"> Preparing posters on green Sectors/ Areas: cities, buildings, tourism, industry, transport, renewable energy, waste management, agriculture, water, forests and fisheries 	07
Total			15

Part B: Vocational Skills

Sl. No.	Units	Duration (hrs)
1.	Introduction to an Organisation	8
2.	Managing Routine Office Activities	34
3.	Use Computers to store, retrieve and communicate information	54
4.	Data Entry in English and Regional Language	30
5.	Forms Management	22
6.	Records Management System	17
Total		165

Unit 1: Introduction to an Organisation			
Expected Learning Outcome	Theory (6 hrs)	Practical (2 hrs)	Duration (8 hrs)
1. Explain various types of organizations and their purpose	<ul style="list-style-type: none"> • Organization-meaning, vision, mission, objectives, departmental objectives and individual Key Performance Indicator • Organisational culture • Type of Organisations <ul style="list-style-type: none"> - Sole Proprietorship - Partnership - HUF - Joint Stock Company - Cooperative Society 	<ul style="list-style-type: none"> • Collect Vision, Mission and objectives of five leading organizations • Collect organisation culture of any 3 leading organisations 	3
2. Explain basic organization structure	<ul style="list-style-type: none"> • Structure • Functions, hierarchy • Departments • General Administration Department 	<ul style="list-style-type: none"> • Draw different types of organizational structure (Functional, divisional and matrix organizational structure) 	3
3. Explain common policies and procedures in an organization	<ul style="list-style-type: none"> • Briefing – Constitution of India – Fundamental Rights • Rules, Policies and procedures • Importance of organizational policies and procedures for all employees • Various statutes impacting the Organisation - <ol style="list-style-type: none"> a. Indian companies Act, 2013 b. Environmental Law c. Labour Laws d. Income Tax Act e. GST 	<ul style="list-style-type: none"> • Collect common policies and procedures in an organization • Collect 5 different statutes impacting the organisation and the purpose of those statutes • Collect authorities to maintain/ administer different statutes <ol style="list-style-type: none"> a. Indian Penal code b. Labour Laws c. Factories Act d. Income Tax Act 	2
Total			8

Unit 2: Managing Routine Office Activities			
Expected Learning Outcome	Theory (12 hrs)	Practical (22 hrs)	Duration (34hrs)
1. Prepare work place text	<ul style="list-style-type: none"> • Meaning of work place text • Types of workplace text • Features 	<ul style="list-style-type: none"> • Prepare a 'FILE NOTE' based on the given situation enabling decision making 	10
2. Develop skill in correspondence	<ul style="list-style-type: none"> • Meaning • Importance • Business letter writing principles • Comprehension & brevity 	<ul style="list-style-type: none"> • Drafting simple correspondence in proper format and print it. 	10
3. Explain email etiquettes	<ul style="list-style-type: none"> • Email-features-usage 	<ul style="list-style-type: none"> • Creating email-id • Email handling 	5
4. Manage phone calls	<ul style="list-style-type: none"> • Telephone etiquettes 	<ul style="list-style-type: none"> • Develop skill in using EPABX 	3
5. Manage visitors	<ul style="list-style-type: none"> • Personal grooming <ol style="list-style-type: none"> a. Serves visitors by greeting, welcoming and directing them appropriately. b. Notify company personnel of visitor arrival. c. Maintains security and telecommunication system d. Keeps a safe and clean reception area by complying with procedures, rules and regulations 	<ul style="list-style-type: none"> • Visit organisation to develop skill in public interaction and mutual respect • Interaction with HR Manager 	6
Total			34

Unit 3: Use Computers to Store, Retrieve and Communicate Information			
Expected Learning Outcome	Theory (23 hrs)	Practical (31hrs)	Duration (54hrs)
1. Explain fundamentals of a computer system	<ul style="list-style-type: none"> • Basics of computer-components – operating system-hardware 	<ul style="list-style-type: none"> • Identify the components and operating systems • Access file using search option 	12
2. Develop skill in word processor application	<ul style="list-style-type: none"> • Basic data entry • Formatting • Referencing 	<ul style="list-style-type: none"> • Perform basic data entry. • Input –edit and format 	12
3. Develop skill in spreadsheet	<ul style="list-style-type: none"> • Basic formulas • Data tools and 	<ul style="list-style-type: none"> • Perform basic formula and data tools 	15

application	techniques <ul style="list-style-type: none"> Importance of creating graphs in spreadsheet 	<ul style="list-style-type: none"> Prepare different types of graphs with the help of spreadsheet 	
4. Use presentation software	<ul style="list-style-type: none"> Familiarize tools of presentation software 	<ul style="list-style-type: none"> Create simple and professional presentation 	12
5. Explain work safety on computer	<ul style="list-style-type: none"> Safety precautions Ergonomic guidelines Security guidelines 	<ul style="list-style-type: none"> Identify security guidelines 	3
Total			54

Unit 4: Data Entry in English and Regional Language			
Expected Learning Outcome	Theory (hrs)	Practical (30hrs)	Duration (30hrs)
1. Develop skill in data entry, manuscript, formatting both in English and Regional language (Office software)	NIL	<ul style="list-style-type: none"> Perform data entry in English and Regional language (30 wpm in English & 25 wpm in Regional language) 	30
Total			30

Unit 5: Forms Management			
Expected Learning Outcome	Theory (10 hrs)	Practical (12 hrs)	Duration (22hrs)
1. Identify various forms	<ul style="list-style-type: none"> Forms Importance of forms Various types of forms Norms and guidelines for checking the forms 	<ul style="list-style-type: none"> Collection of forms Identify different forms from collection Fill up the forms as per norms/ guidelines 	4
2. Explain importance of preparing checklist	<ul style="list-style-type: none"> Importance of preparing check list How to prepare check list Procedure for handling of forms 	<ul style="list-style-type: none"> Prepare checklist Verify the forms with prepared checklist 	6
3. Explain importance of maintaining confidentiality	<ul style="list-style-type: none"> Importance of workplace confidentiality Confidentiality standards Security and safety measures 	<ul style="list-style-type: none"> Identify the confidentiality standards and how to prepare the suggestive measure 	4
4. Develop skill in electronic data management	<ul style="list-style-type: none"> Importance of electronic management Collection and handling of data 	<ul style="list-style-type: none"> Develop skill in data entry in pre-set forms and templates 	4

5. Prepare templates for capturing data	<ul style="list-style-type: none"> Instructions for data capturing 	<ul style="list-style-type: none"> Prepare template using: <ol style="list-style-type: none"> Spreadsheet forms Google forms 	4
Total			22

Unit 6: Records Management System			
Expected Learning Outcome	Theory (10hrs)	Practical (7hrs)	Duration (17hrs)
1. Develop the skill in maintenance of office record	<ul style="list-style-type: none"> Meaning, importance and classification of records. Common registers in an office 	<ul style="list-style-type: none"> Prepare various registers 	5
2. Develop skill in filing practices.	<ul style="list-style-type: none"> Meaning, classification and methods of filing Indexing/labelling 	<ul style="list-style-type: none"> Hands on experience in filing practices Visit the school office/nearby offices. 	5
3. Differentiate between electronic filing and paper filing	<ul style="list-style-type: none"> Meaning of electronic file. Tools and equipment required for electronic filing. 	<ul style="list-style-type: none"> Provide hands on experience in converting the learner's paper file (portfolio) in to electronic file. 	5
4. Track movement of files/records.	<ul style="list-style-type: none"> Meaning of file tracking. How to track file. Advantages of File Tracking 	<ul style="list-style-type: none"> Demonstrate how to track a file 	2
Total			17

CLASS 12

Part A: Employability Skills

SL.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			
Expected Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the steps to active listening skills	<ul style="list-style-type: none"> • Importance of active listening at workplace. • Steps to active listening 	<ul style="list-style-type: none"> • Demonstration of the key aspects of becoming active listener • Preparing posters of steps for active listening 	10
2. Demonstrate basic writing skills	<ul style="list-style-type: none"> - Writing skills to the following: <ul style="list-style-type: none"> • Sentence • Phrase • Kinds of Sentences • Parts of Sentence • Parts of Speech • Articles • Construction of a Paragraph 	<ul style="list-style-type: none"> • Demonstration and practice of writing sentences and paragraphs on topics related to the subject 	15
Total			25

Unit 2: Self-Management Skills – IV			
Expected Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Describe the various factors influencing self-motivation	<ul style="list-style-type: none"> • Finding and listing motives (needs and desires); • Finding sources of motivation and inspiration (music, books, activities); expansive thoughts; living fully in the present moment; dreaming big 	<ul style="list-style-type: none"> • Group discussion on identifying needs and desire • Discussion on sources of motivation and inspiration 	10
2. Describe the basic personality traits, types and disorders	<ul style="list-style-type: none"> • Describe the meaning of personality • Describe how personality influence others • Describe basic personality traits • Describe common personality disorders- paranoid, antisocial, schizoid, 	<ul style="list-style-type: none"> • Demonstrate the knowledge of different personality types 	15

	borderline, narcissistic, avoidant, dependent and obsessive		
Total			25

Unit 3: Information and Communication Technology Skills – IV			
Expected Learning Outcome	Theory (06 hrs)	Practical (14 hrs)	Duration (20 hrs)
1. Perform tabulation using spreadsheet application	<ul style="list-style-type: none"> • Introduction to spreadsheet application • Spreadsheet applications • Creating a new worksheet • Opening workbook and entering text • Resizing fonts and styles • Copying and moving • Filter and sorting • Formulas and functions • Password protection. • Printing a spreadsheet. • Saving a spreadsheet in various formats. 	<p>- Demonstration and practice on the following:</p> <ul style="list-style-type: none"> • Introduction to the spreadsheet application • Listing the spreadsheet applications • Creating a new worksheet • Opening the workbook and enter text • Resizing fonts and styles • Copying and move the cell data • Sorting and Filter the data • Applying elementary formulas and functions • Protecting the spreadsheet with password • Printing a spreadsheet • Saving the spreadsheet in various formats. 	10
2. Prepare presentation using presentation application	<ul style="list-style-type: none"> • Introduction to presentation • Software packages for presentation • Creating a new presentation • Adding a slide • Deleting a slide • Entering and editing text • Formatting text • Inserting clipart and images • Slide layout • Saving a presentation • Printing a presentation document. 	<p>- Demonstration and practice on the following:</p> <ul style="list-style-type: none"> • Listing the software packages for presentation • Explaining the features of presentation • Creating a new presentation • Adding a slide to presentation. • Deleting a slide • Entering and edit text • Formatting text • Inserting clipart and images • Sliding layout 	10

		<ul style="list-style-type: none"> • Saving a presentation • Printing a presentation document 	
Total			20

Unit 4: Entrepreneurial Skills – IV			
Expected Learning Outcome	Theory (10 hrs)	Practical (15 hrs)	Duration (25 hrs)
1. Identify the general and entrepreneurial behavioural competencies	<ul style="list-style-type: none"> • Barriers to becoming entrepreneur • Behavioural and entrepreneurial competencies – adaptability/ • decisiveness, initiative/perseverance, interpersonal skills, organizational skills, stress management, valuing service and diversity 	<ul style="list-style-type: none"> • Administering self- rating questionnaire and score responses on each of the competencies • Collect small story/ anecdote of prominent successful entrepreneurs • Identify entrepreneurial competencies reflected in each story and connect it to the definition of behavioural competencies • Preparation of competencies profile of students 	10
2. Demonstrate the knowledge of self-assessment of behavioural competencies	<ul style="list-style-type: none"> • Entrepreneurial competencies in particular: self - confidence, initiative, seeing and acting on opportunities, concern for quality, goal setting and risk taking, problem solving and creativity, systematic planning and efficiency, information seeking, persistence, influencing and negotiating, team building 	<ul style="list-style-type: none"> • Games and exercises on changing entrepreneurial behaviour and development of competencies for enhancing self-confidence, problem solving, goal setting, information seeking, team building and creativity 	15
Total			25

Unit 5: Green Skills – IV			
Expected Learning Outcome	Theory (05 hrs)	Practical (10 hrs)	Duration (15 hrs)
1. Identify the role and importance of green jobs in different sectors	<ul style="list-style-type: none"> • Role of green jobs in toxin-free homes, • Green organic gardening, public transport and energy conservation, 	<ul style="list-style-type: none"> • Listing of green jobs and preparation of posters on green job 	15

	<ul style="list-style-type: none"> • Green jobs in water conservation • Green jobs in solar and wind power, waste reduction, reuse and recycling of wastes, • Green jobs in green tourism • Green jobs in building and construction • Green jobs in appropriate technology • Role of green jobs in Improving energy and raw materials use • Role of green jobs in limiting greenhouse gas emissions • Role of green jobs minimizing waste and pollution • Role of green jobs in protecting and restoring ecosystems • Role of green jobs in support adaptation to the effects of climate change 	<ul style="list-style-type: none"> • profiles • Prepare posters on green jobs. 	
Total			15

Part B–Vocational Skills

Sl. No.	Units	Duration (hrs)
1	Co-ordinate Operational Requirements	50
2	Communicate with clients, visitors and colleagues	32
3	Health and safety practices at work place	33
4	Principles of professional practice at the work place	50
Total		165

Unit 1: Co-Ordinate Operational Requirements			
Expected Learning Outcome	Theory (25 hrs)	Practical (25 hrs)	Duration (50hrs)
1. Develop skill in work schedule management	<ul style="list-style-type: none"> • Various categories of operational activities that require co-ordination with different agencies and people • Various types of operational requirements in an office environment • Work-plan and schedule, efficient to do list(manually & electronically), Gantt chart, calendar and trackers 	Prepare ; <ul style="list-style-type: none"> • Schedule • Week wise and day wise plan • Calendar • Gantt chart • To do list • Acquire the skill to set up and check voice and video communication tools and application effectively(OJT) 	10
2. Develop skill in	<ul style="list-style-type: none"> • Communication etiquette, 	<ul style="list-style-type: none"> • Prepare check list. 	10

executing follow up activities	<p>netiquette, concalls, webinars, meeting</p> <ul style="list-style-type: none"> • Role, IT tools and facilities needed for collaborative tasks. • Features, benefits and limitations of different collaborative technology tools and devices. • Importance of preparing a to-do lists and checklist. • Features of online communication 	<ul style="list-style-type: none"> • prepare minutes of meetings accurately using agreed format • (OJT) 	
3. Develop skill in finance and administrative work	<ul style="list-style-type: none"> • Procedure for receipt and payment for goods and services • Procurement approval procedures • Indicators which assist in evaluation of supplier and their supplies • Common banking procedures • Information in a bill and invoice 	<ul style="list-style-type: none"> • Prepare bills and invoices • identify the documents related with financial transactions • prepare common forms relating to banking transactions(OJT) 	10
4. Develop skill in Use and maintenance of records	<ul style="list-style-type: none"> • Measures that can be taken to protect documents from damage. • Information security measures that can be taken to protect documents and information. • Inward mail procedure. • outward mail procedure • check documents for effective further processing • back-ups for essential documentation or messages 	<ul style="list-style-type: none"> • Prepare registers for inward and outward mails. • Develop skill in arranging the documents for further processing (annexing of enclosure)OJT) 	10
5. Explain the need for Develop good relations	<ul style="list-style-type: none"> • Importance of maintaining good relationships with internal and external customers. • Key elements of managing and maintaining good working relationships. • Importance of following communication protocol acceptable in professional environments and good practices for professional communication 	<ul style="list-style-type: none"> • Develop interpersonal skill through hands on experience 	10

	<ul style="list-style-type: none"> • Importance of effective and timely follow up for achievement of goals and targets. • Good email etiquette • Importance of checking documentation thoroughly • Characteristics, benefits and consequences of positive and negative behaviour at the work place. 		
Total			50

Unit 2: Communicate with Clients, Visitors and Colleagues			
Expected Learning Outcome	Theory (12 hrs)	Practical (20 hrs)	Duration (30hrs)
1. Develop skill in communicating with clients	<ul style="list-style-type: none"> • Communication; - • Importance • Components • Barriers • Difference between clients/ visitors /colleagues 	<ul style="list-style-type: none"> • Develop oral communication skill-listening and speaking-in English and Regional language 	13
2. Develop skill in effective interaction with superiors	<ul style="list-style-type: none"> • Seek clarification about job related requirements • Grievance procedure 	<ul style="list-style-type: none"> • Develop interpersonal skill (OJT) 	5
3. Develop skill in effective communication with colleagues	<ul style="list-style-type: none"> • Inter personnel relationship-importance • Common reason for inter personnel conflict 	<ul style="list-style-type: none"> • Develop interpersonal skill (OJT) 	7
4. Develop skill in effective communication with customers and suppliers	<ul style="list-style-type: none"> • Customer • Customer satisfaction • Types of customers • Tips for handling customer/visitor 	<ul style="list-style-type: none"> • Develop interpersonal skill • Develop Listening skill (OJT) 	7
Total			32

Unit 3: Health and Safety Practices at Workplace			
Expected Learning Outcome	Theory (13 hrs)	Practical (20 hrs)	Duration (33hrs)
1. Explain relevant health and safety practices at the workplace	<ul style="list-style-type: none"> • Briefing – Factories Act • Workplace hazards and risks • Possible causes of risk and accident • Method of accident 	<ul style="list-style-type: none"> • Apply health and safety practices • Expert interaction with Safety Officer • Self-safety 	10

	prevention <ul style="list-style-type: none"> • Safe working practices in different situations. • Preventive and remedial action while dealing with toxic materials • Importance of Dress code. • List of safety equipment kept in an office 	&making others follow safety procedure	
2. Explain healthy and hygienic environment	<ul style="list-style-type: none"> • Procedure for maintaining healthy and hygienic environment at workplace 	<ul style="list-style-type: none"> • Visit organisation to study the procedure for maintaining healthy and hygienic environment at work place 	7
3. Demonstrate the basic rescue techniques to deal with emergency situation	<ul style="list-style-type: none"> • Basic techniques bandaging • Explain the techniques using demonstration videos • CPR(First Aid Training) 	<ul style="list-style-type: none"> • Perform basic rescue techniques/field visit • Maintaining first aid tool kit 	10
4. Explain the fire safety techniques	<ul style="list-style-type: none"> • Explain the techniques using demonstration videos 	<ul style="list-style-type: none"> • Perform fire safety techniques/field visit 	6
Total			33

Unit 4: Principles of Professional Practice at The Work Place			
Expected Learning Outcome	Theory (19 hrs)	Practical (31 hrs)	Duration (50hrs)
1. Explain professional image and behaviour at workplace	<ul style="list-style-type: none"> • Importance of developing personal and professional goals and objectives 	<ul style="list-style-type: none"> • Identify own strength and weakness • Describe own role in achieving the goal • (Interaction with HR Manager) 	12
2. Explain professional competence	<ul style="list-style-type: none"> • Importance of continuous learning for professional development 	<ul style="list-style-type: none"> • Collect feedback from others on own performance and practice 	14
3. Perform work in a disciplined and ethical manner	<ul style="list-style-type: none"> • Importance of discipline and ethics in a professional work place. • guidelines and legal 	<ul style="list-style-type: none"> • Prepare active mile stone and time lines. • Identify ethical 	12

	<ul style="list-style-type: none"> requirements on disclosure and confidentiality follow organization policy 	and unethical issues at the work place.	
4. Develop skill in Work effectively with all stake holders	<ul style="list-style-type: none"> Team performance – meaning-importance-team performance and targets Types of inappropriate behaviour at the work place Conflict of interest 	<ul style="list-style-type: none"> Develop skill to recognize, avoid and address any conflict of interest Identify inappropriate behaviour 	12
Total			50

6. ORGANISATION OF FIELD VISITS/ON-THE-JOB TRAINING

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. Teachers and students should visit organization to observe and practice various office operations such as organizational policies and procedures, Office routines, Communication skill, respect confidentiality, forms management, records management, safety practices and interpersonal relationship. During the visit, students should obtain the following information from the owner or the supervisor of the Organization.

1. Organizational Policies and Procedure
2. Procedures to manage visitors
3. Norms and guidelines to check the forms
4. Filing practices
6. To setup and check voice and video communication tools effectively
7. Interpersonal relationship
8. Maintaining Healthy and hygienic environment at work place.
9. safety and rescue technique at work place.

On-the-job training of at least 80 hours is to be organized by the institution to provide hands-on training to the students

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.

1. Laptop	14. Paper Clip
2. Laser printer	15. Office bell
3. Dot matrix printer	16. Continuous stationery for dot matrix printer
4. EPABX	17. Toner
5. Pen drive	18. Dot matrix printer ribbon
6. Files (Cardboard and Arch liver)	19. Front office counter
7. Registers (minimum 40 Pages)	20. Office cabin
i) Attendance register	21. Office table
ii) Inward mail register	22. Office chair
iii) Outward mail register	23. Filing cabinet
iv) Local delivery register	24. Visitors chair
v) Acquittance	25. Head phone with mike
vi) Cash Book	26. First Aid kit
vii) Stock Registers	27. CPR
viii) Leave Registers	28. Fire extinguisher
ix) Visitors Register	29. Vacuum Cleaner
8. A4 Paper	
vi)Cash Book	
vii) Stock Registers	
9. Office tag	
10. Carbon Paper	
11. Punching Machine (Single and Double)	
12. Stapler (Normal and Heavy duty)	
13. Stapler Pin	

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