LEARNING OUTCOME BASED VOCATIONAL CURRICULUM

Employability Skills

(Common Course for All Job Roles of Grades XI-XII)

Grade XI-XII

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PSS CENTRAL INSTITUTE OF VOCATIONAL EDUCATION
Shyamla Hills, Bhopal – 462 002, M.P., India
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(Common Course for All Job Roles)

Revised, March, 2023

FOREWORD

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

It is a matter of great pleasure to introduce this learning outcome based curriculum on **Employability Skills** as compulsory component for all the job roles has been developed for the secondary and senior secondary students of vocational education.

The curriculum aims to provide children with employability skills to support occupational mobility and lifelong learning. It will help them to acquire specific occupational skills that meet employers' immediate needs. The teaching process is to be performed through the interactive sessions in classrooms, practical activities in laboratories and workshops, projects, field visits, and professional experiences.

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

Dinesh Prasad Saklani
Director
National Council of Educational Research & Training

PREFACE

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

In order to fulfill the growing aspirations of our youth and the demand of skilled human resource, the Ministry of Human Resource Development (MHRD), Government of India introduced the revised Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education that aims to provide for the diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provide an alternative for those pursuing higher education. For spearheading the scheme, the PSS Central Institute of Vocational Education (PSSCIVE) was entrusted the responsibility to develop learning outcome based curricula, student workbooks, teacher handbooks and e-learning materials for the job roles in various sectors, with growth potential for employment.

The PSSCIVE firmly believes that the vocationalisation of education in the nation need to be established on a strong footing of philosophical, cultural and sociological traditions and it should aptly address the needs and aspirations of the students besides meeting the skill demands of the industry. The curriculum, therefore, aims at developing the desired professional, managerial and communication skills to fulfill the needs of the society and the world of work. In order to honor its commitment to the nation, the PSSSCIVE has initiated the work on developing learning outcome based curricula with the involvement of faculty members and leading experts in respective fields. It is being done through the concerted efforts of leading academicians, professionals, policy makers, partner institutions, Vocational Education and Training experts, industry representatives, and teachers. The expert group through a series of consultations, working group meetings and use of reference materials develops a National Curriculum. Currently, the Institute is working on developing curricula and course-ware for over 100 job roles in various sectors.

We extend our gratitude to all the contributors for selflessly sharing their precious knowledge, acclaimed expertise, and valuable time and positively responding to our request for development of curriculum. We are grateful to MHRD and NCERT for the financial support and cooperation in realising the objective of providing learning outcome based modular curricula and course-ware to the States and other stakeholders under the PAB (Project Approval Board) approved project of *Rashtriya Madhyamik Shiskha Abhiyan* (RMSA) of MHRD.

Finally, for transforming the proposed curriculum design into a vibrant reality of implementation, all the institutions involved in the delivery system shall have to come together with a firm commitment and they should secure optimal community support. The success of this curriculum depends upon its effective implementation and it is expected that the managers of vocational education and training system, including subject teachers will make efforts to create better facilities, develop linkages with the world of work and foster a conducive environment as per the content of the curriculum document.

The PSSCIVE, Bhopal remains committed in bringing about reforms in the vocational education and training system through the learner-centric curricula and course-ware. We hope that this document will prove useful in turning out more competent Indian workforce for the 21st Century.

DEEPAK PALIWAL
Joint Director
PSS Central Institute of Vocational Education

ACKNOWLEDGMENT

CONTENTS

1. COURSE OVERVIEW

COURSE TITLE: EMPLOYABILITY SKILLS

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

- ✓ Apply effective oral and written communication skills to interact with customers;
- ✓ Identify the principal components of a computer system;
- ✓ Demonstrate the basic skills of using computer;
- ✓ Demonstrate self-management skills;
- ✓ Demonstrate the ability to provide a self-analysis in context of entrepreneurial skills;
- ✓ Demonstrate the knowledge of the importance of green skills in meeting the challenges of sustainable development and environment protection;

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

COURSE DURATION:

Total	:	**220 hours**
Grade XI	:	**110 hours**
Grade XII	:	**110 hours**

2. SCHEME OF UNITS AND ASSESSMENT

This course is a planned sequence of instructions consisting of Units meant for developing employability competencies of students of Grade XI and XII for vocational subject along with general education subjects.

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

	GRADE XI		
	Units	**No. of Hours for Theory and Practical 300**	**Max. Marks for Theory & Practical 100**
Part A	**Employability Skills**		
Unit 1	Communication Skills – III	25	
Unit 2	Self-management Skills – III	25	
Unit 3	Information and Communication Technology Skills – III	20	
Unit 4	Entrepreneurial Skills – III	25	
Unit 5	Green Skills – III	15	
	Total	**110**	**10**
Part B	**Vocational Skills**	**165**	**40**
Part C	**Practical Examination**	**10**	**50**
Part D	**Project Work/Field Visit**	**15**	
	Total	**300**	**100**

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

	GRADE XII		
	Units	**No. of Hours for Theory and Practical 300**	**Max. Marks for Theory & Practical 100**
Part A	**Employability Skills**		
Unit 1	Communication Skills – IV	25	
Unit 2	Self-management Skills – IV	25	
Unit 3	Information and Communication Technology Skills – IV	20	
Unit 4	Entrepreneurial Skills – IV	25	
Unit 5	Green Skills – IV	15	
	Total	**110**	**10**
Part B	**Vocational Skills**	**165**	**40**
Part C	**Practical Examination**	**10**	**50**
Part D	**Project Work/Field Visit**	**15**	
	Total	**300**	**100**

3. TEACHING/TRAINING ACTIVITIES

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

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

CLASSROOM ACTIVITIES

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

PRACTICAL WORK IN LABORATORY/WORKSHOP

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

FIELD VISITS/ EDUCATIONAL TOUR

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

4. ASSESSMENT AND CERTIFICATION

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

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

5. UNIT CONTENTS

GRADE XI

Part A: Employability Skills

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

Unit 1: Communication Skills – III

Sn	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1	Demonstrate knowledge of communication	• IIntroduction to communication • Importance of communication • Elements of communication • Perspectives in communication • Effective communication	• Role-play on the communication process • Group discussion on the importance of communication and factors affecting perspectives in communication • Charts preparation on elements of communication • Classroom discussion on the 7Cs (i.e. Clear, Concise, Concrete, Correct, Coherent, Courteous and Complete) for effective communication	03
2	Demonstrate verbal communication	• Verbal communication • Public Speaking	• Role play of a phone conversation • Group activity on delivering a speech and practicing public speaking	02
3	Demonstrate non-verbal communication	• Importance of non-verbal communication, • Types of non-verbal communication, • Visual communication	• Role plays on non-verbal communication • Group exercise and discussion on Do's and Don'ts to avoid body language mistakes • Group activity on methods of communication	02
4	Demonstrate speech using correct pronunciation	• Pronunciation basics, • Speaking poperly, • Phonetics, • Types of sounds	• Group activities on practicing pronunciation	01

5	Apply an assertive communication style	• Important communication styles, • Assertive communication, • Advantages of assertive communication, • Practicing assertive communication	• Group discussion on communication styles, • Group discussion on observing and sharing communication styles	03
6	Demonstrate the knowledge of saying no	• Steps for saying "No" • Connecting words	• Group discussion on how to say 'No'	02
7	Identify and use parts of speech in writing	• Capitalisation, • Punctuation, • Basic parts of speech, • Supporting parts of speech	• Group activity on identifying parts of speech, • Writing a paragraph with punctuation marks, • Group activity on constructing sentences, • Group activity on identifying parts of speech	03
8	Write correct sentences and paragraphs	• Parts of a sentence • Types of object • Types of sentences • Paragraph	• Activity on framing sentences • Activity on active and passive voice • Assignment on writing different types of sentences.	02
9	Communicate with people	• Geetings, • Introducing self and others	• Role-play on formal and informal greetings, • Role-play on introducing someone, • Practice and group discussion on how to greet different people	02
10	Introduce yourself to others and write about oneself	• Talking about self • Filling a form	• Practicing self-introduction and filling up forms • Practicing self-introduction to others	01
11	Develop questioning skill	• Main types of questions, • Forming closed and open ended questions	• Practice exercise on forming questions, • Group activity on framing questions.	01
12	Communicate information about family to others	• Names of relatives, • Relations	• Practice taking about family, • Role-ply on talking about family members	01
13	Describe habits and routines	• Concept of habits and routines	• Group discussion on habits and routines • Group activity on describing routines	01
14	Ask or give	• Asking for directions,	• Role-play on asking and giving	01

	• Using landmarks	directions,	
directions to others		• Identifying symbols used for giving directions	
		Total Duration in Hours	**25**

Unit 2: Self-management Skills – III

Sn	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Identify and analyze own strengths and weaknesses	• Understanding self • Techniques for identifying strengths and weaknesses • Difference between interests and abilities	• Activity on writing aims in life • Prepare a worksheet on interests and abilities	03
2.	Demonstrate personal grooming skills	• Guidelines for dressing and grooming • Preparing a personal grooming checklist	• Role-play on dressing and grooming standards • Self-reflection activity on various aspects of personal grooming	04
3.	Maintain personal hygiene	• Importance of personal hygiene • Three steps to personal hygiene • Essential steps of hand washing	• Role-play on personal hygiene • Assignment on personal hygiene	03
4.	Demonstrate the knowledge of working in a team and participating in group activities	• Describe the benefits of teamwork, • Working in a team	• Assignment on working in a team, • Self-reflection on teamwork	03
5	Develop networking skills	• Benefits of networking skills, • Steps to build networking skills	• Group activity on networking in action, • Assignment on networking skills	03
6	Describe the meaning and importance of self-motivation	• Meaning of self-motivation, • Types of motivation, • Steps to building self-motivation	• Activity on staying motivated, • Assignment on reasons hindering motivation	03
7	Set goals	• Meaning of goals and purpose of goal-setting, • Setting SMART goals	• Assignment on setting SMART goals, • Activity on developing long-term and short-term goals using SMART method	03
8	Apply time management strategies and techniques	• Meaning and importance of time management, • Steps for effective time management	• Preparing checklist of daily activities	03
			Total Duration in Hours	**25**

Unit 3: Information and Communication Technology Skills – III

Sn	Learning Outcome	Theory (08 Hours)	Practical (12 Hours)	20 Hrs
1.	Create a document on the word processor	• Introduction to ICT, • Advantages of using a word processor, • Work with LibreOffice Writer	• Demonstration and practice of the following: • Creating a new document • Typing text • Saving the text • Opening and saving file in Microsoft word/Libre Office Writer	02
2.	Identify icons on the toolbar	• Status bar, • Menu bar, • Icons on the Menu bar, • Multiple ways to perform a function	• Group activity on using basic user interface of LibreOffice writer • Group activity on working with Microsoft Word	02
3.	Save, close, open and print document	• Save a document, • Close a document, • Open an existing document, • Print a document	• Group activity on perform ing the functions for saving, closing and printing documents in LibreOffice Writer, • Group activity on perform ing the functions to save, close and print documents	02
4.	Format text in a document	• Change style and size of text • Align text, • Cut, Copy, Paste, • Find and replace	• Group activity on formatting text in LibreOffice Writer, • Group activity on formatting text in Microsoft Word	02
5.	Check spelling and grammar in a word document	• Use of spell checker, • Autocorrect	• Group activity on checking spellings and grammer using LibreOffice Writer • Group activity on checking spellings and grammer using Microsoft Word	02
6.	Insert lists, tables, pictures, and shapes in a word document	• Insert bullet list, • Number list, • Tables, • Pictures, • Shapes	• Practical exercise of inserting lists and tables using LibreOffice Writer	03
7.	Insert header, footer and page number in a word document	• Insert header, • Insert footer, • Insert page number, • Page count	• Practical exercise of inserting header, footer and page numbers in LibreOffice Writer • Practical exercise of inserting header, footer and page numbers in Microsoft Word	03
8.	Make changes by using the track	• Tracking option • Manage option	• Group activity on performing track changes in LibreOffice	04

	change option in a word document	• Compare documents	Writer • Group activity on performing track changes in Microsoft Word	
			Total Duration in Hours	**20**

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

Unit 5: Green Skills – III

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

GRADE XII

Part A: Employability Skills

Unit No.	Unit Name	Duration in Hours
Unit 1	Communication Skills – IV	25
Unit 2	Self-management Skills – IV	25
Unit 3	Information and Communication Technology Skills – IV	20
Unit 4	Entrepreneurial Skills – IV	25
Unit 5	Green Skills – IV	15
	Total	**110**

Unit 1: Communication Skills – IV

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

Unit 2: Self-management Skills – IV

Sn	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Describe the various factors influencing motivation and positive attitude	• Motivation and positive attitude • Intrinsic and extrinsic motivation • Positive attitude – ways to maintain positive attitude • Stress and stress management - ways to manage stress	• Role Play on avoiding stressful situation, • Activity on listing negative situations and ways to turn it positive	10

2.	Describe how to become result oriented	• How to become result oriented? • Goal setting – examples of result-oriented goals	• Pair and share activities on the aim of life	05

3.	Describe the importance of self-awareness and the basic personality traits, types and disorders	• Steps towards self-awareness
		• Personality and basic personality traits
		• Common personality disorders-
		  • Suspicious
		  • Emotional and impulsive
		  • Anxious
		• Steps to overcome personality disorders
			• Group discussion on self awareness
			• Group discussion on common personality disorders
			• Brainstorming steps to overcome personality disorder
				10

			Total Duration in Hours	**25**

Unit 3: Information and Communication Technology Skills – IV				
Sn	**Learning Outcome**	**Theory** **(06 Hours)**	**Practical** **(14 Hours)**	**20 Hrs**
1.	Identify the components of a spreadsheet application	• Getting started with spreadsheet – types of a spreadsheet, components of a worksheet, • Starting LibreOffice Calc • Creating a worksheet	• Group activity on identifying components of spreadsheet in LibreOffice Calc	02
2.	Perform basic operations in a spreadsheet	• Opening workbook and entering data – types of data, steps to enter data, editing and deleting data in a cell • Selecting multiple cells • Saving the spreadsheet in various formats • Closing the spreadsheet • Opening the spreadsheet. • Printing the spreadsheet.	• Group activity on working with data on LibreOffice Calc	03
3.	Demonstrate the knowledge of working with data and formatting text	• Using a spreadsheet for addition – adding value directly, adding by using cell address, using a mouse to select values in a formula, using sum function, copying and moving formula • Need to format cell and content • Changing text style and font size	• Group activity on formatting a spreadsheet in LibreOffice Calc • Group activity on performing basic calculations in LibreOffice Calc.	02

		• Align text in a cell • Highlight text		
4.	Demonstrate the knowledge of using advanced features in spreadsheet	• Sorting data, • Filtering data, • Protecting spreadsheet with password	• Group activity on sorting data in LibreOffice Calc	03
5.	Make use of the software used for making slide presentations	• Available presentation software • Stapes to start LibreOffice Impress • Adding text to a presentation	• Group practice on working with LibreOffice Impress tools, • Group practice on creating a presentation in LibreOffice Impress	02
6.	Demonstrate the knowledge to open, close and save slide presentations	• Open, Close, Save and Print a slide presentation	• Group activity on saving, closing and opening a presentation in LibreOffice Impress	01
7.	Demonstrate the operations related to slides and texts in the presentation	• Working with slides and text in a presentation- adding slides to a presentation, deleting slides, adding and formatting text, highlighting text, aligning text, changing text colour	• Group practice on working with font styles and types in LibreOffice Impress	04
8.	Demonstrate the use of advanced features in a presentation	• Advanced features used in a presentation, • Inserting shapes in the presentation, • Inserting clipart and images in a presentation, • Changing slide layout	• Group activity on changing slide layout on LibreOffice Impress	03
			Total Duration in Hours	**20**

Unit 4: Entrepreneurial Skills – IV				
Sn	Learning Outcome	Theory (10 Hours)	Practical (15 Hours)	25 Hrs
1.	Describe the concept of entrepreneurship and the types and roles and functions entrepreneur	• Entrepreneurship and entrepreneur • Characteristics of entrepreneurship • Entrepreneurship-art and science • Qualities of a successful entrepreneur • Types of entrepreneurs • Roles and functions of an entrepreneur	• Group discussion on the topic "An entrepreneur is not born but created". • Conducting a classroom quiz on various aspects of entrepreneurship. • Chart preparation on types of entrepreneurs • Brainstorming activity on What motivates an entrepreneur	10

		• What motivates an entrepreneur • Identifying opportunities and risk-taking • Startups		
2.	Identify the barriers to entrepreneurship	• Barriers to entrepreneurship, • Environmental barriers, • No or faulty business plan, • Personal barriers	• Group discussion about "What we fear about entrepreneurship" • Activity on taking an interview of an entrepreneur.	05
3.	Identify the attitude that make entrepreneur successful	• Entrepreneurial attitude	• Group activity on identifying entrepreneurial attitude.	05
4.	Demonstrate the knowledge of entrepreneurial attitude and competencies	• Entrepreneurial competencies • Decisiveness, • Initiative • Interpersonal skills-positive attitude, stress management • Perseverance • Organisational skills- time management, goal setting, efficiency, managing quality.	• Playing games, such as "Who am I". • Brainstorming a business ideas • Group practice on "Best out of Waste" • Group discussion on the topic of "Let's grow together" • Group activity on listing stress and methods to deal with it like Yoga, deep breathing exercise.	05
			Total Duration in Hours	**25**

Unit 5: Green Skills – IV

Sn	Learning Outcome	Theory (05 Hours)	Practical (10 Hours)	15 Hrs
1.	Identify the benefits of the green jobs	• Green jobs • Benefits of green jobs • Green jobs in different sectors: • Agriculture • Transportation • Water conservation • Solar and wind energy • Eco-tourism • Building and construction • Solid waste management • Appropriate technology	• Group discussion on the importance of green job, • Chart preparation on green jobs in different sectors.	08
2	State the importance of green jobs	• Importance of green jobs in • Limiting greenhouse gas emissions,	• Preparing posters on green jobs, • Group activity on tree	07

		• Minimizing waste and pollution, • Protecting and restoring ecosystems, • Adapting to the effects of climate change	plantation. • Brainstorming different ways of minimising waste and pollution	
			Total Duration in Hours	15

9. LIST OF CONTRIBUTORS

The curriculum was developed by the following experts:

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